



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**YADAORAO POSHATTIWAR ARTS COLLEGE,
TALODHI (BALAPUR)**

TALODHI (BALAPUR) , TA. NAGBHIR, DIST CHANDRAPUR
441221

www.ypcollegeatalodhi.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Yadaorrao Poshattiwar Arts College, Talodhi (Balapur) was established in 1999 as envisioned by late Yadaoraor Poshwattiwar, the founder President of Adarsha Shikshan Prasarak Mandal, Talodhi (Balapur) of making higher education accessible to rural students. Under the committed and visionary leadership of Adv. Vasantao Poshattiwar the founder Secretary, and with collective efforts of the principal and the staff the college has achieved many milestones over the years. The college is permanently affiliated to Gondwana University, Gadchiroli and is recognized by UGC under 2(F) and 12(B). In 2017, the college secured a place in the NIRF 2017 ranking band 150-200 under college category. Now the institution being powered by the support of young and dynamic leadership of the President Shri Sandip Poshattiwar and the Treasurer Shri Sachin Poshattiwar has initiated the process the second cycle of accreditation in spite of the adverse pandemic situation.

The college is situated in rural and backward area of Chandrapur district in Maharashtra. The area is enveloped by dense forest which is adjacent to Tadoba Reserve Forest known for Tigers and other wild animals. Students of the college belong to underprivileged sections of the society with agrarian background and most of them belong to families whose livelihood depends on forest produce and monsoon based agriculture.

The institution caters to the needs of students belong to such less privileged sections of the rural area. The college at present offers only one undergraduate programme (B.A.) endeavoring towards producing citizens with high academic excellence and ethical values. The curricular and extracurricular activities of the college aim to fulfill the vision of the institution. The present meticulous effort to undergo the Reaccreditation process would provide us with an opportunity to assess ourselves of strengths, weaknesses and opportunities so as to further strengthen the college in the years ahead.

The whole process of Accreditation and Assessment is a collective effort of all the stakeholders. It's a result of continuous discussions and deliberations of the stakeholders particularly the Management body members, the College Development Committee, the principal, the teaching and non-teaching staff and students.

Vision

VISION

- Enriching lives and expanding horizons of rural community through higher education.

Mission

MISSION

- To develop all round personality and enhance career potential of rural students.
- To build a learner-centred institution where all individuals, students, faculty, staff and administrator understand their role in creating a positive learning environment through everything they do.

OBJECTIVES

1. To make higher education accessible to all classes of rural society.
2. To ensure academic excellence of students through innovative teaching learning practices to motivate them to pursue further studies and succeed in all spheres of life.
3. To build a multi-dimensional personality of students with an emphasis on leadership quality.
4. To inculcate a sense of discipline and responsible values among students.
5. To nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and rational human beings.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Recruited all sanctioned teaching and non-teaching posts.
- Healthy relationship among the Management, Principal, Faculty and Students.
- Teaching-learning through innovative methods.
- Considerable use of ICT based teaching by teachers
- Ever increasing academic results.
- Impressive performance in cultural and co-curricular activities.
- Social Outreach Programmes
- Adequate infrastructure.
- Well equipped and maintained Home-economics laboratory.
- ICT enabled classroom
- Adequate Sports infrastructure.
- Supportive Alumni Association.
- Planned implementation of curriculum.
- National and State level webinars during lockdown owing to Corona-virus pandemic
- Free Wi-Fi for staff and students
- Partially automated Office and Library
- Sufficient learning resources in Library partially automated with cloud-based automation software

Institutional Weakness

- College situated in rural and economically backward area with scant industrial development
- More teachers need to pursue doctoral research.
- Less contribution to the publication of research papers.
- Single and conventional arts stream which does not have subjects to create employability in the rural area and less opportunities for MOUs with industry.

Institutional Opportunity

- Introducing newer courses with a focus on employability.
- Consultancy and extension services.
- Greater participation in research related efforts.

- Opportunities for development in terms of infrastructure, ICT, Library services and skill development and career orientation of students.
- The young teaching and non-teaching staff can transform themselves as per latest trends.

Institutional Challenge

- Tackling with the students from agrarian families who have to work in fields for livelihood and who tend to remain absent mostly in the months of July and August. Most of the students are from nearby villages. They do not have transportation facilities. They cannot spare much time in collage to take full advantage of library, sport facilities and other curricular and extra-curricular activities as they hurry back home for work.
- Difficulty in making MoUs with industry and other agencies for creating employability and extension activities as the college is located in remote area apart from being a single faculty institution.
- Providing quality placements for students with rural background.
- Increasing acquaintance of teachers with new IT-centred teaching-learning strategies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated college offering only one undergraduate programme (B.A.), while implementing the curriculum designed and prescribed by Gondwana University, Gadchiroli, the college places a high priority on the effective and efficient delivery of curriculum. From the session 2016-17, the university implemented Choice Based Credit System.

The institution develops action plans for effective implementation of the curriculum through academic calendar and annual teaching plans which are implemented through various teaching methods involving ICT, class seminars, home assignments and project work.

Every effort is made to adhere to the academic calendar for the conduct of all curricular including continuous internal assessment activities, co-curricular and extra-curricular activities of the institution. As per the Academic Calendar of the institution, oral tests, unit tests, and test exams are conducted for internally evaluating the progress of students. Besides the classroom tests, students are given home assignments and project work as per the requirement of syllabus. Their performance is recorded at every stage and corrective measures are suggested.

The college ensures that the implementation of the curriculum contributes towards achieving the all-round development of the character of rural and socially backward students, enabling them to become responsible and employable citizens.

Despite being a single faculty Arts college with limited numbers of teachers, the college has also played an important role in curriculum design of the university as some teachers including the principal were in the Boards of Studies as chairperson or members. Their suggestions for the improvement of the effectiveness of the curricula were based on the feedback collected from the stakeholders by the institution. All the teachers of the Institution regularly participate in question papers setting and evaluation process of the affiliating University.

With a view to curriculum enrichment, college offers a free computer application certificate course designed by Spoken Tutorial, IIT, Mumbai.

The teachers try to integrate crosscutting issues in their regular teaching learning process. While teaching two compulsory and seven optional subjects along with three foundational courses, enough care is taken to help students to be holistic human beings enriched with sensitivity to professional ethics, gender, human values environment and sustainability.

Teaching-learning and Evaluation

Teaching learning and evaluation process begins with the admission process. The college ensures transparency in admission process by constituting Admission Committee of teachers and non-teaching staff to finalise admissions as per the government rules and university norms. The students from SC, ST, OBC, and Minority Communities are ensured admission through the implementation of reservation policy of the government. The college promptly ensures for the Reserved Category students to have the benefit of government scholarships or free ships available to them.

Teachers prepare the teaching plans of their respective subjects in accordance with the curriculum prescribed by the university and teach their subjects accordingly. Tentative dates of internal assessment tests and teaching methods appropriate to units are also mentioned in the teaching plans. Daily teaching is conducted strictly in accordance with the time table which accommodates the weekly workload of all the teachers.

The institution identifies the slow and advanced learners soon after the classroom teaching commences and plans activities to be conducted for them.

Besides using conventional teacher-centric methods, the teachers encourage the students to become active learners by involving them in classroom discussion, question and answer session, role-playing, home assignment and pair/group activities related to curriculum.

IQAC and Teaching and Evaluation Committee ensure the use of student-centric methods and ICT enabled resources in the teaching learning process along with the conventional methods.

Mechanism of internal assessment is transparent and robust. Internal Examination Committee of the college arranges for the conduct of Unit Tests, adhering to the annual calendar of the college. It issues notices for students and prepares timetable. Unit test, practical exams and other formative exams are conducted on time, and checked written papers of unit tests handed over to the students.

In view of making students understand the importance of the program and courses, the college has developed a well-structured mechanism of communicating the course and program outcomes to the students. Program and course outcomes are displayed on the institutional website and in college prospectus. Subject-wise course outcomes are uploaded on the college website for the easy access by the students, alumni, parents and others.

Research, Innovations and Extension

Despite being a single faculty Arts college with limited number of teachers, the institution is modestly contributing to research papers. The majority of faculty members have been presenting papers at various

conferences, seminars, etc. The principal Dr. Arunaprakash has edited three books for B.A. English and English Literature prescribed by Gondwana University, Gadchiroli,. One faculty member has been sanctioned grants for Minor Research Project by Gondwana University, Gadchiroli. The principal is a Ph.D. guide recognised by RTM Nagpur University as well as Gondwana University.

The college organises several community-oriented programmes ensuring students' extensive involvement through various ways with the dual intention to sensitize students to social issues and to contribute to their holistic personality development. This helps in instilling in them a sense of social responsibility and commitment towards society. The admission form of the college has information of students' interest and involvement in various social activities. The major extension and community oriented programmes organised by the college during the last four years are NSS camps, Blood Donation and Blood Grouping Camps, Free Cataract Diagnosis and Surgery Camps, Tree Plantation, Cleanliness campaign, etc.

The NSS Unit adopts a nearby village for three years and all the outreach programs are organized there. The student volunteers carry out a cleanliness drive and stay there for a week in the Camp taking up different works like construction of check dam, sanitation pits and roads. The weeklong NSS residential camp provides unique opportunities to the students for group living, collective experience sharing and direct interaction with community. The students spread awareness among the locals about good sanitary practices, hygiene, girl education, bad effects of addiction, etc. through direct interaction as well as cultural programmes. Various activities such as cleaning of roads, construction of check dam are undertaken by the NSS volunteers through "Shramadan".

Infrastructure and Learning Resources

The college constantly strives to create and enhance its infrastructure for effective teaching learning process as per requirements for the teaching-learning process.

The campus of the college spreads over an area of 2 acres with 612 Sq.Mts built up area and 4830.95 Sq.Mts of play ground. The college has adequate infrastructural facilities for curricular and co-curricular activities like Play Ground, Gymnasium, Sports-Kits, NSS room, ventilated Classrooms, spacious Library and Information Centre with computers and Internet facility, Computer Centre, Reading Room, Seminar Hall, Home-Economics Lab, etc.

