

ANNUAL QUALITY ASSURANCE REPORT

(AQAR)

2014-15

Submitted to

NATIONAL ASSESSMENT & ACCREDITATION COUNCIL

Bangaluru 560072



Submitted by

Govt. Bilasa Girls P.G.College Bilaspur (C.G.)

(Affiliated to Bilaspur University, Bilaspur)

Link Road, Bilaspur (C.G.) 495001

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**OFFICE OF THE PRINCIPAL
GOVT. BILASA GIRLS' P.G. COLLEGE, BILASPUR (C.G.)**

NAAC: "A"
website- <http://bilasagirlscollege.ac.in> email- bilasagirlscollege_bilaspur@rediffmail.com Ph No./Fax- 07752-224249

Letter No. 1879/2015

Bilaspur, Date: 19/12/2015

From-

Dr. J. P. Sheohare
Principal
Govt. Bilasa Girls P.G. College
Bilaspur (C.G.)

To,

The Director
National Assessment and Accreditation Council,
P.O. Box No. 1075 Nagarabhavi
Bangalore- 560076

Sub:- Submission of AQAR report for the year 2014-15.
Ref. :- Track ID- CHCOGN- 12598/2012

Res. Sir

With reference to above cited subject, here with we are the AQAR report for the year 2014-15. The same will be uploaded on the college website - <http://bilasagirlscollege.ac.in>
With Regards,

Place :- Bilaspur
Date :- 19/12/2015

(Dr. J. P. Sheohare)
Principal
Govt. Bilasa Girls P.G. College
Bilaspur (C.G.)

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

I. Details of the Institution

1.1 Name of the Institution

Govt.Bilasa Girls'
P.G.College,Bilaspur(C.G.)

1.2 Address Line 1

Link Road, Bilaspur(C.G.)

Address Line 2

City/Town

Bilaspur

State

Chhattisgarh

Pin Code

495001

Institution e-mail address

Bilasagirlscollege_bilaspur@rediffmail.com

Contact Nos.

07752-224249

Name of the Head of the Institution:

Dr. J.P.Sheohare

Tel. No. with STD Code:

07752-224249

Mobile:

094241-46560

Name of the IQAC Co-ordinator:

Dr. Kaveri Dabhadker

Mobile:

094241-45530

IQAC e-mail address:

K_dab@rediffmail.com

1.3 **NAAC Track ID** (For ex. MHCOGN 18879)_E&NER/BSM/2nd/CYCLE/CHCOGN12598/2013,27-11-2013

1.4 Website address:

<http://bilasagirlscollege.ac.in>

Web-link of the AQAR:

For ex. <http://www.ladykeanecollege.edu.in/AQAR201213.doc>

1.5 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B++	81%	2006	2011-12
2	2 nd Cycle	A	3.04	2014	2019
3	3 rd Cycle				
4	4 th Cycle				

1.6 Date of Establishment of IQAC :

S.NO.852-A/NAAC/IQAC/14-12-2009

S.NO. 2101/NAAC/IQAC dated 30.12.14

1.7 AQAR for the year (for example 2010-11)

2014-15

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR 2009-10_Submitted to NAAC on (5/10/2013)
- ii. AQAR_2010-11 Submitted to NAAC on (5/10/2013)
- iii. AQAR_2011-12 Submitted to NAAC on (5/10/2013)
- iv. AQAR_2012-13 Submitted to NAAC on (5/10/2013)
- v. AQAR 2013-14 Submitted to NAAC on (5/10/2014)

1.9 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.10 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

. PGDCA,DCA,Add-on courses,& BCA

Others (Specify)

1.11 Name of the Affiliating University (*for the Colleges*)

BilaspurUniversity,Bilaspur(C.G.)

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

STATE

University with Potential for Excellence

UGC-CPE

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

6

2.2 No. of Administrative/Technical staff

1

2.3 No. of students

1

2.4 No. of Management representatives

1

2.5 No. of Alumni

1

2.6 No. of any other stakeholder and
community representatives

2

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2.9 Total No. of members

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholders: No. Faculty
 Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No
 If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

National Seminar, Drinking Water facility in the left wing of the college premises, village health & awareness campaign, wi-fi networking facility in Campus, Guest Lectures, Plantation, Computer training for office workers .annual gathering, published college magazines, Proposals has been made for RUSA,CPE,WOMEN UNIVERSITY .

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality Enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
To provide drinking water facility in	Completed

each wing	
To organise a lecture by the doctors of various fields for students	Organised under the banner of Red Cross Society
Organise 7 days village camp	In village Bodsara NSS Unit successfully organised the camp. Various activities- Social awareness programmes, haemoglobin test of women, environment awareness camp, yoga for children, village cleanliness services, cultural programme for villagers etc.
Guest lectures in various discipline	Guest lectures organised by the department of Maths, Chemistry English, Urdu, Geography, Science.
Maintenance of college building & premises	Renovation of college building(construction of new class rooms ,Toilets in hostel premises ,fencing of college garden, Guard room ,CCTV in college premises sound system in girls common room)
Cultural and extra curricular activities	Foundation –Day celebration,VRIKSHAROPAN (Plantation) Programme, Matdata Jagrukata hetu nukkad natak,(Street – play), rally, Poster & slogan competition, Annual sports, Annual gathering
Organise National Seminar/Workshop	Department of sport organise national seminar on sport psychology

* Attach the Academic Calendar of the year as Annexure. **Annexure I**

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

Drinking Water facility in the left wing of the college premises, village health & awareness campaign, Guest Lectures organised, Annual Function, Annual Sports Meet, Induction Meeting, celebrated "STHAPANA DIVAS" ,Parent-Teacher Meet, Alumni Meet etc. Voting awareness programmes.

Part – B

Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG	17	-	02	
UG	5	1	1	
PG Diploma	3		3	
Advanced Diploma				
Diploma	1		1	
Certificate	8		8	
Others				6
Total	34	1	15	6
Interdisciplinary	-			
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	yes, at P.G. Level & UG level
Trimester	
Annual	yes, at UG level

1.3 Feedback from stakeholders*

(On all aspects)

Alumni Parents Employers Students

Mode of feedback : Online Manual Co-operating schools (for PEI)

**Please provide an analysis of the feedback in the Annexure Annexure II*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes –college has adopted semester system at first year of UG. Syllabi were revised accordingly. Single paper system in each subject is introduced as per university guidelines.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

nil

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	60	47		13	

2.2 No. of permanent faculty with Ph.D.

53

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
47					13			60	

2.4 No. of Guest and Visiting faculty and Temporary faculty

18

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	41	142	20
Presented papers	40	142	20
Resource Persons	-	06	11

2.6 Innovative processes adopted by the institution in Teaching and Learning:

ICT based teaching, Interactive teaching adopted

2.7 Total No. of actual teaching days during this academic year

180

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Photocopy

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

60

2.10 Average percentage of attendance of students

75%

2.11 Course/Programme wise
distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
UG	593		31.36%	44.85	1.18	84.14
PG	595		97.31	2.68	nil	99.9

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

Through Academic Audit, IQAC assess the academic performance of each department and the faculty against the set targets for the year. Convenor of Academic Audit Committee, review each department and offer suggestions for improvement. Feedback from students regarding teaching is collected in which basis reformation of learning process suggested to AAC of college.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	02
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by college/ other institutions	
Summer / Winter schools, Workshops, etc.	06
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	31		01	
Technical Staff	16			

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

To promote the research environment in the institution, Research facilities are provided by the college through enhancement of infrastructure facilities in the laboratories. Guest lectures are organised to exchange the knowledge with students & faculties both.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	NIL		-	-
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number		11	UGC	
Outlay in Rs. Lakhs		657000/-		

3.4 Details on research publications

	International	National	Others
Peer Review Journals		10	
Non-Peer Review Journals		53	
e-Journals	02	03	
Conference proceedings	01	04	

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)	2014-15	DST		
Total				

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
 DPE DBT Scheme/funds

3.9 For colleges
 Autonomy CPE DBT Star Scheme
 INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number		01			
Sponsoring agencies		UGC			