The classrooms have been installed with lights and fans, and electric sockets and switch boards for using ICT equipments. One classroom has been equipped with Over Head Projector along with necessary accessories for using ICT teaching aids like PPTs and Audio-Video Clips, etc. Home-Economics Lab cum classroom has a Desktop PC with internet connection. To maintain sensitive equipments, fire extinguishers are installed in the college.

The college library has furnished room of 750 sq. ft area with a separate reading room. It has more than 3000 books on different subjects and subscription of 10 periodicals. Besides, the library subscribes to 10 daily newspapers in Marathi, Hindi and English, and contains many books on competitive examinations preparation and on self-development. The library is partially automated with CLOUD based LIBMAN software. The institution also subscribes to INFLIBNET. The college has provided free Wi-Fi facilities to students and teachers. The whole college campus has Wi-Fi connectivity having 20 mbps bandwidth of internet connection.

The Seminar Hall of our college, quite spacious (70x35 square feet), is used for all kinds of cultural activities.

For the purpose of announcement, speech, or other competitions, we have sound system with card-less and carded microphones, speaker boxes and control machine.

A set of 13 CCTV cameras keeps surveillance of the entire building and campus. All the ICT facilities are updated periodically as per the requirements.

The College has established systems and procedures for maintenance and utilization of the available facilities in the college.

Student Support and Progression

Students being the main stakeholders, a strong and resourceful student support system is a prerequisite requirement for any college.

The support systems include Grievance Redressal Cell, Anti Ragging Cell, Student Welfare Council, Internal Complaint Committee, Mentoring System, NSS, Alumni Association, and so on. The college strives to provide various welfare schemes and facilities to these students such as Government of India Scholarship, EBC, Freeship and Merit Scholarship on time. During admission the SC, ST, OBC students get fee concession and reservation of seats as per norms of the Government.

In order to realize the vision and mission of the college to develop all round personality of the students by building a learner-centred and learner-friendly institution, the college involves students in the decision making process and understand their expectations from the college. The college encourages the students by appointing them as student representatives on various committees so that leadership should grow among them. Encouraging students' participation in activities facilitates developing various skills and competencies and fosters holistic development.

The students are also involved in decision making process pertaining to their interest and welfare through Students Welfare Council. The college forms Students Welfare Council as per Maharashtra State Government Act -1994 as and when the affiliating University issues a directive in this regard.

The college organises various activities and events facilitating all-round development of the students. The qualities, aptitude, abilities of the students for extra and co-curricular activities are identified, and activities like Debate, Elocution, Essay Competitions, Quiz, Dance and Singing competition, Seminar, Group Discussion, Sports and Games, Self Government, etc. are organised for them. The college through the Sports Department, NSS, Cultural Activities Department, Home Economics Department and Women Study Centre, encourages the students to participate in cultural events, debate and sports competitions at intercollegiate, University and State level. Every year the college sends students for "Youth Festival" and "Avishkar" events organised by the University. Our college students participating in AVISHKAR were selected to represent Gondwana University for four times during last five years.

Governance, Leadership and Management

The institution strives to contribute towards enriching lives and expanding horizons of rural community through higher education as it is striving to develop all-round personality and career potential of the rural students coming from the surrounding villages. The college ensures that the vision and mission of the college are in tune

with the higher education policies of the Nation.

Adarsha Shikshan Prasarak Mandal, Talodhi (Balapur), is the Apex Management Body which acts as the patron of the college. For all kinds of policy decisions regarding institutional development, the College Development Committee is constituted as per the Maharashtra Public University Act, 2016, which gives representations to various stakeholders.

The Principal as the academic and administrative head of the institution implements the decisions and policies of the Management, the University and the State Government with the help of teaching and non-teaching staff. The IQAC of the college develops the perspective plans and take quality initiatives.

Democratic leadership is visible in the functioning of various committees formed to regulate smooth functioning of the college wherein due representation is given to the staff members including students. Thus, the college ensures decentralization of the governance of the institution.

The college follows the PBAS of the UGC for the promotion of the teachers. As a post accreditation measure we have been striving to implement of e-governance in areas of Administration, Student Admission and Support, and Examination

A transparent and clear financial policy is practised for the mobilization of funds and optional utilization of resources by the college for its effective and efficient academic and administrative functioning and development. The college conducts regular internal and external financial audits as per the requirements of the university. The external audit of the college is conducted every year by the team of Joint Director of Higher Education, Nagpur Region, Nagpur. The grants received from UGC are audited, and the audited statements and Utilization Certificates are regularly sent to the funding agency and regulatory authority such as UGC.

Institutional Values and Best Practices

The college is reckoned to be an institution with strong community commitment and social consciousness in the vicinity. Not only the students and employees but the local people also respect the institution for its contribution to social development and out-reach activities for the benefit of the society.

The college holds in high esteem the national ideals and constitutional values regarding inclusiveness and integration in its all transactions and functioning, and is committed to providing equal opportunity to all students irrespective of gender, community and physical disability.

Notwithstanding the fact that presently we do not have any physically disabled person in our college, we have proactively provided structural facilities for such persons. Being sensitive to women education, the college provides all necessary facilities, security and protection in the college campus for girl students. Measures regarding promotion of gender sensitization and gender equality are regularly undertaken by the college. It sensitizes the staff and students to constitutional obligations through various regular practices, activities and initiatives.

The college is situated in a rural agrarian area having very low carbon emission and has naturally pollution free climate. Environment awareness created among the staff and the students helps to keep the campus clean and eco-friendly. As a measure for waste management, the college has banned the use of plastic inside the campus. An open well has been converted into rain-water harvesting ditch with the intention to maintain ground water

level. In a bid to be responsive to environment, every year college celebrates World Environment Day and World Water Day in the campus. The main focus of these activities is to create awareness among the students about the importance of the environment, its conservation and sustainable use of environmental resources.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	YADAORAO POSHATTIWAR ARTS COLLEGE, TALODHI (BALAPUR)
Address	TALODHI (BALAPUR) , TA. NAGBHIR, DIST CHANDRAPUR
City	Talodhi Balapur
State	Maharashtra
Pin	441221
Website	www.ypcollegeatalodhi.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P. Arunaprakash	07179-236522	9423621408	-	ypcollege@gmail.com
IQAC / CIQA coordinator	Hiralal Bansod	07179-236058	9767245829	-	hiraybansod@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	09-07-1999

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Gondwana University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	24-02-2012	View Document
12B of UGC	24-02-2012	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
--	----

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	TALODHI (BALAPUR) , TA. NAGBHIR, DIST CHANDRAPUR	Rural	2	612

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA, Humanities	36	HSC	Marathi	144	127

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				9			
Recruited	1	0	0	1	1	0	0	1	8	1	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				1				9			
Recruited	1	0	0	1	1	0	0	1	8	1	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	7	1	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	7	1	0	8
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	4	0	0	4
PG	0	0	0	1	0	0	4	1	0	6

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	39	0	0	0	39
	Female	88	0	0	0	88
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	3	4	5	3
	Female	11	12	6	7
	Others	0	0	0	0
ST	Male	2	3	9	1
	Female	8	11	10	7
	Others	0	0	0	0
OBC	Male	26	26	27	41
	Female	69	62	70	59
	Others	0	0	0	0
General	Male	0	0	0	1
	Female	1	1	0	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		120	119	127	120

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	9	9	09

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
227	247	260	256	262

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
60	66	60	60	66

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
49	56	57	62	57

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
09	9	9	9	9

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	11	11	11

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 6

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
18.0324	15.71758	26.35143	15.9252	14.23186

4.3

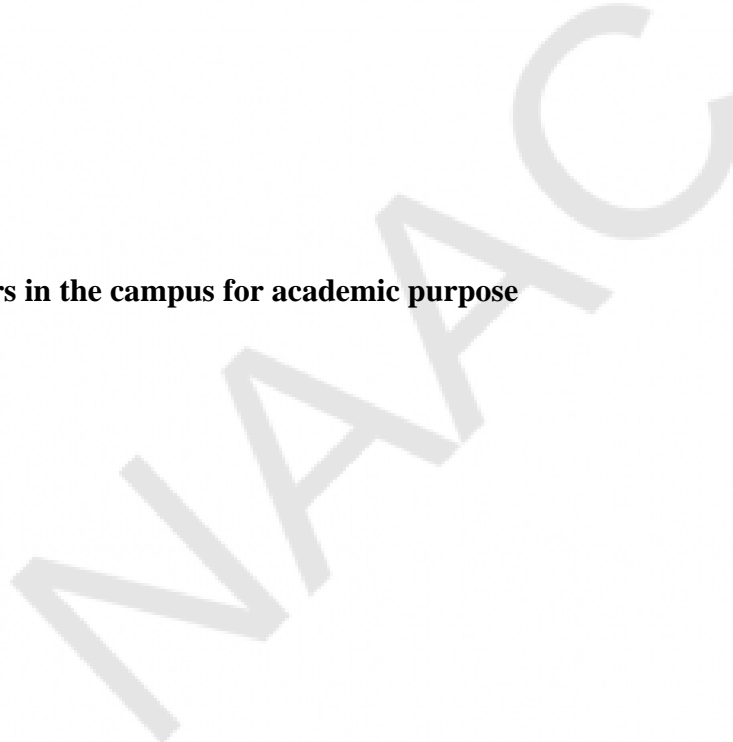
Number of Computers

Response: 16

4.4

Total number of computers in the campus for academic purpose

Response: 13



4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Being an affiliated college, we have to implement the curriculum designed and prescribed by Gondwana University, Gadchiroli. Ever cognizant of the institution's vision and mission to build up a learner-centric institution always striving impart quality education to almost the first generation learners from the predominantly backward, agrarian and rural area, we are very particular about the effective and efficient delivery of curriculum. While implementing the university designed curriculum, the college makes efforts to ensure that curriculum and the objectives of the institution are integrated.