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College
 Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	-
	Granted	-
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
02		02				

3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them

20

15

3.19 No. of Ph.D. awarded by faculty from the Institution

03

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
National level International level

3.22 No. of students participated in NCC events:

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level State level
National level International level

3.24 No. of Awards won in NCC:

University level State level
National level International level

3.25 No. of Extension activities organized

University forum	<input type="text"/>	College forum	<input type="text" value="03"/>	
NCC	<input type="text" value="05"/>	NSS	<input type="text" value="05"/>	Any other <input type="text"/>

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- One day local extension tour organised by department of Botany to study the vegetation grow in Agriculture college, Bilaspur
- Excursion for study of biodiversity of plants & plant collection in Amarkantak Plateau
- Department of home science participated in camp organised by “live with dignity” foundation at Raipur. Faculty of department submitted the recipes of locally available food for improvement of health of marginalised women that are appreciated by the society.
- Students of M.H.Sc. Human Development Department visit to Old age home, Orphanage home (Sewa Bharti, Matruchaya) and Shri clinic Bilaspur to serve the elderly persons Mentally retarded children. One day awareness campaign in village Lofandi to aware the people for utilising the various govt, schemes for child and women development, also organised by HD Department.
- To study the costal topography and daccan plateau 11 days study tour organised by department of Geography. 40 students along with faculty members visited almost all important places of south India.
- One day environmental awareness camp organised by department in village Kosamdih. Students visited door to door and distributed the pamphlets regarding various issue related with environment, education, Social beliefs etc.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	17acre	nil		
Class rooms		Proposal accept for construction of 6 class rooms	C.G. Govt.	10000000

Analysis of Questionnaire No-1

Under Graduate- year 2014-15

Questionnaires for Feedback from Students: Course evaluation

Very Good

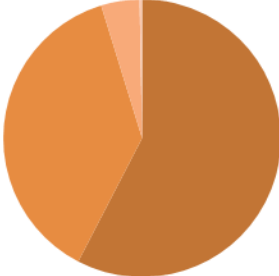
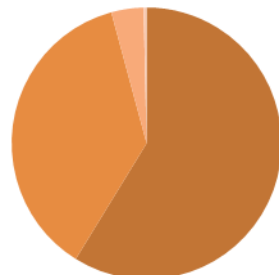
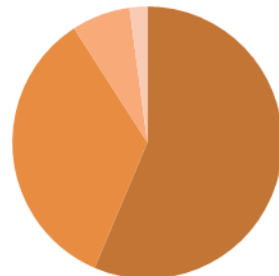
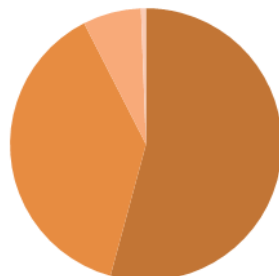
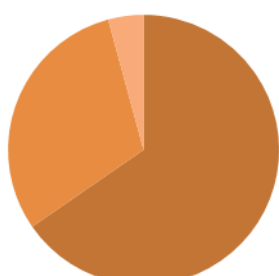
Good

Satisfactory

Less Satisfactory



S.No	Question	Graphical analysis of student's feed back
1	Depth of the course content including project work if any	
2	Extent of coverage of course	
3	Applicability/relevance to real life situations	

4	Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	
5	Clarity and relevance of textual reading material	
6	Relevance of additional source material (Library)	
7	Extent of effort required by students	
8	Overall rating	

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Dr Kave

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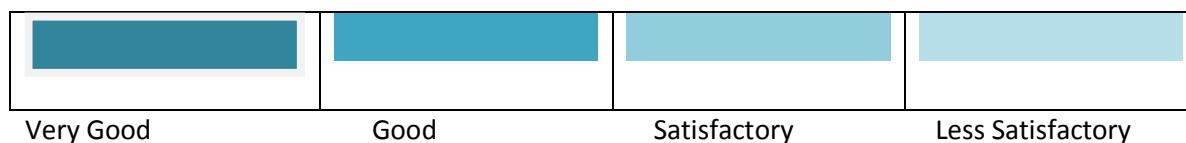
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Govt. Bilasa Girls' P.G. College Bilaspur (C.G.)

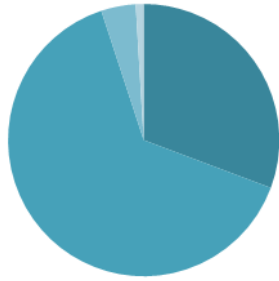
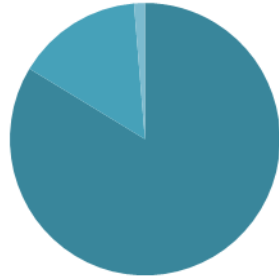
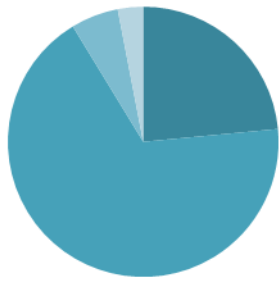
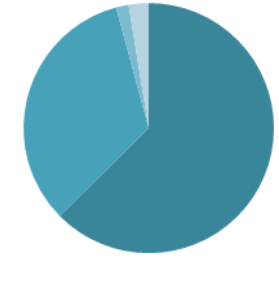
Analysis of Questionnaire No-3

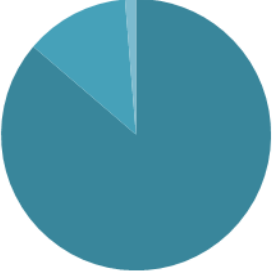
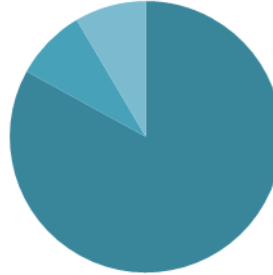
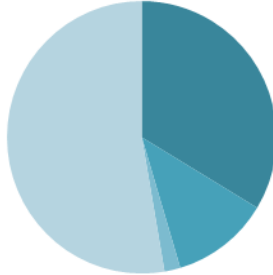
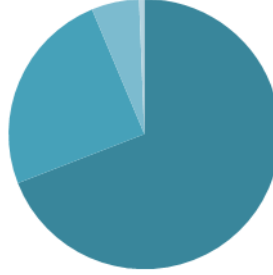
Under Graduate -year 2014-15

Student's Overall evaluation of Programme and teaching

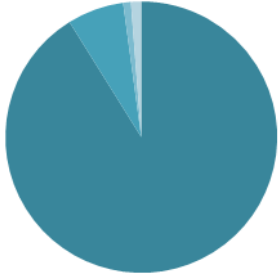
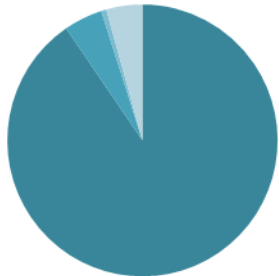
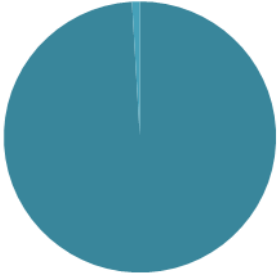


S.No	Question	Graphical analysis of student's feed back
1	The syllabus of each course was a) adequate b) inadequate c) challenging d) dull	
2	Background for benefiting from the course was a) more than adequate b) adequate c) inadequate d) cannot say	

<p>3</p>	<p>Was the course easy or difficult to understand?</p> <p>a) easy b)manageable</p> <p>c) difficult d) very difficult</p>	
<p>4</p>	<p>How much of the syllabus was covered in the class?</p> <p>a) 85 to 100% b) 70 to 85%</p> <p>c) 55 to 70% d) less than 55%</p>	
<p>5</p>	<p>What is your opinion about the library material and facilities for the course?</p> <p>a) more than adequate</p> <p>b) adequate</p> <p>c) inadequate</p> <p>d) very poor</p>	
<p>6</p>	<p>To what extent were you able to get material for the prescribed readings?</p> <p>a) Easily</p> <p>b)with some difficulty</p> <p>c) not available at all</p> <p>d) with great difficulty</p>	