The institution develops action plans for effective implementation of the curriculum through academic calendar, annual teaching plans which are implemented through various teaching methods involving ICT, class seminars, home assignments and project work. The college ensures that the implementation of the curriculum contributes towards achieving the all-round development of the character of rural and socially backward students, enabling them to become responsible and employable citizens.

The institution places a high priority on the effective and efficient delivery of curriculum for which the following practices have been adopted so as to ensure well-planned and documented curriculum delivery.

Teaching and Evaluation Committee: The institution forms a Teaching and Evaluation Committee to monitor and maintain records of the effective curriculum delivery. The committee frames the Institutional Academic Calendar in accordance with the academic calendar of the affiliating university, designs the formats for teaching plans, and suggests innovating teaching learning practices.

Academic Calendar: At the beginning of the academic session, the institution prepares the Academic Calendar of the college in accordance with the Academic Calendar of the affiliating University which includes the tentative schedule of all important curricular, co-curricular, extra-curricular activities and the continuous internal evaluation to be undertaken during the session.

Teaching Plans: At the beginning of the academic session, all the teachers prepare teaching plans of their respective subjects on the basis of the curriculum prescribed by the University and teach their subjects accordingly. Tentative dates of Seminar, Group discussion, Study tour, Quiz, periodic tests and teaching methods appropriate to the particular units of the syllabi are also mentioned in the teaching plans. Teachers have to submit their teaching plans to the Teaching and Evaluation Committee.

Time Table: Daily teaching is conducted strictly in accordance with the time table framed at the beginning academic year which accommodates the weekly workload of all the teachers.

Daily Classroom Attendance: To ensure regularity and punctuality in the class on the part of students, teachers take and maintain the records of students' attendance. In case some student is found to be absent

for a considerable period of time, the teacher concerned tries to contact the particular student and ensures his / her regularity.

Internal Examination Committee: The college has Internal Examination Committee which conducts test examinations.

Feedback System: The feedback on curriculum is collected from various stakeholders such as students, teacher, parents, and alumni. The feedback is analysed and action is taken thereon. To improve curriculum transaction, IQAC suggests remedial measures based on feedback received from the stakeholders regarding delivery of curriculum.

File Description	Document
Upload Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

After consultation with IQAC, Academic Calendar Committee prepares institutional academic calendar at the beginning of the academic session wherein a tentative time schedule of all major activities curricular, co-curricular and extra-curricular activities to be carried out is mentioned as per the academic calendar published by the affiliating university.

Syllabus of every subject framed by the university contains the evaluation methods along with duration of each paper, distribution of marks and the pattern of question paper. It also contains instructions for teachers about internal assessment and distribution of marks among different criteria. All these are communicated to students in the initial classroom interactions and also before the commencement of examinations. Students are also informed that they will be evaluated not only on the basis of their performance in the university examinations, but also such factors as attendance and interaction in the class, presentation, assignment and participation in other activities organized by the college. The important instructions about the examinations are communicated to students by circulating notices in the classes and the same are also displayed on the notice board. The college informs the students about their performance in the unit tests and test examinations through their subject teachers.

Conventional methods of internally evaluating the progress of students such as oral tests, unit tests, test exams are conducted throughout the academic year as per the Academic Calendar of the institution.

Besides the classroom tests, students are given home assignments and project work. Their performance is recorded at every stage and corrective measures are suggested.

According to the exam schedule of the affiliating university, the college adjusts the academic calendar for the internal examinations. Continuous internal evaluation of students is made by conducting home assignments, unit test, oral tests, classroom seminars, which are included in the academic calendar.

The college follows its academic calendar for conducting internal examinations. The examination

committee works on the slots reserved in academic calendar for internal evaluation and prepares and displays the time-table well in advance. Teachers prepare their own teaching plans in their meetings keeping in mind the schedule of internal evaluation as in the academic calendar of the college. The students who are absent for the tests on valid grounds, are allowed to go for evaluation at a later date.

For some subjects, field visit, study tours, and project work is mandatory which help the students to sharpen their understanding of the topic. These are flexibly managed in the academic calendar.

The college implements the examination and evaluation process as follows:

Semester Examination Evaluation procedure

Semester-Wise Two Unit Tests

Semester-Wise: Two Home assignments

Pre-Semester Examination

File Description	Document
Upload Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100**1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.****Response:** 1

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 5**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 14.06**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
20	13	23	93	29

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Teachers integrate all these issues as a part of the teaching-learning process while teaching English, Marathi, English Literature, Marathi Literature, History, Sociology, Political Science, Economics, and Home-Economics and three foundational courses help students to be holistic human beings enriched with sensitivity to professional ethics, gender, human values environment and sustainability.

Marathi and English help in developing communication skills among the students containing issues like **gender issues, human values and environmental sensitivity**. While teaching poetry and prose lessons, teachers address these issues and stress upon the students to develop a holistic worldview. Communicative English and Marathi lays stress on observing acceptable **ethical etiquettes** as the central factor business and professional communication.

History helps to develop understanding of the present as the product of historical forces and factors. The importance of establishment of the universal value like liberty, equality and fraternity is explained to students with the history of the World Wars and Revolutions. To broaden perspective on contemporary human conditions and demonstrate the present human condition as the culmination of human endeavour through trial and error is the main function

Economics helps in understanding of market dynamics and of Indian and global economy. To give human touch to hard facts and figures of economics, we are by the motto that we teach students to look upon develop not as the cause of environmental destruction but as pivotal means of improving the environment for healthy living by procure nutritious food, water, shelter, sanitation, etc. for the generations to come. In the teaching of this subject we deal with **Environment and Sustainability**.

Environmental Studies offered for B. A. Semester IV helps in are sensitized to environmental and ecological issues.

Sociology provides the conceptual framework for the students to understand the structure and dynamics of human society. 'Indian Society: Issues and Problems' sensitizes to the sociological causes of and corrective measures for the weaker sections of society, of displacement and rehabilitation.

Political Science at all semesters of BA contains such topics as cover almost all crosscutting issues. Students study Indian Democracy and Local Self-Government which incorporates liberty, equality, fraternity and justice as the base for the whole body politic. Students study political theory indirectly

addresses gender issue, professional ethics, human values and environment and sustainability. Indian and Western political thoughts deal with thinkers and their ideas.

The Women Education Cell, Internal Complaint Committee and Dept. of Home Economics hold regular programmes to sensitise the students about gender, health, and hygiene and women empowerment by inviting guest lectures.

In addition to this, the college organises various programmes on Human rights such as Constitution Day and Non-Violence Day.

The college also observes Communal Harmony Week and Cleanliness Awareness Week to sensitize its staff and students on issues such as gender, inclusion, and environment. The Anti-ragging Cell also organises programme to dissuade the students against ragging.

Thus, the college ensures that the implementation of the curriculum should contribute towards achieving the all-round personality of rural and economically backward students, enabling them to be responsible and sensible citizens.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2.22

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**Response:** 0**1.3.3.1 Number of students undertaking project work/field work / internships**

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni****Response:** B. Any 3 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website**
- 2.Feedback collected, analysed and action has been taken**
- 3.Feedback collected and analysed**
- 4.Feedback collected**
- 5. Feedback not collected**

Response: C. Feedback collected and analysed

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 98.17

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
120	127	119	120	126

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
120	132	120	120	132

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 76.42

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
44	49	50	48	47

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The institution identifies the slow and advanced learners soon after the classroom teaching commences. One staff member is delegated the responsibility to prepare the list of slow and advanced learners based on the first test unit results of all subjects opted by the students and individual teachers' reports, since it is they who can easily detect the levels of students through their classroom interactions, question answer sessions and students' responsiveness and willingness to participate in various classroom activities. Teachers observe the level of comprehension of the students by posing them certain questions.

Once the slow and advanced learners are identified, in the staff meeting, the Principal, staff and IQAC decide as to what special programmes or activities to be conducted for them.

For slow learners:

- Remedial Classes or Extra-classes for Grammar are conducted generally after covering the 80% of syllabus in regular classes. This is specially done by the department of English as majority of students coming from Marathi medium schools are found to be weak in English.
- Individual subject teachers guide the students of their respective subjects about the various aspects of the subjects opted by them.
- Study materials such as simplified printed lecture notes are distributed and the progress of the slow learners is continually evaluated by the teachers.
- Slow learners are given extra time to clarify their doubts by the teachers.
- Teachers recapitulate the difficult topics in their syllabus for better assimilation.
- Previous years' university examinations question papers are provided to them to solve so that they can score better grades.
- Personal and academic counseling is given to the students through Mentor-Mentee system and the Student Counseling Cell.
- Audio-visual aids are used to elucidate difficult portions for the slow learners.
- In the course of classroom teaching the teachers give more attention to the slow learners and encourage them to contact the faculty in and out of the classroom.
- Slow learners are encouraged to participate in co-curricular and extra-curricular activities organized by the college.

For advanced learners:

- They are motivated to participate in quiz competitions, seminars and group discussions on and out of the syllabi contents.
- They are encouraged to participate in debate, elocution and essay writing competitions in and out of the college.
- Encouragement is given to participate in 'Avishkar' - an innovative research activity of the affiliating university and Govt. of Maharashtra.
- They are encouraged to write articles in the College Magazine Zep so as to nurture their creative

potential..

- They are motivated to secure good score in the university examinations.
- The advanced students are given the opportunity to teach other students of the class, and sometimes to check assignments based on curriculum.
- They are provided computer facility with internet and Wi-Fi connectivity to make use of the web learning resources.
- Mementoes and certificate of appreciation are given to the students on the basis of their performance in Academic, extension & sports activities.
- Soft skill development and competitive exams preparation programmes are conducted.
- Personal Counselling is provided as and when they turn up for the guidance.

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 21:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

As mentioned in the vision mission statement of the college, it has been the endeavor of the college to adopt such methods and techniques as to make teaching learning process interesting, participative and student-centric. Allowing for impracticality of entirely superseding teacher-centric methods like lecturing and dictation, teachers adopt such methods as help in developing independent, collaborative study and research skills in the students.