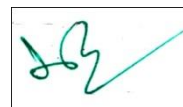
<p>7</p>	<p>How well did the teacher prepare for the classes?</p> <ul style="list-style-type: none"> a) thoroughly b) satisfactorily c) poorly d) indifferently 	
<p>8</p>	<p>How well was the teacher able to communicate?</p> <ul style="list-style-type: none"> a) Always effective b) sometimes effective c) Just satisfactorily d) generally ineffective 	
<p>9</p>	<p>How far does the teacher encourage student participation in the class?</p> <ul style="list-style-type: none"> a) mostly yes b) sometimes c) not at all d) always 	
<p>10</p>	<p>. If yes, which of the following methods were used?</p> <ul style="list-style-type: none"> a) Encouraged to raise questions b) get involved in discussion in the class c) encourage discussion outside class d) did not encourage 	

<p>11</p>	<p>How helpful was the teacher in advising?</p> <ul style="list-style-type: none"> a) Very helpful b) sometimes helpful c) not at all helpful d) did not advise 	
<p>12</p>	<p>The teacher's approach can best be described as</p> <ul style="list-style-type: none"> a) Always courteous b) sometimes rude c) always indifferent d) cannot say 	
<p>13</p>	<p>Internal assessment was</p> <ul style="list-style-type: none"> a) Always fair b) sometimes unfair c) Usually unfair d) sometimes fair 	
<p>14</p>	<p>What will be the impact of internal assessment on your result?</p> <ul style="list-style-type: none"> a) Helpful for improvement b) Dissatisfactory c) Not effective d) Some times effective 	

15	<p>How frequently you get response the from teachers on your work</p> <p>a) Regular & timely b) Useful remarks c) Some times late d) without any remarks</p>	
16	<p>Whether teachers discuss with you on assignment?</p> <p>a) yes Completely b) yes to some extent c) never discussed d) Some times discussed</p>	
17	<p>Whether the Introductory lecture has been given in the beginning of the course?</p> <p>a) Yes b) no</p>	



Dr Kaveri Dabhadkar
Signature of
IQAC Convener



Dr. J.P. Sheohare
Signature of
Principal

Govt. Bilasa Girls' P.G. College Bilaspur (C.G.)

Analysis of Questionnaire No-1

Post Graduate- year 2014-15,

Questionnaires for Feedback from Students: Course evaluation

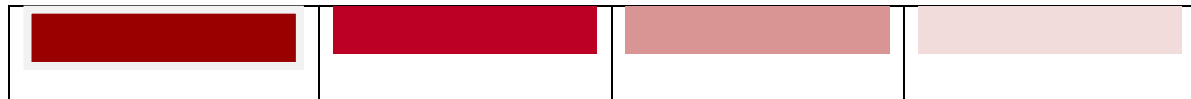
Very Good

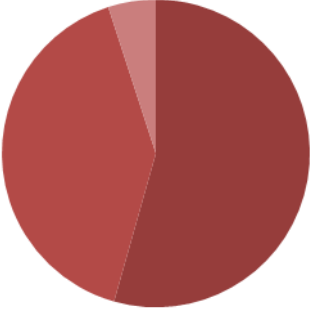
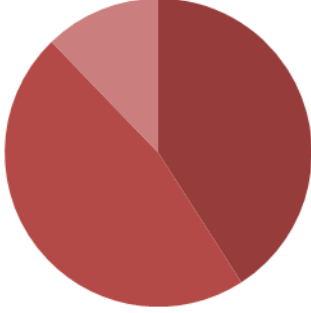
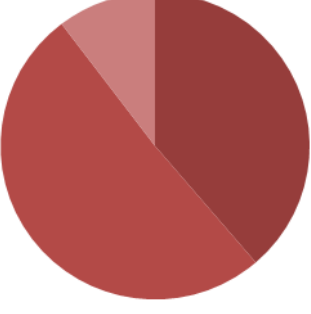
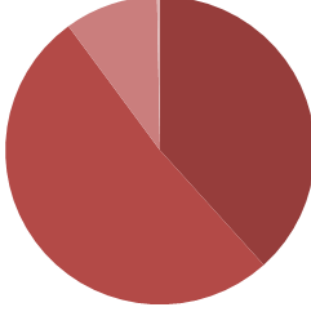
Good

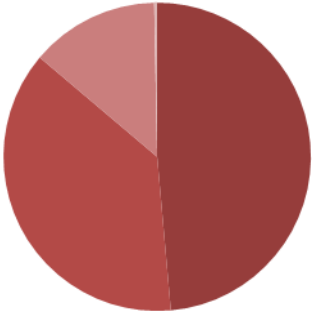
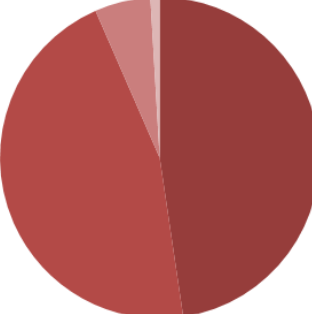
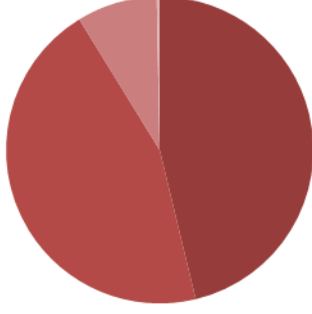
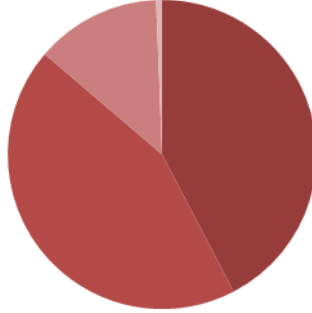
Satisfactory

Less Satisfactory

S.No	Question	Graphical analysis of student's feedback
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<p>1</p>	<p>Depth of the course content including project work if any</p>	
<p>2</p>	<p>Extent of coverage of course</p>	
<p>3</p>	<p>Applicability/relevance to real life situations</p>	
<p>4</p>	<p>Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)</p>	

5	Clarity and relevance of textual reading material	
6	Relevance of additional source material (Library)	
7	Extent of effort required by students	
8	Overall rating	

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Govt. Bilasa Girls' P.G. College Bilaspur (C.G.)

Analysis of Questionnaire No-3

Post Graduate -year 2014-15

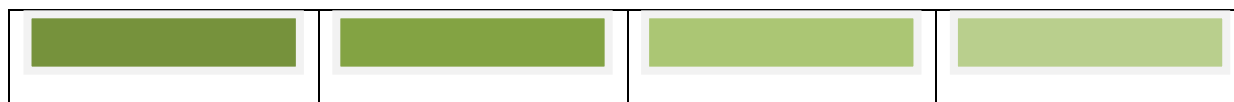
Student's Overall evaluation of Programme and teaching

Very Good

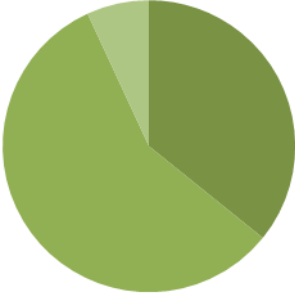
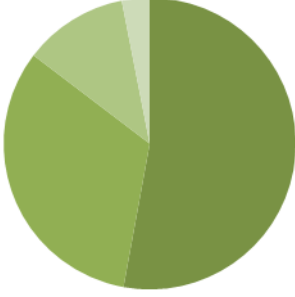
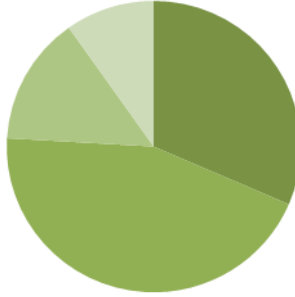
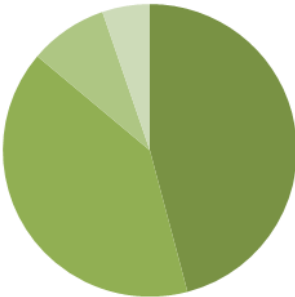
Good