Experiential Learning - Study tours and social surveys are undertaken by some subject teachers to give actual experience of certain topics of the syllabus. Departments of English and Marathi provide virtual experience of the novels, drama and poetry through the screenings of adapted movies. While teaching communicative skills and drama, students are involved in enacting role play. Dept. of Political Science arranges study tours to the local Self-government and court. Dept. of History frequently visits the historical sites. Dept. of Home Economics has a good rapport with the local Self Help Groups and budding women entrepreneurs for understanding actual money and finance business. Dept. of Home Economics provide practical learning experience through such activities as making bouquet, bag, interior decoration, and

preparing and preserving food items, etc. Dept. of Economics organizes visits to local Agriculture Produce Market Committee and rice mills. The students of these departments also visit nearby banks, industries and villages to understand and experience bank transactions, micro-finance groups, etc. While teaching Environmental Studies students are given project work based on their field visits which give them first-hand experience of various facets of the syllabi. Some teachers show online video clips from internet such as You Tube to the students based on the syllabus followed by group discussion with a view to affording them virtual experience of certain topics of syllabus. Some teachers have their own You Tube channels wherein they post their videos on the syllabi and other subject related matters.

Participative Learning – To promote participatory teaching practices the students are encouraged to become active learners by involving them in classroom discussion, question and answer session, home assignment and pair/group activities related to curriculum. This type of learning is clearly visible in the actual learning process of our college where students participate actively in various departmental events such as seminar, group discussion, field visit and making wall papers. Dept. of Marathi conducts ‘Marathi Pandharvada’ on the occasion of National Marathi Language Day. Students are encouraged to seek clarifications and share their ideas and opinions in the classroom. The advanced students are given the opportunity as peers of the class who help other students in learning, preparing and checking their assignments, and projects. They are given an opportunity to teach the class. Various competitions such as quiz, debate, elocution, and essay-writing competitions are organised for the students which help them in enhancing their learning experience.

Problem-Solving: Students are encouraged prepares their home assignment by ransacking the library resources and internet. Question-answer method, unit test, interactive method, seminar presentation, and assignment are some of the problem –solving methodologies employed in the teaching-learning practices.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

As ours is an Arts college, the need and use of modern technology is limited. However, the college has tried to introduce it in a modest manner. All the teacher staff is well familiar with all the latest ICT tools. To strengthen their knowledge, the college has conducted Hands-on training sessions on ‘Moodleclass’ and ‘Googleclass’. Some teachers have their Youtube channels for uploading their educational videos. Computer Centre is made available for students and teachers. Currently, all teachers are conducting live online classes through Zoom app. Teachers make use of PPTs to make the classroom teaching learning process more effective and interesting whenever the content is amenable. The language departments regularly use film screening of the adapted novels, drama or short story. Similarly, other Social Science teachers effectively mix up the theoretical classroom teaching and practical exposure through the Youtube videos. The links of teaching learning material, PPTs, Videos are shared with the students through Whatsapp platform and college website. Social media is skillfully used by the college through its Whatsapp

group.

- Internet facility available in Library and Computer Centre is provided to the faculty and students. The faculty members provide study materials from internet to the students. Students are also allowed to use internet facility for enriching their learning.
- LCD Projector with laptop is provided to the teaching faculty to make use of audio visual aids with ease. Some of them show films, documentaries etc and others make use of them to make PowerPoint presentations to make their teaching more effective.
- One additional classrom has been equipped with ICT enabled tools like Over Head Projector.
- The Home Economics Lab-cum-Classroom has a Desktop computer with Interner connection for the use of the students and the staff.
- Free Wi-fi is provided to the students and the staff within the campus.
- To keep pace with the changing scenario, the college subscribes to NLIST e-resources from INFLIBNET.
- The institution encourages teachers to attend training programmes, workshops, seminars and conferences related to the ICT use or innovation in teaching-learning.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 25:1

2.3.3.1 Number of mentors

Response: 9

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 2.22

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 12.11

2.4.3.1 Total experience of full-time teachers

Response: 109

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The internal assessment is conducted by the college as per the norms of Gondwana University, Gadchiroli.

To take care of the internal exams, Internal Exams Committee and Test Exam Committee have been constituted which arrange for the conduct of Unit Tests and Test Exams in keeping with the academic calendar. These committees prepare internal exams time-tables, circulate notices for students to inform them about the assessment scheduled and sitting arrangements.

The students are appraised beforehand and especially at time of orientation about internal evaluation process, the weightage given to different aspects in the process and the marks distributed for the same. The internal assessment parameters of BA program are mentioned bellow.

- | | |
|--|----------|
| • Unit Test | 05 Marks |
| • Oral Test / Seminar | 05 Marks |
| • Assignment | 10 Marks |
| • Attendance and Responsible Behaviour | 05 Marks |

The weightage is given to various aspects that includes both the Formative and Summative evaluation criteria and also ensures better attendance in class with better performance and motivation to attain set goals.

Students who participate in co-curricular and extra-curricular activities through N.S.S., Lifelong Learning and Extension Service, and those who participate in Sports and Games and Cultural activities are also awarded with incentive marks as per the norms of affiliating university.

The schedule of the internal assessment is given in the academic calendar of the college and the detailed information about the internal assessment is included in the teaching plans prepared by the teachers of the respective subjects. All the teachers discuss internal assessment parameters with the students at the beginning of the session.

In each semester course two unit tests (and one test examination for the even semester only) are conducted along with compulsory seminar / presentation and assignment.

The results of the unit tests, and test examination are communicated within a week and displayed on the notice board. The students are given checked answer books of the unit tests and test examinations by the subject teachers members so that they get acquainted with their mistakes and to improve the quality of the answers. The concerned teacher maintains the records of internal assessment. Every teacher informs students about schemes of marking for assessment. Assessment by teachers is displayed on the notice board. The record of the internal assessment with students' signature is maintained by the subject teachers to take necessary steps for the transparency in evaluation process and for the improvement of the results.

Results of the unit tests and test examinations are communicated to the parents in the Parents' meeting.

The Home Assignments are given to the students and they are checked by the teachers, sometimes with the help of the advanced learners of the class.

So far as variety in the internal assessment is concerned, practical, projects, field projects and field trips are

conducted as per the norms of affiliating university.

If students find difficulties in understanding the question papers of the unit tests and test examinations set by the teachers, the clarifications and doubts are cleared by the teachers during the classroom interaction.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

Internal Examination Committee of the college arranges for the conduct of Unit Tests, adhering to the annual calendar of the college. It issues notices for students and prepares timetable. Unit test, practical exams and other formative exams are conducted on time, and checked written papers of unit tests handed over to the students.

The semester system comprises Continuous Assessment and Semester End Examination, which can be termed as formative and summative tests respectively. Continuous Assessment is a continuous activity conducted by the college and Semester End Examination by the university. Accordingly, a mechanism for redressal of grievances relating to examination differs for internal assessment examinations and for the university examinations.

- It is the well established practice by the teachers to maintain clear records of the whole internal assessment process. The individual student's performance in different criteria of internal assessment process is meticulously recorded by the teachers in the internal assessment record sheet which is disclosed to the students and their signature are taken so as to preclude any grievance related to the process before forwarding internal assessment marks to the university.
- For internal examinations grievance (s), if any, is forwarded to the concerned subject teacher. The grievance is resolved by the concerned subject teacher in consultation with the head of the institution. Evaluation is done in an objective, transparent and fair manner.
- Discrepancies in the award of marks is immediately resolved. If any grievances remain unsolved, student can apply to grievance redressal cell of the college, which addresses grievances at the college level. The entire exercise of the redressal is speedy, fair, transparent and efficient.
- For university examinations, grievances of students are resolved as per university guidelines. Interested aggrieved students go for revaluation of their answer booklets. Students can also ask for photocopies of answer booklets. After receiving photocopies of answer booklets, the concerned student seeks the guidance of the concerned teacher. If any discrepancy is found, the student can lodge a grievance and go for re-evaluation and get justice. The college provides all help for the aggrieved students desiring re-evaluation of their papers through grievance redressal cell and the examination department clerk.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

For B.A. Programme, the college offers History, Sociology, Economics, Home Economics, Political Science, Compulsory English, Compulsory Marathi, English Literature and Marathi Literature as subjects. Program outcomes represent the knowledge, skills and attitude that the students should have acquired at the end of program.

The objectives and importance of Course outcomes, Program outcomes and Program specific outcomes are communicated to the teachers and students in the formal way of the discussion, seminars and through displaying on the website. After admission, the students are made aware of the syllabi prescribed to them.

In view of making students understand the importance of the program and courses they are pursuing, the college has developed a well-structured mechanism of communicating the course and program outcomes to the students. Program and course outcomes are prepared very meticulously by the teachers and displayed on the institutional website and in the college prospectus. Subject-wise course outcomes are uploaded on the college website for the easy access by the students, alumni, parents and others. Functionality of website is taken care of. Students are encouraged to visit website of the college to remain updated. In the orientation program also the course and program outcomes are communicated to the students and the teachers.

Though there is no formal mechanism to assess the students' knowledge and skills still the teachers in the initial few lectures assess it through the student ability to cope with course and program outcomes. After the completion of three years of degree, the students are equipped with knowledge to handle the challenges of life. Some of them opt for higher studies, others seek some jobs while the rest choose other services as their areas of interest.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Paste link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Learning outcomes and their attainment confirms the aims and objectives of higher education system. Attainment of learning outcomes can be realized in the behaviour, attitude, approach, punctuality, discipline, enhancement of soft skills, presentation skills, their engagement with various formative and summative tests and exams with good results conducted internally and externally.

The attainment of program outcomes, program specific outcomes and course outcomes are evaluated through the results of the internal assessment and external examination conducted by the affiliating university. It is a form of direct measurement of attainment. One key aspect for the attainment of outcomes is the student's performance in the University exams in both theoretical and practical tests. Another significant aspect for the attainment of outcomes is students' performance in various CIE activities, their participation in the class, laboratory work

Students' attainment of outcomes is felt in students' performance in the summative exams conducted by university.