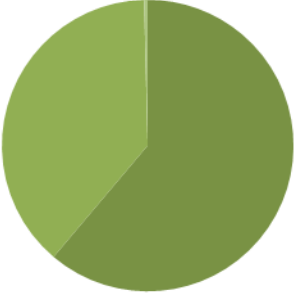
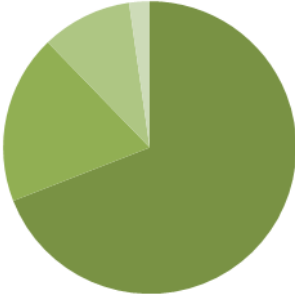
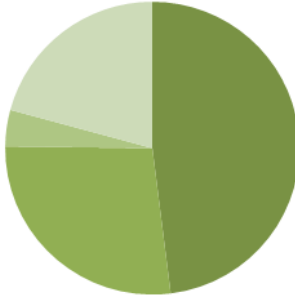
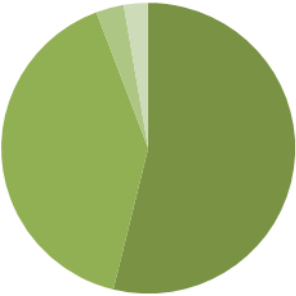
Satisfactory

Less Satisfactory

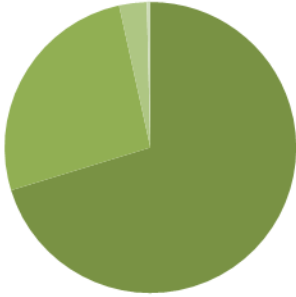
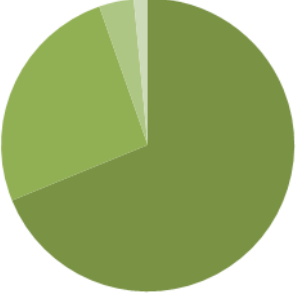
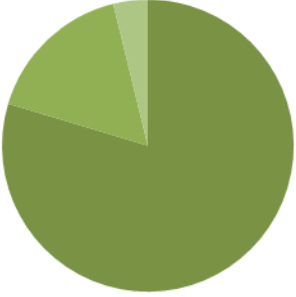


S.No	Question	Graphical analysis of student's feed back										
1	The syllabus of each course was a) adequate b) inadequate c) challenging d) dull	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage (Approximate)</th> </tr> </thead> <tbody> <tr> <td>adequate</td> <td>45%</td> </tr> <tr> <td>challenging</td> <td>25%</td> </tr> <tr> <td>inadequate</td> <td>15%</td> </tr> <tr> <td>dull</td> <td>15%</td> </tr> </tbody> </table>	Response	Percentage (Approximate)	adequate	45%	challenging	25%	inadequate	15%	dull	15%
Response	Percentage (Approximate)											
adequate	45%											
challenging	25%											
inadequate	15%											
dull	15%											
2	Background for benefiting from the course was a) more than adequate b) adequate c) inadequate d) cannot say	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage (Approximate)</th> </tr> </thead> <tbody> <tr> <td>adequate</td> <td>40%</td> </tr> <tr> <td>more than adequate</td> <td>30%</td> </tr> <tr> <td>cannot say</td> <td>15%</td> </tr> <tr> <td>inadequate</td> <td>15%</td> </tr> </tbody> </table>	Response	Percentage (Approximate)	adequate	40%	more than adequate	30%	cannot say	15%	inadequate	15%
Response	Percentage (Approximate)											
adequate	40%											
more than adequate	30%											
cannot say	15%											
inadequate	15%											

<p>3</p>	<p>Was the course easy or difficult to understand?</p> <p>a) easy b)manageable</p> <p>c) difficult d) very difficult</p>	
<p>4</p>	<p>How much of the syllabus was covered in the class?</p> <p>a) 85 to 100% b) 70 to 85%</p> <p>c) 55 to 70% d) less than 55%</p>	
<p>5</p>	<p>What is your opinion about the library material and facilities for the course?</p> <p>a) more than adequate</p> <p>b) adequate</p> <p>c) inadequate</p> <p>d) very poor</p>	
<p>6</p>	<p>To what extent were you able to get material for the prescribed readings?</p> <p>a) Easily</p> <p>b)with some difficulty</p> <p>c) not available at all</p> <p>d) with great difficulty</p>	

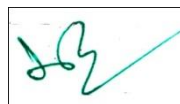
<p>7</p>	<p>How well did the teacher prepare for the classes?</p> <ul style="list-style-type: none"> a) thoroughly b) satisfactorily c) poorly d) indifferently 	
<p>8</p>	<p>How well was the teacher able to communicate?</p> <ul style="list-style-type: none"> a) Always effective b) sometimes effective c) Just satisfactorily d) generally ineffective 	
<p>9</p>	<p>How far does the teacher encourage student participation in the class?</p> <ul style="list-style-type: none"> a) mostly yes b) sometimes c) not at all d) always 	
<p>10</p>	<p>. If yes, which of the following methods were used?</p> <ul style="list-style-type: none"> a) Encouraged to raise questions b) get involved in discussion in the class c) encourage discussion outside class 	

	d) did not encourage	
11	<p>How helpful was the teacher in advising?</p> <p>a) Very helpful</p> <p>b) sometimes helpful</p> <p>c) not at all helpful</p> <p>d) did not advise</p>	<p>A pie chart with four segments. The largest segment is dark green, representing 'Very helpful'. The second largest is medium green, representing 'sometimes helpful'. There are two smaller segments: a light green one for 'not at all helpful' and a very thin white segment for 'did not advise'.</p>
12	<p>The teacher's approach can best be described as</p> <p>a) Always courteous</p> <p>b) sometimes rude</p> <p>c) always indifferent</p> <p>d) cannot say</p>	<p>A pie chart with four segments. The largest segment is dark green, representing 'Always courteous'. The second largest is medium green, representing 'sometimes rude'. There are two smaller segments: a light green one for 'always indifferent' and a very thin white segment for 'cannot say'.</p>
13	<p>Internal assessment was</p> <p>a) Always fair</p> <p>b) sometimes unfair</p> <p>c) Usually unfair</p> <p>d) sometimes fair</p>	<p>A pie chart with four segments. The largest segment is dark green, representing 'Always fair'. The second largest is medium green, representing 'sometimes unfair'. There are two smaller segments: a light green one for 'Usually unfair' and a very thin white segment for 'sometimes fair'.</p>
14	<p>What will be the impact of internal assessment on your result?</p> <p>a) Helpful for improvement</p> <p>b) Dissatisfactory</p> <p>c) Not effective</p> <p>d) Some times effective</p>	<p>A pie chart with four segments. The largest segment is dark green, representing 'Helpful for improvement'. The second largest is medium green, representing 'Dissatisfactory'. There are two smaller segments: a light green one for 'Not effective' and a very thin white segment for 'Some times effective'.</p>

15	<p>How frequently you get response the from teachers on your work</p> <p>a) Regular & timely b) Useful remarks c) Some times late d) without any remarks</p>	
16	<p>Whether teachers discuss with you on assignment?</p> <p>a) yes Completely b) yes to some extent c) never discussed d) Some times discussed Z</p>	
17	<p>Whether the Introductory lecture has been given in the beginning of the course?</p> <p>a) Yes b) no</p>	



Dr Kaveri Dabhadkar
Signature of
IQAC Convener



Dr. J.P. Sheohare
Signature of
Principal

Govt. Bilasa Girls' P.G. College Bilaspur (C.G.)