Individual subject teachers prepare the course learning outcomes and take stock of them to turn them into reality. At the end of and during the course delivery, teachers conduct many tests based on the course outcome and testify whether students are following the outcomes of the courses. It is clearly reflected in the performance of the students in various exams. Teachers of the courses organize the activities, tests and exams in view of students' involvement in tune with the course outcomes. Besides written tests, many co-curricular and extra-curricular activities, having relevance with the learning outcomes of the course, also attribute to the successful accomplishments of the aims, objectives and outcomes of the learning. Students personal traits are realized during their presentation, oral and seminars.

Individual teachers use various direct tools like Class Tests, University Exams, Assignments, Seminar, etc. for the evaluation of Course outcomes (COs). The college evaluates POs and PSOs by using evaluation of COs and Indirect Tools like Surveys/ feedback from Alumni, Parents, Teachers and Students.

The institution does continuous internal Evaluation by conducting two unit tests (and one test exam in even semesters). The University conducts semester wise unit test examination and practical examination. The internal assessment has components like attendance in class, seminar and assignments. It carries 20 marks. The University theory examination carries 80 marks and practical examination carries 30 marks. Internal Examination committee of the college conducts CIE which includes two unit tests having 20 marks each.

The institution collects feedback (Student Satisfaction Survey) from the students on the overall institutional functionings which also include their own assessment regarding efforts made by the institution to facilitate the attainment of the desires outcomes. This is also a device to measure the attainment of outcomes. The performance of the students is measured by their skill, knowledge and engagement in/ with co-curricular and extra-curricular activities and responsibilities.

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 83.8**2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
47	46	39	48	43

2.6.3.2 Total number of final year students who appeared for the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
48	50	54	61	55

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.59

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0.7

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.7	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 20

3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste link to funding agency website	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 1

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0

3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	00	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 1.33**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	3	3	3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3 Extension Activities**3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The College conducts various extension activities in and for the neighbourhood community with the dual intention to sensitize students to social issues and to contribute to their holistic personality development. The institution plans and organizes all its extension activities through the NSS units of the College. The NSS unit of the college organizes following extension activities regularly: Blood Donation Camp, AIDS Awareness, Cleanliness, Distribution of Plants, Construction of Bandhara (Rivulet Check dam), Environment Awareness, cultural programs and street plays to spread awareness against superstitions, addiction and other evil practices like dowry, female foeticide, etc.

From the beginning of academic year, students are periodically informed about the NSS activities by the Principal of the College and the NSS Program Officers. Students are made aware of the programs proposed to be conducted during the academic year. The NSS Unit adopts a nearby village for three years and all the outreach programs are organized there. The student volunteers carry out a cleanliness drive and stay there for a week in the Camp taking up different works like construction of check dam, soak pits, sanitation pits and roads. The weeklong NSS residential camp provides unique opportunities to the students for group living, collective experience sharing and direct interaction with community. The students spread awareness among the locals about good sanitary practices, hygiene, girl education, bad effects of addiction, etc. through direct interaction as well as cultural programmes. Various activities such as cleaning of roads, construction of check dam are undertaken by the NSS volunteers through "Shramadan". Govt. officials and experts are invited to guide the students and villagers about various village development and welfare schemes. The College has conducted special NSS camps three villages during last five years.

Through these activities students are given direct exposure to social issues of the neighbourhood community, whereby they inculcate the values of social responsibility, team work, and leadership qualities.

To inculcate the value of national integrity and social responsibility in the students, the NSS Camp provides the opportunity to the students and also the community to listen to eminent personalities and activists who are invited to deliver talks on important issues like Health Awareness, Environment Awareness, Superstitions Eradication, Contribution of Bhakti Movement and Saints, Tree Plantation, Importance of Yoga, etc.

The college organises free Cataract Operation Camp in collaboration with Loins Club Chandrapur. Free health check-up camps are arranged for the poor people of the area.

Blood Group Identification and Blood Donation Camps are organised every year on the birthday of Adv. Nanasaheb Poshattiwar. A list of blood donors is kept in the college to help the needy patient in the area.

Active participation of student volunteers for the successful organization organization of such camps is essential through which students are sensitized to social issues, and their holistic personality development is ensured.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.3.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs

such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 19

3.3.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	4	3	2	3

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 36.46

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
135	70	90	80	75

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 1

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**Response: 0****3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Effective teaching and learning process is the highest priority of the college. The college constantly strives to create and enhance its infrastructure for effective teaching learning process as per requirements for the teaching-learning process.

The campus of the college spreads over an area of 2 acres with 612 Sq.Mts built up area and 4830.95 Sq.Mts of play ground. The college has adequate infrastructural facilities for curricular and co-curricular activities like Play Ground, Gymnasium, Sports-Kits, NSS room, ventilated Classrooms, spacious Library and Information Centre with computers and Internet facility for the staff and students, Computer Centre, Reading Room, Conference Hall, Examination Control Room, well-equipped Home-Economics Lab, LCD projector, Scanners, Printers, Copier Machines, Water Purifier and Water Cooler, etc.

As ours is an Arts college, the need and use of modern technology is limited but all the same the institute has tried to introduce it in a modest manner. The classrooms have been installed with lights and fans, and electric sockets and switch boards for using ICT equipments. One classroom has been equipped with Over Head Projector with the necessary accessories for using ICT teaching aids like PPTs and Audio Video Clips, etc. The Home Economics Lab-cum-Classroom is furnished with a Desktop Computer with Internet connection for the same purpose. Within the campus free Wi-Fi is provided for the staff and the students. To maintain sensitive equipments, fire extinguishers are installed in the college.

The college library has more than 3000 books on different subjects and subscription of 10 periodicals. Besides, the library subscribes to 10 daily newspapers in Marathi, Hindi and English, and contains many books on competitive examinations preparation and on self-development.

File Description	Document
Upload any additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Cultural Activities:

One of the most active facility providing units for co-curricular and cultural activities is the Cultural Activity Department of the college. The Seminar Hall of our college, quite spacious (70x35 square feet), is used for all kinds of cultural activities. For the purpose of announcement, speech, or other competitions,

we have sound system with card-less and carded microphones, speaker boxes and control machine. Students who are interested in cultural activities are given ample opportunities to showcase their talent on the platform made available to them. With the changing times, the college has realized that cultural activities are not only to entertain or exhibit one's performing skills but they can provide ample career opportunities and an effective tool for community awareness. Necessary encouragement, guidance and monetary help are provided to all those students who wish to participate in the intercollegiate competitions.

Our performance in cultural activities is outstanding in the last five years. The students of the college have represented at various level cultural events. The students of the college participate in Youth Festival conducted by the Gondawana University, Gadchiroli.

Sports, Games, Gymnasium

The college has played a proactive and supportive role in grooming students. Specific spaces have been earmarked for extra-curricular activities and made available to students. The playground is 4830.95 Sq.Mts utilized as grounds for Kabaddi, Volleyball, Kho-Kho, Cricket, and Football. It is used alternatively as per the need. Along with this, we have plenty of space available on the playground on which there is one for volleyball and handball for the boys and girls to play separately.

The college has a modest Gymkhana equipped with a few facilities like the Bench Press necessary for indoor workout and games. This is also used for playing indoor games such as Badminton and Carrom.

Students interested in sports and games come to college ground in the morning regularly and practise under the watchful eyes of the sports teacher. They participate in team events in all the above-mentioned outdoor games and athletics at the college level as well as at the inter-collegiate level. All players representing the college at any level are provided sports kits, necessary sports goods, first aid and paid TA/DA by the college.

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 16.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**Response:** 1.38**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0.22	0	0.024	0.53	0.32

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The Library of the college has made consistent progress in terms of collection of books, periodicals, and e-resources. The college library has furnished room of 750 sq. ft area with a separate reading room.

The library is partially automated with CLOUD based LIBMAN software the details of which are given below -

Name of ILMS Automation Software - CLOUD based LIBMAN Automation Software.

Version of ILMS Software - Libcloud 2.0

Status of Automation - Partially

WEB OPAC / MOPAC is also available for users.

The library has 3 desktop computers, out of which 1 is made available for users access and 2 computers for regular library work.

INFLIBNET NLIST e-resources management package is also subscribed to.

The details of the library are available on the institutional website in saperate Library menu www.ypcollegetalodhi.ac.in

Some of the books have been barcoded for issue return purpose, the rest being in process of being barcoded.

One Laser Printer is available for staff only.

Free WiFi access available for all users.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.61

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.38088	0.45093	0.41256	0.40637	1.40376

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 6.36

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 15

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

All the ICT facilities are updated periodically as per the requirements. The college hires a technician for maintenance of IT infrastructure and the refilling of toner and cartages of printers. The college has provided free Wi-Fi facilities to students and teachers. The whole college campus has Wi-Fi connectivity having 20 mbps bandwidth of internet connection. The office, library, students and faculties use maximum ICT facilities provided by the college to update their knowledge.

There are **21** desktop computers, **1** laptop, **1** LDC projector and **1** overhead projector in the institution. Four are used for administrative support in the office. **One** desktop computer is in the Principal's cabin. The library has **three** desktop computers. All these computers are attached through LAN. **Nine** computers are made available exclusively to students in the computer centre. In addition to it, we also have one Jio dongle to be used for working on laptops.

We have **seven** Laser and **one** Ink-jet colour printers attached to computers placed in office, library, IQAC room. Out of these seven printers **four** have inbuilt scanning and reprography (3 in 1) facilities also. Two scanner- cum-photocopy machines are used in the administrative office. Both these machines are attached to computers. The library is partially automated with LIBMAN software, internet, OPAC, Wi-Fi facilities. A set of 13 CCTV cameras keeps surveillance of the entire building and campus. A biometric machine is also there to maintain attendance record of the staff members.