Analysis of Questionnaire No-1

Under Graduate- year 2014-15

Questionnaires for Feedback from Students: Course evaluation

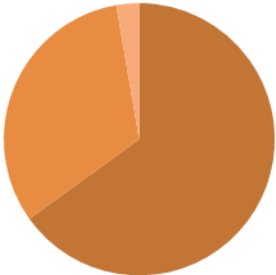
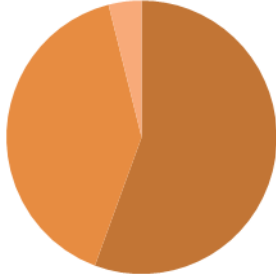
Very Good

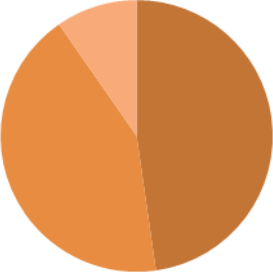
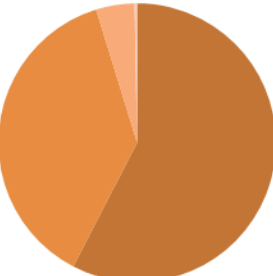
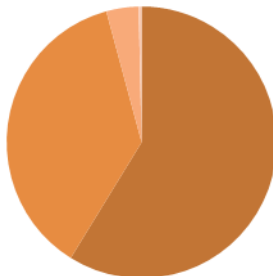
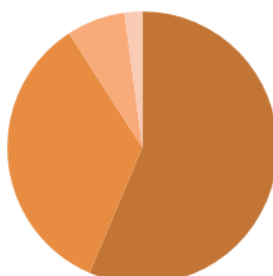
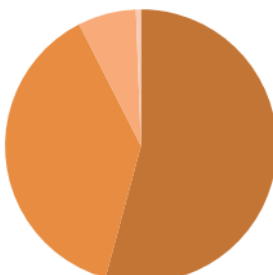
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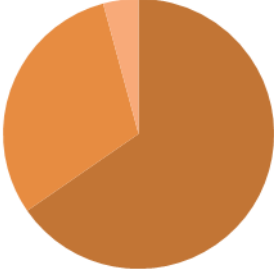
Satisfactory

Less Satisfactory



S.No	Question	Graphical analysis of student's feed back
1	Depth of the course content including project work if any	
2	Extent of coverage of course	

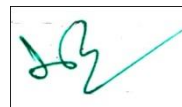
<p>3</p>	<p>Applicability/relevance to real life situations</p>	
<p>4</p>	<p>Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)</p>	
<p>5</p>	<p>Clarity and relevance of textual reading material</p>	
<p>6</p>	<p>Relevance of additional source material (Library)</p>	
<p>7</p>	<p>Extent of effort required by students</p>	

8	Overall rating	
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Dr Kaveri Dabhadkar

Signature of
IQAC Convener



Dr. J.P. Sheohare

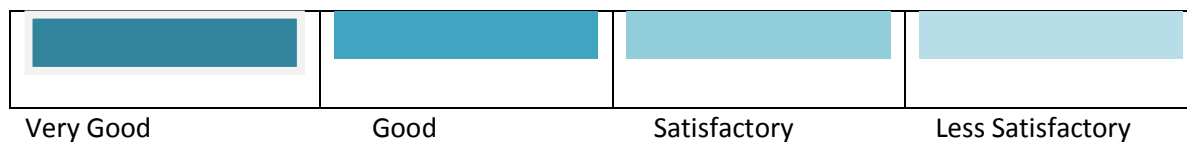
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Principal

Govt. Bilasa Girls' P.G. College Bilaspur (C.G.)

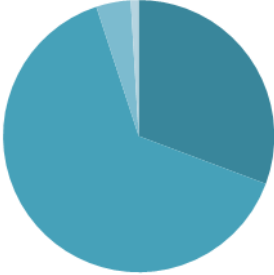
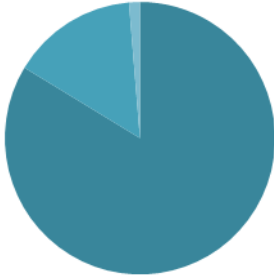
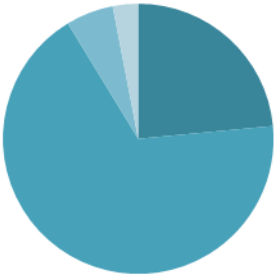
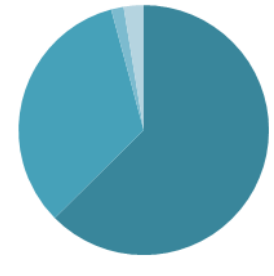
Analysis of Questionnaire No-3

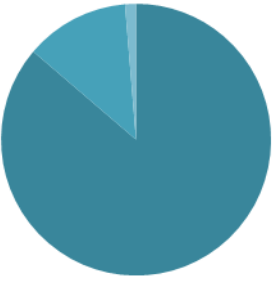
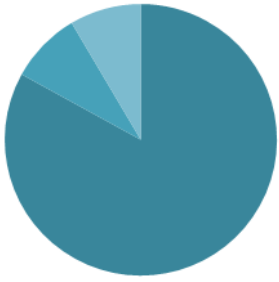
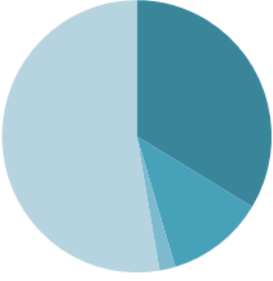
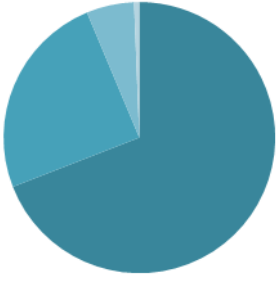
Under Graduate -year 2014-15

Student's Overall evaluation of Programme and teaching

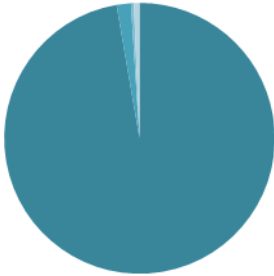
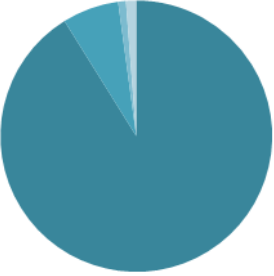
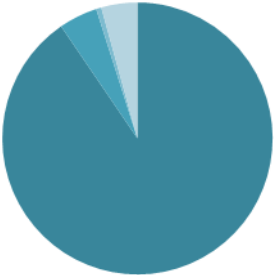
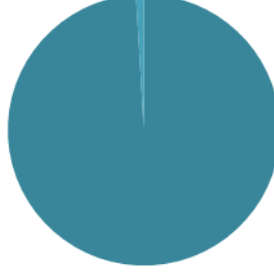


S.No	Question	Graphical analysis of student's feed back
1	The syllabus of each course was a) adequate b) inadequate c) challenging d) dull	
2	Background for benefiting from the course was a) more than adequate b) adequate c) inadequate d) cannot say	

<p>3</p>	<p>Was the course easy or difficult to understand?</p> <p>a) easy b)manageable</p> <p>c) difficult d) very difficult</p>	
<p>4</p>	<p>How much of the syllabus was covered in the class?</p> <p>a) 85 to 100% b) 70 to 85%</p> <p>c) 55 to 70% d) less than 55%</p>	
<p>5</p>	<p>What is your opinion about the library material and facilities for the course?</p> <p>a) more than adequate</p> <p>b) adequate</p> <p>c) inadequate</p> <p>d) very poor</p>	
<p>6</p>	<p>To what extent were you able to get material for the prescribed readings?</p> <p>a) Easily</p> <p>b)with some difficulty</p> <p>c) not available at all</p> <p>d) with great difficulty</p>	