All these equipments are provided with power backup by UPS. All ICT facilities are updated as and when the need arises to do so. As per the requirement of the maintenance of the above IT equipments, the college has Maintenance Committee which uses their skill to update and repair the equipments. However, for

major disorder and damage, computer technicians and service providers are hired for the upkeeping and replacement. The steps such as installation of anti-virus periodically, formatting of computers on the basis of corrupt operating system and replacing of hardware of old computers to new computers, etc. are taken for maintaining and utilizing computers.

File Description	Document
Upload any additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 23:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: E. < 05 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 20.43

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
2.80	2.85	2.91	2.46	5.98

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The College has established systems and procedures for maintenance and utilization of the facilities available in the college. The physical facilities comprise classrooms, desks, benches, chairs, Library, Computer Centre, Home-Economics, and ICT instruments, Gymkhana, sports equipments and facilities, etc. The classrooms, library, Laboratory, urinals and the entire college campus are kept neat and clean with the help of the peons. In order to meet the requirements of various units, the college has constituted various committees comprising senior teaching and non-teaching members, Management members and student representatives under the chairmanship of the Principal, such as College Development Committee, Library Advisory Committee, Sports committee, Electricity / Water Supply and Computers Maintenance Committee, IQAC, etc which are entrusted to prepare plans and budgets for maintenance, renovations, upgradation and extension of the existing infrastructural facilities in the college. The college forms various committees consisting of teaching and non-teaching staff well in advance at the end of every year.

College Development Committee: Local Management Committee now termed as College Development Committee formed in compliance with the standards, norms, rules and regulation of Maharashtra Public University Act amended from time to time. The committee presently is working within the purview of Act 2016. Representation of management, the principal, teachers, IQAC coordinator, alumnus and local representatives helps in making policies, decisions, and changes with full transparency and flexibility. Important decisions are taken by the CDC as regards physical, academic and support facilities.

Purchase Committee: Duly formed purchase committee looks into the matters of departmental budget at the beginning of every year. College equipment, furniture, instruments etc. to be purchased are in consonance with the proper procedures and the stipulated norms.

Construction & Campus Maintenance: This committee undertakes the responsibility of beautification, construction and renovation activities.

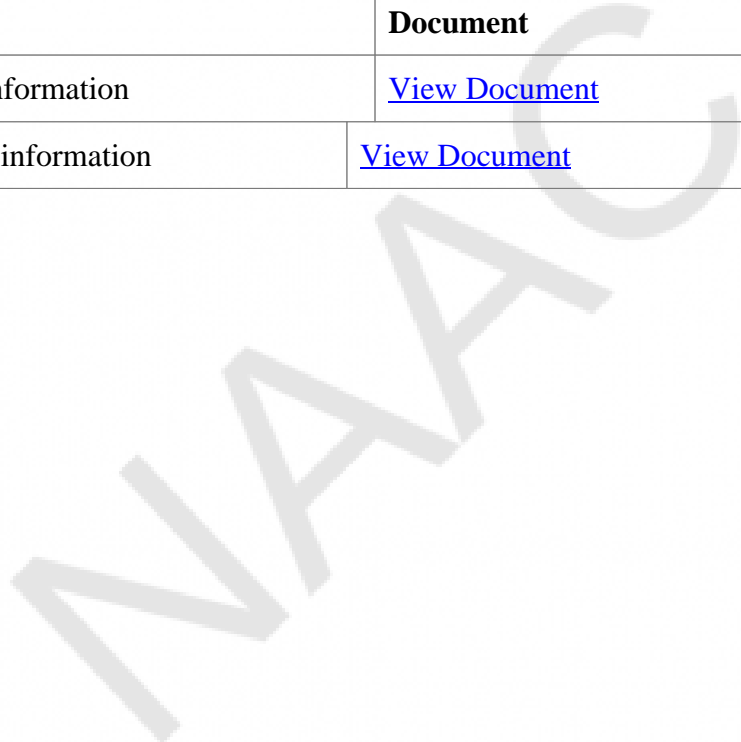
Games & Sports: Games and Sports Committee looks into the matter pertaining to sports and the game facilities to the students. By taking the stock of the situation, the committee conveys the students' formal and informal complaints to the principal and also proposes recommendations for the fulfillment of the students' requirements.

Library: The college library is taken care of by a librarian and an attendant. Every year a notice is circulated and a list of books to be purchased is sought from the teaching faculties. Requirement of books and available budget is taken into consideration before purchase. **Library Advisory Committee** takes care

of all necessary infrastructure and facilities within the library.

Classrooms and Home Economics Lab: The classrooms have been installed with lights and fans, clocks, and electric sockets and switch boards for using ICT equipments. Home-Economics Laboratory is used by the students and faculty under the supervision of the head of the department. If any facility, or part thereof, needs repairing or replacement, the Principal, on his own or on being informed, assesses the situation, and depending on the expected expenses he decides whether the matter is in his jurisdiction or needs the Management's approval. For minor repairs of wooden furniture, electrical appliances and plumbing work, local technicians are hired.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document



Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 78.82

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
174	176	203	232	203

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills

2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 47.1

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
137	46	150	123	133

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: B. 3 of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 2.26

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	7	0

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 159.18

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 78

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 18

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1	6	4	3	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

In order to realise the vision and mission of the college to develop all round personality of the students by building a learner-centred and learner-friendly institution, the college involves students in the decision making process and understands their expectations from the college. The college encourages the students by appointing them as student representatives on various committees so that leadership should grow among them. Encouraging students' participation in activities facilitates developing various skills and competencies and fosters holistic development.

The students are also involved in decision making process pertaining to their interest and welfare through Students Welfare Council.

Student Council: The college forms student council as per University Directions and Maharashtra University Act-2016. The Student Council comprises a senior teacher nominated by the Principal as chairman and NSS Program officer, Physical Education teacher, students representative from every class, two representative from Girls nominated by the Principal, one representative from NSS, one from sports and one from cultural activities as members, The student representatives are selected on the basis of their academic performance. Election of one student as the University representative is conducted amongst the class representatives. The name of such elected representative is forwarded to the Director, student Welfare Department of the University. During 2015-16 and 2016-17, no student council was formed as per university rules as no instructions from the university were given. However the process of forming Student Council had been undertaken at college level within its capacity on the pattern of old rules of forming student council. The **Student Council** has a significant role to play in academic and administrative working of an Institution. On the other hand, it develops leadership qualities and certain other life values among the students. The leadership qualities among the students lay down a stepping stone for actual academic and other kinds of developments.

Co-curricular and Extracurricular Activity Participation: There are specific committees such NSS, Cultural Activities, etc. in which not only the members of Student Council but majority of the students are involved. NSS activities like rally, or any social event, Our students actively participate in the effective implementation of any activity or event organized by the NSS or any other department. NSS camp planning and execution is the best example of students' involvement in our college.

In addition to this, the various college committees having students' representation are as under-

- Student Welfare Council

- NSS Advisory Committee
- Women Molestation Redressal Committee
- Anti-Ragging Committee
- Internal Complaint Committee
- IQAC
- Students are included in the editorial board of Magazine Committee.
- Interested and senior students are appointed as supervisor and caretaker of the Gym; for carrying out sports activities.

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 5.4

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	5	8	8	4

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The institution has a functional Alumni Association which is in the process of getting registered. Active participation of the alumni in college activities is a plus point of the college. The love and affection alumni feel for the teachers and for the college itself is unmatched in quality. The institution also keeps in touch with them so that the present lot of students is benefitted by the experience of their seniors working in various fields. The local Alumni always respond positively to the calls from the college and see to it that the esteem of the college is maintained.

Although the contribution of the alumni to infrastructure development is negligible, their activities and contribution in the following areas are appreciable:

- Organising the meeting of ex-students once in a year.
- Giving valuable suggestions for the growth and development of the college.
- Helping the college in organising big events and activities like Medical Check-up Camps as volunteers.
- Guiding students on certain occasions.
- Helping the college in selecting nearby villages for NSS Special Residential Camps.
- They also recommend our college to their friends for admission.

File Description	Document
Upload any additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Vision:

- Enriching lives and expanding horizons of rural community through higher education.

Mission:

- To develop all round personality and enhance career potential of rural students.
- To build a learner-centred institution where all individuals, students, faculty, staff and administrator understand their role in creating a positive learning environment through everything they do.

Since its inception, the college has become the first choice institution for students from the vicinity pursuing higher education in the faculty of Humanities (Arts). The ethical practices followed at the institute are not only in tune with its vision and mission but encourage a certain value system also.

The vision and mission of the institution stated above point out that the institution strives to contribute towards enriching lives and expanding horizons of rural community through higher education as it is striving to develop all-round personality and career potential of the rural students coming from the surrounding villages. So the mission of the institution is to empower them and create social, economical and intellectual awakening among them largely through learner-centric teaching methodologies. The college ensures that the vision and mission of the college are in tune with the higher education policies of the Nation by taking initiatives for all-round development of mostly first generation learners, inculcating moral and human values in them through various curricular, co-curricular and extra-curricular activities, and imparting education to all without discrimination for national integration and communal harmony.

The college invites distinguished personalities from various walks of life, organizes social, cultural, games and sports and extension activities through various departments, cultural department, physical education department, NSS. By giving representations to the various stakeholders on various bodies and committees, the college ensures decentralization of the governance of the institution.

Adarsha Shikshan Prasarak Madal, Talodhi (Balapur), is the apex Management body in the organizational structure of the institution. It works in tandem with the Principal to regulate and maintain an amicable educational environment. Then there is a College Development Committee (CDC) formed in accordance with the Maharashtra Public Universities Act, 2016 to look after the academic and administrative functioning of the institution. The Principal as the academic and administrative head of the institution implements the decisions and policies of the Management, the University and the State Government with the help of teaching and non-teaching staff. The IQAC of the college develops the perspective plans regarding academic, administrative and infrastructural development while adhering to the Vision and Mission of the institution in consultation with various stakeholders. Taking into account, the perspective plan, the IQAC devises the action plan for each academic year, and the same put forward to CDC. The

Principal ensures proper implementation of the development plan. There are various committees working along with the IQAC which look after the routine administrative and curricular, co-curricular and extra-curricular activities of the institution. Thus, every teacher of the institute participates in decision making in some way or the other.

File Description	Document
Upload any additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Adarsha Shikshan Prasarak Mandal, Talodhi (Balapur), is the Apex Management Body which acts as the patron of the college. For all kinds of policy decisions regarding institutional development, the College Development Committee is constituted as per the Maharashtra Public University Act, 2016, which gives representations to various stakeholders.

At the institutional level, the Principal as the administrative and academic head plays a key role in the governance and management of the institution. Democratic leadership is visible in the functioning of various committees formed to regulate smooth functioning of the college wherein due representation is given to the staff members including students. The staff members are given freedom to act autonomously in their individual capacity as coordinators of various committees. The principal monitors and guides various activities through personal interaction with the staff.

A Case Study:

NSS unit of the college decided to organize a unique reach-out activity in 2014. Lions Club, Chandrapur offered to extend help in organizing free Cataract Diagnosis and Surgery Camp for the poor and helpless elderly persons in collaboration with Sevagram Hospital, Wardha. This proposal was placed before CDC which recommended for the permission and financial assistance from the Executive Body of Adarsha Shikshan Prasarak Mandal, Talodhi. Hon. Secretary of the Mandal readily accepted to personally provide the necessary financial assistance for the cause. Thereafter, the principal convened the staff meeting and assigned various responsibilities among the staff to carry out the plan so chalked out and instructed NSS Program Officers to involve NSS volunteers in the activity.

Wide publicity through newspapers, pamphlets, announcement through loudspeaker in the nearby villages and through students was needed to be given prior to the camp. About 500 elderly persons from the twenty villages around the college attended the camp. The patients and their attendants were given breakfast. A medical team led by a senior surgeon from Sevagram Hospital, Wardha, checked and identified the patients to be operated upon. As a large number of patients were diagnosed as needing surgery, the hospital ambulance had to pick up 30 to 60 patients at a time in a week for two months. Different teams of students, teachers and volunteers were assigned the responsibility to receive and see off patients every week. 327 patients were checked and 166 were operated upon in the first camp. The fact that more than 800 patients were diagnosed and 374 were successfully operated upon is quite enough to highlight the

remarkable success of the practice. This was possible only through well coordinated synergy among the stakeholders, decentralization and participative management.

Since then such camps have been held every year at the initiative of NSS Unit as a permanent feature of the reach-out and extension activities of the college.

In 2018-19, 194 patients were sent for cataract surgery out of 427 patients checked in the camp. In 2019-20, out of 572 patients checked 216 were diagnosed and successfully operated upon for cataract.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college makes short-term and long-term perspective plans with the help of College Development Committee and IQAC, and strives to carry them out within the stipulated time for the development of the college. College Development Committee and IQAC comprising representatives from different stakeholders strive towards the common end of achieving excellence for the college taking into account the demands and requirements of the changing society. Feedback from alumni, parents, teachers and students on various academic, administrative and infrastructural facilities and curriculum also plays an important part in formulating perspective plan. The institution has a well-structured policy and mechanism of its timely deployment. The college constitutes various academic and administrative committees for implementing the plan and thus contributes towards the decentralization and participative management.

One Activity successfully implemented based on Strategic Plan: Introduction of ICT based Teaching Learning Process

As per the perspective plan in pursuance to our resolve to improve academic ambiance of the college by at least one ICT enabled classroom, we procured Overhead Projector and installed it in Classroom No. 4 with necessary accessories. This has greatly facilitated teachers for making use of ICT resources in their regular teaching. Earlier, teachers were required to take LCD projector and Laptop with themselves to the classrooms whenever they wanted to use PPT or Audio-Video Clips for teaching. With the ICT enabled classroom, it has become quite easier and time-saving to integrate ICT into the regular teaching learning process of the institution. The Home-Economics Lab cum Classroom is also equipped with a Desktop PC with Internet connection to be used by students and teachers as well for the purpose of completing their assignments. Additionally, there are some computer swith internet facility installed in Computer Lab/Centre and the Library for the students.

The proper the use of modern technology has the potential to make students independent learners and

develop their research aptitude. Some teachers show online movies to the students based on syllabus followed by group discussions with a view to affording them virtual experience of certain topics of syllabus. The students eager to participate in 'Avishkar', a university level research competition, prepare Power-Point Presentation of their topics on their own under the guidance of the teachers and present them with LCD projector. ICT is helping in making teaching learning process learner-centric and rendering teachers as facilitators. It is enabling the students to be competent information seekers, analyzers, evaluators, problem solvers and decision makers.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

Management Body

Adarsha Shikshan Prasarak Mandal, Talodhi (Ba.) is the apex governing body. It consists of its office bearers namely president, secretary, joint secretary, treasurer and members. The Governing Body makes every policy decision with regard to finance, infrastructure, staff recruitment, promotion and evaluation of teaching and non-teaching staff, and extension activities. It ensures effective implementation of its policy by obtaining feedback. Management works harmoniously with other statutory bodies like Principal, Local Management Committee now called College Development Committee. It supervises the overall functioning of the college and plays the role of a provider, facilitator, controller and liaison between society and the institution.

College Development Committee:

Then, there is the College Development Committee (CDC) comprising **14** members constituted as per the norms laid down by the Maharashtra Public Universities Act, 2016 (which was earlier known as Local Managing Committee). Preparing budget and financial statements, recommending creation of teaching and non-teaching posts to the Management, discussing academic and other progress of the college, are the primary functions of the CDC.

Principal and Administrative/Office Staff:

Principal as an administrative and academic head of the Institution pays special attention for smooth functioning of administrative and academic activities. Teaching and Non-teaching Staff help him in this matter. He ensures the effective implementation of the policies, plans and practices in academic and administrative matters. The college administration takes care of the work related to admission, examination, eligibility, maintaining the daily record, and communication with stake holders, University,

Government offices, etc. Maintenance of service book, accounts, financial audit, timely release of the monthly salaries of the employees, the placements and the promotion of the staff, deduction of income tax are some of the works done by the office.

Besides, various Statutory and non-statutory committees are formed to carry out co-curricular and extra-curricular activities.

Academic / Teaching Staff

College teachers including regular, ad hoc and clock hour basis do their main work of teaching-learning. They take regular attendance of the students and carry out formative and summative tests; maintain the record of internal assessment, in addition to discharging their duties as members of various committees.

Service Rules, Procedures, and Appointment

The Governing Body follows the procedures mentioned in Maharashtra Public University Act 2016, the rules and regulations of the UGC, Govt. of Maharashtra, statutes of Gondwana University, Gadchiroli, for service rules and recruitments.

For recruitment the institution gives advertisement in at least one national level newspaper and one local newspaper. Interviews of eligible candidates are conducted by the duly constituted selection committees after due date of submitting applications notified in the advertisement is over. Selection of the candidate is done purely on merit basis. Similarly, the existing norms are followed at the time of granting promotion to employees.

The promotional policies

The college follows the PBAS of the UGC for the promotion of the teachers. At the college level, the principal constitutes API Screening committee or authorizes IQAC to work as API Screening committee that helps the teachers for obtaining the promotion under Career Advancement Scheme.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Following welfare measures are in place for the teaching staff and non teaching staff.

- Group Personal Accidental Insurance Scheme facility is also provided by the Institution to both teaching and non-teaching staff. Group Insurance facility is a byproduct of Life Insurance Policy. Monthly premium is deducted from the salary of employee. In the event of death, insurance amount is given to the nearest relative or the maturity amount is paid on superannuation.
- Deduction of LIC premium from Salary
- General Provident Fund Scheme: Monthly Premium is deducted from the salary & deposited in Government Account. Refundable and non-refundable GPF loans are sanctioned to the needy employees on demand. Regular record about transaction of GPF about interest and government share is maintained annually.
- Pension Scheme for employees: The employees appointed prior to 1st November 2005 are availing Pension Scheme. Other employees have been availing DCPS. Regular record about transaction of GPF about interest and government share is maintained annually.
- Maternity Leave: For the female teachers 180 days (6 months) maternity leave is given twice in the whole service tenure.
- The teaching and non-teaching staff are granted the different types of leaves such as study leave, earned leave, medical leave etc. as per the norms of State Government and the UGC.
- The Medical Leave and medical reimbursement facility is available to the staff members as per the Government norms.
- For updating the subject knowledge and availing themselves of Career Advancement Scheme, the teaching staff members are allowed to participate in Orientation Programmes, Refresher Courses, and Short Term Courses etc as and when they need.
- Non-teaching staff is provided the opportunity to participate in different courses / seminars related to computer literacy, administrative skill etc. for the upgradation of their knowledge.
- The Institution has developed the system of appreciation of both the teaching and non-teaching staff for acquiring academic degrees, awards, recognition by the Government and the non-government agencies / bodies.

File Description	Document
Upload any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**Response:** 0**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format(Data template)

[View Document](#)**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 0**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format(Data template)

[View Document](#)**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).****Response:** 34.55**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	5	5	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The Institution strictly follows all the basic requirement and promotion policies as specified by government of Maharashtra, UGC and the affiliating university. For teaching and non-teaching staff, there are different procedures based on performance appraisal system.

The API score as endorsed and verified in the PBAS Performa are the primary means of assessing a faculty member for the purpose of promotion under CAS. The PBAS Performa is designed by the affiliating university as per guidance specified in UGC regulations on minimum qualification for Appointment of Teacher 2010 in colleges and Maintenance of standards in Higher education -2010.

At the college level, the principal constitutes API Screening committee or authorizes IQAC to work as API Screening committee, which looks after the appraisal system. The API screening committee provides guidance pertaining to PBAS. At the end of every academic year, the faculty members submit their API form to the committee with relevant documents. The PBAS Performa filled by the faculty member is checked and verified by the screening committee or IQAC upon the authorization by the principal and finally the screening committee headed by IQAC coordinator or any person so authorized, confirms the score of the API of the faculty member and puts forward to the principal for the necessary action. The recommendations of the committee are accepted by the college administration and the institution. Before the due date for the placement the principal put the proposal of placement in the College Development Committee.