<p>7</p>	<p>How well did the teacher prepare for the classes?</p> <ul style="list-style-type: none"> a) thoroughly b) satisfactorily c) poorly d) indifferently 	 <p>A pie chart with four segments. The largest segment is dark teal, representing 'thoroughly'. A smaller segment is medium teal, representing 'satisfactorily'. Two very small segments are light blue, representing 'poorly' and 'indifferently'.</p>
<p>8</p>	<p>How well was the teacher able to communicate?</p> <ul style="list-style-type: none"> a) Always effective b) sometimes effective c) Just satisfactorily d) generally ineffective 	 <p>A pie chart with four segments. The largest segment is dark teal, representing 'Always effective'. A smaller segment is medium teal, representing 'sometimes effective'. Two very small segments are light blue, representing 'Just satisfactorily' and 'generally ineffective'.</p>
<p>9</p>	<p>How far does the teacher encourage student participation in the class?</p> <ul style="list-style-type: none"> a) mostly yes b) sometimes c) not at all d) always 	 <p>A pie chart with four segments. The largest segment is light blue, representing 'mostly yes'. A smaller segment is dark teal, representing 'sometimes'. Two very small segments are medium teal, representing 'not at all' and 'always'.</p>
<p>10</p>	<p>. If yes, which of the following methods were used?</p> <ul style="list-style-type: none"> a) Encouraged to raise questions b) get involved in discussion in the class c) encourage discussion outside class 	 <p>A pie chart with three segments. The largest segment is dark teal, representing 'Encouraged to raise questions'. A smaller segment is medium teal, representing 'get involved in discussion in the class'. A very small segment is light blue, representing 'encourage discussion outside class'.</p>

	d) did not encourage	
11	<p>How helpful was the teacher in advising?</p> <p>a) Very helpful</p> <p>b) sometimes helpful</p> <p>c) not at all helpful</p> <p>d) did not advise</p>	<p>A pie chart with four segments. The largest segment is dark teal, representing 'Very helpful'. A smaller segment is medium teal, representing 'sometimes helpful'. Two very small segments are light blue, representing 'not at all helpful' and 'did not advise'.</p>
12	<p>The teacher's approach can best be described as</p> <p>a) Always courteous</p> <p>b) sometimes rude</p> <p>c) always indifferent</p> <p>d) cannot say</p>	<p>A pie chart with four segments. The largest segment is dark teal, representing 'Always courteous'. A smaller segment is medium teal, representing 'sometimes rude'. Two very small segments are light blue, representing 'always indifferent' and 'cannot say'.</p>
13	<p>Internal assessment was</p> <p>a) Always fair</p> <p>b) sometimes unfair</p> <p>c) Usually unfair</p> <p>d) sometimes fair</p>	<p>A pie chart with four segments. The largest segment is dark teal, representing 'Always fair'. A smaller segment is medium teal, representing 'sometimes unfair'. Two very small segments are light blue, representing 'Usually unfair' and 'sometimes fair'.</p>

<p>14</p>	<p>What will be the impact of internal assessment on your result?</p> <ul style="list-style-type: none"> a) Helpful for improvement b) Dissatisfactory c) Not effective d) Some times effective 	 <p>A pie chart showing the distribution of responses for question 14. The chart is almost entirely dark teal, representing 'Helpful for improvement'. There is a very small, light blue slice at the top, representing 'Some times effective'. The other two categories, 'Dissatisfactory' and 'Not effective', are not visible in the chart.</p>
<p>15</p>	<p>How frequently you get response the from teachers on your work</p> <ul style="list-style-type: none"> a) Regular & timely b) Useful remarks c) Some times late d) without any remarks 	 <p>A pie chart showing the frequency of responses from teachers. The chart is mostly dark teal ('Regular & timely'). There is a small light blue slice ('Some times late') and a very small white slice ('without any remarks'). The 'Useful remarks' category is not visible.</p>
<p>16</p>	<p>Whether teachers discuss with you on assignment?</p> <ul style="list-style-type: none"> a) yes Completely b) yes to some extent c) never discussed d) Some times discussed 	 <p>A pie chart showing whether teachers discuss assignments. The chart is mostly dark teal ('yes Completely'). There is a small light blue slice ('Some times discussed') and a very small white slice ('never discussed'). The 'yes to some extent' category is not visible.</p>
<p>17</p>	<p>Whether the Introductory lecture has been given in the beginning of the course?</p> <ul style="list-style-type: none"> a) Yes b) no 	 <p>A pie chart showing if the introductory lecture was given at the beginning. The chart is almost entirely dark teal ('Yes'). There is a very small white slice at the top representing 'no'.</p>

Dr Kaveri Dabhadkar

Signature of
IQAC Convener

Dr. J.P. Sheohare

Signature of
Principal

S.No	Question	Graphical analysis of student's feedback
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P.G. College Bilaspur (C.G.)

Analysis of Questionnaire No-1

Post Graduate- year 2014-15,

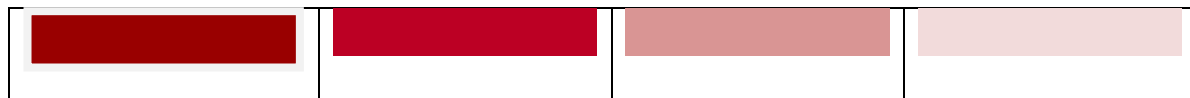
Questionnaires for Feedback from Students: Course evaluation

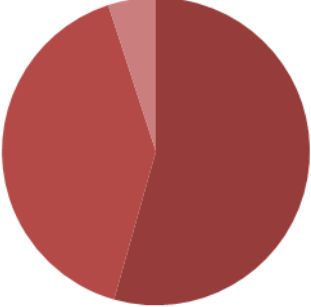
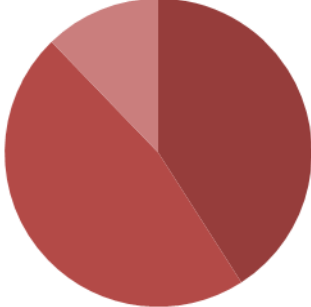
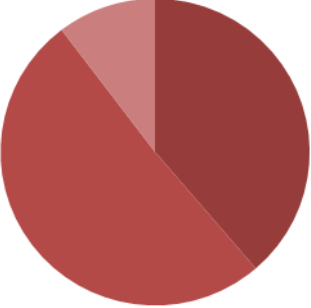
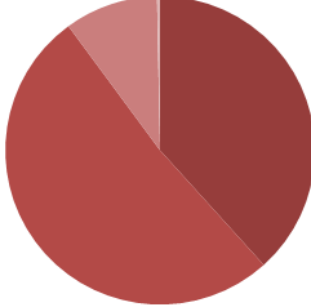
Very Good

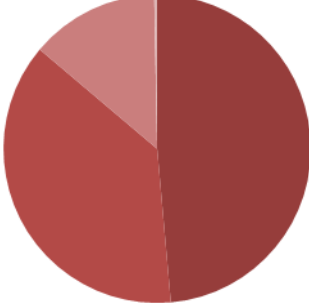
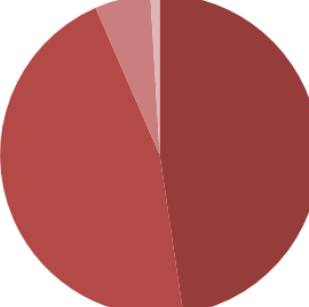
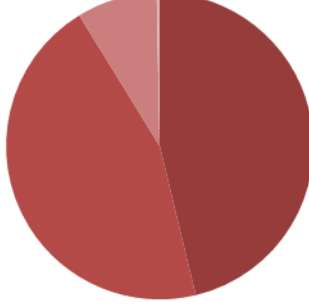
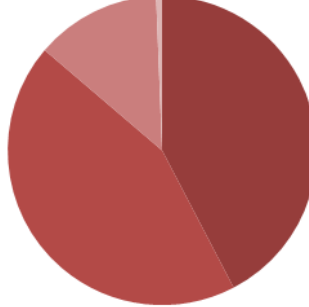
Good

Satisfactory

Less Satisfactory



<p>1</p>	<p>Depth of the course content including project work if any</p>	
<p>2</p>	<p>Extent of coverage of course</p>	
<p>3</p>	<p>Applicability/relevance to real life situations</p>	
<p>4</p>	<p>Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)</p>	

5	Clarity and relevance of textual reading material	
6	Relevance of additional source material (Library)	
7	Extent of effort required by students	
8	Overall rating	

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Dr Kave

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Govt. Bilasa Girls' P.G. College Bilaspur (C.G.)

Analysis of Questionnaire No-3

Post Graduate -year 2014-15

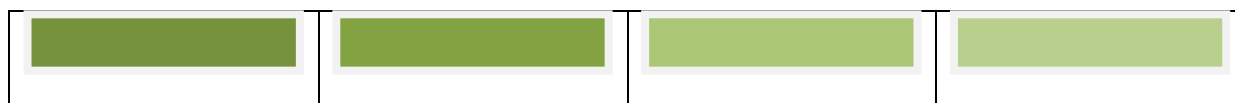
Student's Overall evaluation of Programme and teaching

Very Good

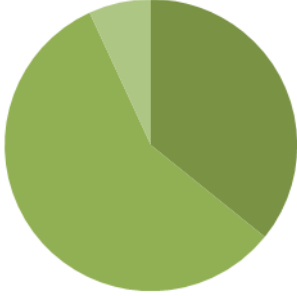
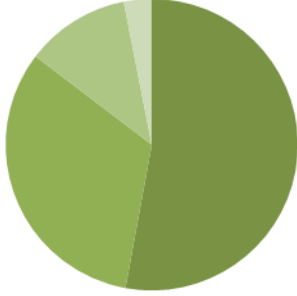
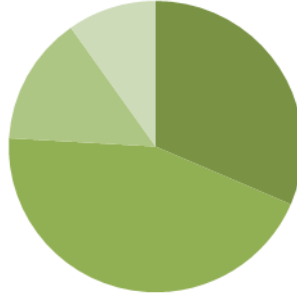
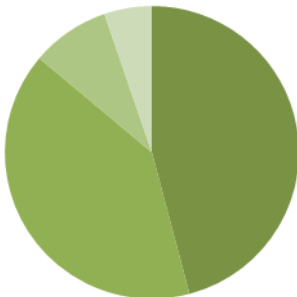
Good

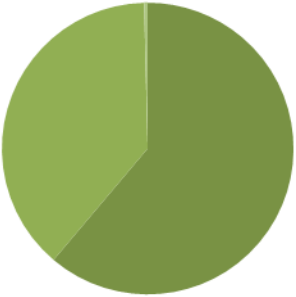
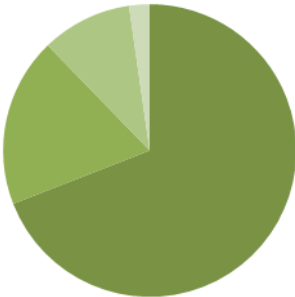
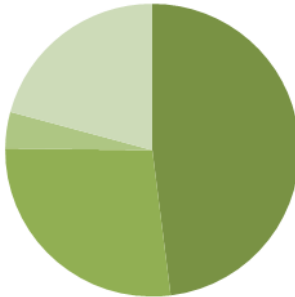
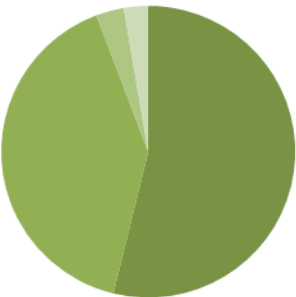
Satisfactory

Less Satisfactory



S.No	Question	Graphical analysis of student's feed back
1	The syllabus of each course was a) adequate b) inadequate c) challenging d) dull	
2	Background for benefiting from the course was a) more than adequate b) adequate c) inadequate d) cannot say	

<p>3</p>	<p>Was the course easy or difficult to understand?</p> <p>a) easy b)manageable</p> <p>c) difficult d) very difficult</p>	
<p>4</p>	<p>How much of the syllabus was covered in the class?</p> <p>a) 85 to 100% b) 70 to 85%</p> <p>c) 55 to 70% d) less than 55%</p>	
<p>5</p>	<p>What is your opinion about the library material and facilities for the course?</p> <p>a) more than adequate</p> <p>b) adequate</p> <p>c) inadequate</p> <p>d) very poor</p>	
<p>6</p>	<p>To what extent were you able to get material for the prescribed readings?</p> <p>a) Easily</p> <p>b)with some difficulty</p> <p>c) not available at all</p> <p>d) with great difficulty</p>	

<p>7</p>	<p>How well did the teacher prepare for the classes?</p> <ul style="list-style-type: none"> a) thoroughly b) satisfactorily c) poorly d) indifferently 	 <p>A pie chart with four segments. The largest segment is dark green (top-right), followed by a medium green segment (left), a light green segment (bottom-left), and a very small light green segment (top).</p>
<p>8</p>	<p>How well was the teacher able to communicate?</p> <ul style="list-style-type: none"> a) Always effective b) sometimes effective c) Just satisfactorily d) generally ineffective 	 <p>A pie chart with four segments. The largest segment is dark green (right), followed by a medium green segment (bottom-left), a light green segment (top-left), and a very small light green segment (top).</p>
<p>9</p>	<p>How far does the teacher encourage student participation in the class?</p> <ul style="list-style-type: none"> a) mostly yes b) sometimes c) not at all d) always 	 <p>A pie chart with four segments. The largest segment is dark green (right), followed by a medium green segment (bottom-left), a light green segment (top-left), and a very small light green segment (top).</p>
<p>10</p>	<p>. If yes, which of the following methods were used?</p> <ul style="list-style-type: none"> a) Encouraged to raise questions b) get involved in discussion in the class c) encourage discussion outside 	 <p>A pie chart with four segments. The largest segment is dark green (right), followed by a medium green segment (left), a light green segment (bottom-left), and a very small light green segment (top).</p>

	<p>class</p> <p>d) did not encourage</p>	
11	<p>How helpful was the teacher in advising?</p> <p>a) Very helpful</p> <p>b) sometimes helpful</p> <p>c) not at all helpful</p> <p>d) did not advise</p>	<p>A pie chart with four segments: a large dark green segment (approx. 65%), a medium green segment (approx. 25%), a small light green segment (approx. 5%), and a very small white segment (approx. 5%).</p>
12	<p>The teacher's approach can best be described as</p> <p>a) Always courteous</p> <p>b) sometimes rude</p> <p>c) always indifferent</p> <p>d) cannot say</p>	<p>A pie chart with four segments: a large dark green segment (approx. 65%), a medium green segment (approx. 25%), a small light green segment (approx. 5%), and a very small white segment (approx. 5%).</p>
13	<p>Internal assessment was</p> <p>a) Always fair</p> <p>b) sometimes unfair</p> <p>c) Usually unfair</p> <p>d) sometimes fair</p>	<p>A pie chart with four segments: a large dark green segment (approx. 65%), a medium green segment (approx. 25%), a small light green segment (approx. 5%), and a very small white segment (approx. 5%).</p>
14	<p>What will be the impact of internal assessment on your result?</p> <p>a) Helpful for improvement</p> <p>b) Dissatisfactory</p> <p>c) Not effective</p>	<p>A pie chart with four segments: a large dark green segment (approx. 65%), a medium green segment (approx. 25%), a small light green segment (approx. 5%), and a very small white segment (approx. 5%).</p>

	d) Some times effective	
15	<p>How frequently you get response the from teachers on your work</p> <p>a) Regular & timely b) Useful remarks c) Some times late d) without any remarks</p>	
16	<p>Whether teachers discuss with you on assignment?</p> <p>a) yes Completely b) yes to some extent c) never discussed d) Some times discussed</p> <p>Z</p>	
17	<p>Whether the Introductory lecture has been given in the beginning of the course?</p> <p>a) Yes b) no</p>	

Dr Kaveri Dabhadkar
Signature of
IQAC Convener

Dr. J.P. Sheohare
Signature of
Principal

BEST PRACTICE- I

PUBLICATION OF COLLEGE MAGAZINE

THE CONTEXT

Expression or writing skill is an important aspect of personality. Besides the hectic schedule of teaching and learning, writing of literary and general articles or notes gives lots of pleasure to someone. Students express their feeling for society, environment, and system in the form of writing. Not only Student but also the staff member wants to share their views and experiences with society. This practice of expression of emotions in words make possible through a college magazine. It helps to improve the writing skill of students and plays a vital role to reach and teach the society through the power of words.

OBJECTIVES

The process is aimed at helping the students:

1. To improve the writing skills,
2. Share the knowledge,
3. Strengthen the power of expression,
4. To provide platform for faculty members to express their views,
5. Presentation of Annual activities and performance of the college, students & faculty in the field of education, co curricular, sports and other fields.