After CDC's approval the principal forwards the proposal of faculty members to the University for the nomination of the subject experts. After receiving the subject experts, the principal forwards the proposal of the faculty members to the Joint Director of Higher Education, Nagpur, for the Government nominee and after receiving the Govt. nominee, the meeting of the placement is organized. Many teachers were placed to the higher grade due to the effective mechanism.

The college also follows the systematic procedure of the appraisal of the non-teaching staff.

As per the Govt. of Maharashtra norms, every non-teaching staff employee is given time-bond promotion after completion of 12years / 24 years of regular service in the same position. Taking into consideration of Confidential Reports of the members of non-teaching staff, the satisfactory CR's of staffs are sent to the College Development Committee. Considering the performance of the staff, the principal verifies these reports with the prudence. On the basis of their reports they are recommended to management for promotions. The CDC takes decisions as per seniority and merit basis and they are promoted to higher position.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college conducts internal and external audits regularly through internal and external agencies. Internal audit is an ongoing continuous process in addition to the external auditor to verify and certify entire income and expenditure of the college each year. The college conducts regular internal and external financial audits as per the requirements of the university.

The internal audit of the college is conducted every year by Chartered Accountant, Mr. A. W. Ambekar, having member No. 31537, from Nagpur. He is the college internal auditor appointed by the management. He and his team do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year.

The external audit of the college is conducted every year by the team of Joint Director of Higher Education, Nagpur Region, Nagpur. The Regional office of the Account General of India also periodically assesses and verifies the audited records of the college. The grants received from UGC are audited by the internal agency, Mr. A. W. Ambekar, Nagpur, and the audited statements and Utilization Certificates are regularly sent to the funding agency and regulatory authority such as UGC. Omissions and commissions when pointed out by audit team are immediately rectified and precautionary steps are taken to avoid recurrence of such errors in future. No major objections were raised in the last audit. The audit reports are uploaded on the institutional website.

During the last five years, the following audits were carried out:

1. Annual Audits of Income and Expenditure of the Institution
2. Annual Audits of NSS unit
3. UGC GDA Grants (XII th Plan) audited on 26.12.2017
4. IQAC Grants (XII th Plan) audited on 26.12.2017
5. UGC Sponsored National Seminar audited on 18.05.2015

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

A transparent and clear financial policy is practised for the mobilization of funds and optional utilization of resources by the college for its effective and efficient academic and administrative functioning and development. Every financial year the college takes well established course of action to ensure optional utilization of funds as per the availability and required provisions for the overall functioning of the institution.

The College Development Committee, the Purchase Committee, the Building Construction Committee are the part and parcel of mobilisation of funds. For purchasing, the institution, in consultation with the College Development Committee and the Purchase Committee, invites the requirements of various departments and as per the requirement, the institutional budget is prepared. The records, bills and vouchers of everything purchased or sold or of services hired are cautiously filed in and noted in college audit and account books under the direct supervision of the principal and the management.

The college receives grant-in-aid from Govt. of Maharashtra and scholarships from G.O.I. and Maharashtra Government. The annual budget reveals establishment expenditure including salary component, scholarships etc. Annual budget is prepared well in advance and is put forth before the college development committee for its approval. Most of the transactions are carried out by cheques. The college accounts are internally audited by authorized Chartered Accountant.

The College gets the financial assistance from the Government in the form of salary grants. The salary is credited to the accounts of the staff members as per the norms of the Government and the assessment is done by the Director and the Joint Director of Higher Education Office.

Apart from the salary grants the Institution also gets the non-salary grants at a stipulated rate given by the Government. This grant is utilized according to the ceiling mentioned for each item and the assessment thereof is also carried out by the Government. NSS unit of the college also receives funds from the university which is fully utilized as per the norms.

As our college comes under Section 12 (B) and 12 (f) of UGC, we received financial assistance from UGC under GDA scheme during XII th plan. The college also received grant under the scheme of establishment and monitoring of IQACs in colleges during XII th plan. The college was also sanctioned UGC grants for conducting National seminars in English in 2014.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Two Practices Institutionalized as a Result of IQAC Initiatives

1. Feedback:

One significant practices institutionalized by IQAC in the institution is the practice of collecting, analyzing and acting on the feedback. IQAC collects three types of feedback.

From the beginning of IQAC's constitution, every year **feedback on overall functioning of the institution** is collected, analyzed and properly documented. This is also known as Student Satisfaction Survey. This is taken through printed feedback forms distributed randomly among students in order to realize the college's vision of creating student-centric, student participatory environment.

From the session 2015-16, IQAC resolved to take **feedback on the students' perception on teaching learning process** for the maintenance of quality assurance in terms of teaching learning process being carried out in the college. In 2015, the Feedback Committee prepared a format of feedback questionnaire bearing in mind the fact that the pedagogical skill and activity comprises many subs-skills, activities and attitudes. For this purpose, the most important skills of an ideal and effective teacher were identified.

The feedback forms were distributed randomly among students to be duly filled in and submitted back. The students were instructed to evaluate each individual subject teacher for each skill employed by him/her on the five points rating scale of performance.

It was decided by IQAC that if students evaluated the teaching learning transaction at above 81%, it would be held to be excellent and efforts would be made to sustain that perception among the students. Any teacher's evaluation falling below 50% would be taken seriously and he/she would be given opportunity to improve his/her performance.

From the session 2017-18, we started taking **feedback from all the main stakeholders on the curriculum designed by the University and** implemented by the college, with the intention of involving the important stakeholders in the process of the framing of the curriculum and understanding the students' emerging needs. The IQAC designed a common questionnaire covering various aspects of the curriculum for all important stakeholders, namely, students, alumni, parents, and teachers. The feedback-data was collected by using random sample survey method through the printed copies of questionnaire distributed among the stakeholders.

2. Participation in NIRF

Notwithstanding ours being a single faculty undergraduate college located in a rural area of Vidharbha region of Maharashtra, IQAC resolved to participate in National Institutional Ranking Framework in 2016-2017. Accordingly, the principal appointed IQAC coordinator as the Nodal Officer for the work of NIRF participation.

After studying the parameters of NIRF valuations, IQAC conducted self-analysis of the institution to see whether there was any chance for our college. As our college is a single faculty undergraduate college, we chose to participate under College category. When the results of participating college were declared, our college had secured a place in the college category ranking baking band of 150-200.

Thereafter, this matter is included in the agenda of appropriate IQAC meetings and accordingly IQAC goes for NIRF every year. Thus, participation in NIRF has been naturally institutionalized.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC in the college are as follows:

Review of teaching learning:

- 1.The college conducts feedback on the students' perception on teachers and teaching learning process at the end of the every academic session. IQAC analyzes the feedback obtained from the students about teachers and their teaching skills. The feedback analysis includes various parameters of evaluation of teachers such as teachers' promptness, use of various teaching methods and techniques, answers given to the questions asked by students, attitude and interest towards curricular and co-curricular activities, knowledge of the subjects and remedial measures to solve students' problems.
- 2.The college forms of a committee specifically dedicated to monitor and reweiw the teaching learning process and methodologies upon the recommendation of IQAC. The Teaching and Evaluation Committee frames the institutional Academic Calendar, designs the formats of Teaching Plans and suggests innovative teaching methods.

Implementation of teaching learning reforms:

- 1.For the improvement of the teaching learning process IQAC and CDC prepared a Perspective plan wherein measures to be undertaken for teaching learning process were mentioned one of which was to make ICT an integral part of pedagogical practices of the college. Accordingly, one Classroom was equipped with Overhead projector with necessary accessories for facilitating the use of ICT by teachers. The college had made it mandatory for the teachers to use ICT resources in their teaching at least once a week. Teachers were given orientation on the use of free Moodlecloud and Google Classroom. Notwithstanding the limited use of ICT in an Arts college, based on feedback, our teachers started using ICT tools like PPT, videos, audio clips, Youtube in teaching learning process. Some of the teachers started their own Youtube channels for creating teaching resources. During nation-wide lockdown owing to Covid-19 pandemic, our teachers were very particular to conduct live online classes through Zoom platform.
- 2.On the recommendation of IQAC, a Teaching and Evaluation Committee was formed with the intent to streamline and monitor teaching learning process of the college, suggest innovative teaching learning methods, and assist teachers in creating teaching learning aids and ICT based teaching resources. The committee has been taking pains to institutionalize the student-centric methods such as peer teaching learning, participative learning, interactive method, ICT enabled teaching, etc.
- 3.Besides setting up ICT- enabled classroom, the college took the initiative to introduce Mentoring System as a reform in the teaching learning process as resolved by IQAC.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**

- 2. Collaborative quality initiatives with other institution(s)**
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: D. 1 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

As the college is situated in rural area in the backward region of Maharashtra, it is important to take care of proactively promoting activities related to gender sensitization and gender equity. Being sensitive to women education, the college provides all necessary facilities, security and protection in the college campus for girl students. Measures regarding promotion of gender sensitization and gender equality initiated by the college are grouped into four types.

1. Structural Facilities and Measures: For the safety and security of girls and all, the whole campus is under CCTV surveillance, and for girls there is a separate section of toilets, urinals and bathroom in the main college building. We have also a Girls' Common Room.

2. Proactive and Redressal Mechanism: A special mechanism of committees is in place to expeditiously deal with the violence of the professional norms of conduct by anyone. Some statutory and non-statutory committees such as Anti-ragging Committee, Internal Complaint Committee, Student Counselling Committee, etc. have been formed. These committees have been constituted and entrusted to ensure gender sensitization and gender equity also among other things. Discipline Committee also strives to promote and monitor adherence to the Ideal Code of Conduct published by UGC on the part of every stakeholder working in the institution. The Code of Conduct published by UGC is hosted on the institutional website and special instructions for students are given in the college Prospectus. IQAC has also initiated **Mentoring** in the college to tackle students' psychological and emotional problems. Internal Complaint committee formed for protection of students and staff against sexual harassment specifically looks after gender related matters. The campus is ragging-free with no cases of ragging reported so far.