THE PROCESS

In nineteen seventies First College magazine “VANITA” has been published. How ever we could not continue this practice at that time. After 2000 successful efforts has been made to bring out a new college magazine “Shodh Sandarbh Pravah” which included research and literary articles. Magazine was theme based every year i.e. development of Chhhatigarh, contemporary issues, women empowerment, etc. Now with new angle of vision, approach and outlook college magazine “ABHIVYAKTI” is publishing since last five years regularly. Students contribute stories, poems, motivational incidences, jokes, and articles on contemporary issues both in Hindi and English. Now this magazine has multi spectrum shades of vision, emotion and knowledge.

For publication of college magazine publication cell is formed. The functions of the cell are:

1. Formation of rules for publication of articles
2. Collection of material from students/faculties/staff

3. Editing of text material and printing
4. Completion of official procedure for printing and its circulation among students

It is a matter of pride and prestige for Student, faculty and staff of the college to come up with their views in the magazine. The milestones of college developments in every sphere, and information of annual progress and achievements of students and faculties is also published in elaborate pictorial manner that makes the presentation effective.

OBSTICALS AND THE STRETEGIES ADOPTED TO OVERCOME THEM

The main obstacles faced by publication cell are:

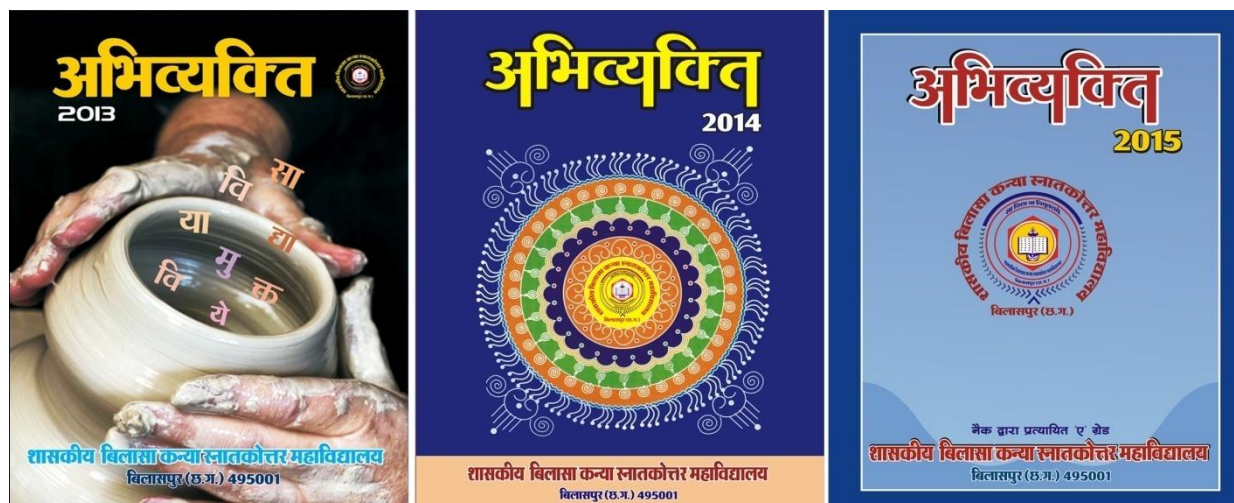
1. Collection of matter from students and faculties for Publication in digital forms. Students submit hand written articles. Printing of such matter has great trouble.
2. Sometimes students give the copied material in place of original.
3. Collection of photographs of various events organised in the college throughout the year by departments in schedule time
4. Timely publication and distribution of magazine

To overcome the above mention problems following measures are taken by the publication cell:

1. At any cost, dead line to submit the articles is not changed.
2. A member of publication cell deputed for the collection of poems, story and other matters from students and faculties
3. Verification of originality checked by the committee and only appropriate articles are selected for publication.
4. One of the members has a responsibility not only to collect the photograph but also take the photos during the function.

IMPACT OF PRACTICE

New budding talents are coming up. They have their own way of expressing their thoughts and emotions. It has become a step ahead to bring out talents of the girls and to make them confident enough to express them in the society.



BEST PRACTICE –II

Departmental Associations

Objective of the Practice:

Students from various colleges and our college are admitted in P.G. courses. Our aim is to groom and develop them as confident person. Student should be conversant with recent advances in the subject, they develop communication skills, and learn to work as a unit with cooperation and fineness. To fulfill the purpose various activities are undertaken by PG Associations.

Context: Every year Departmental associations are being formed and are inaugurated at the beginning of the academic session in the presence of renowned academic personality of the discipline. The purpose of forming association is to involve post-graduate students of the department in various academic activities. Associations are dynamic which undertakes many activities throughout the year. Special lectures are being organized inviting experts in particular subject. Apart of this, opportunities are being given to students to visits various institutes, laboratories. Association organizes quiz, group discussion and other such activities that helps to improve knowledge and power of expression among the students. Excursion, extension activities etc. are organized to learn practical aspects of various scientific and social activities to enhance their lab to land experience. In this way student learn to organize and conduct various events and activity. They learn the subject beyond the scope of syllabus.

Problems encountered: In the semester system of examination limited number of program are arranged due to time constrain.

Evidence of success: Departments organizes various activities like- Guest lectures, students' seminar, quiz, essay competition, Allocation, excursion, extension activities, activities developing social responsibilities among students. Activities undertaken this year are

S.No	Subject	Activity	Topic/ Detail
1	Botany	Dr A .Agrawal, Director, Pawan Harbal, Bilaspur	Herbal & medicinal plants
2	Urdu	Dr. Mohd. Ahasan Khan sb, Regional director (M.A.N.U.U)	Career guidance in Urdu through distant education and Formal education
3	Zoology	Dr A. Rahalkar, Consultant Anesthesiologist & Pain Physician	Alleviating effects of meditation on body and mind
3	Home Science	Dr. Shampa Banarji	Nutrition
4	Zoology	Quiz	Departmental level
5	Zoology	Excursion	Kanapendari for faunal survey
6	Home Sc	Extension work	Old age home, mothers meeting at nursery schools
7	Geography	Extension work	Villages near by Bilaspur
8	Geography	Extension work	Social activities
9	Sociology	Guest lecture	Academic activity
10	Political Sc	Guest lecture	Academic activity



प्रो. जी.डी.शर्मा, कुलपति, बिलासपुर विश्वविद्यालय



श्री सोनमणि बोरा (आई.ए.एस.) कमिश्नर बिलासपुर



श्री हरीश केडिया (अध्यक्ष, लघु उद्योग संघ) बिलासपुर



प्रो. एस.के.सिंह, कुलपति, सुन्दरलाल शर्मा विश्वविद्यालय



प्रो. एस.सी. शुक्ला



प्रो. पी.झा



प्रो. आर.सी. शर्मा

व्यक्तित्व जिन्होंने छात्राओं का ज्ञानवर्धन किया ।



डॉ. शचि झा



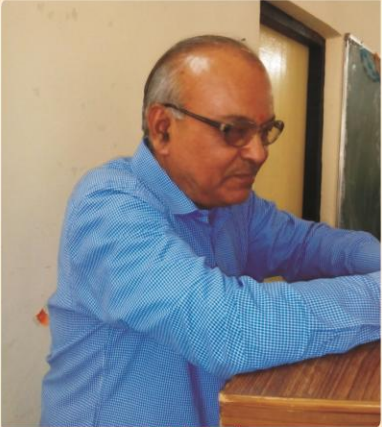
प्रो. आर.सी. शर्मा



प्रो. शीला तिवारी



हिन्दी विभाग



प्रो. जे.पी. शिवहरे



प्रो. सुनील वर्मा, पूर्व कुलपति, सरगुजा विश्वविद्यालय

सामाजिक सहभागिता



महाविद्यालयीन गतिविधियाँ



रेडक्रास द्वारा आयोजित कार्यक्रम



राष्ट्रीय पर्व



क्षेत्रीय अध्ययन



स्वाध्याय



छात्रसंघ 2014-15



छात्र सम्मेलन 2014-15 उद्घाटन समारोह

सृजनात्मकता छात्राओं की...



Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission
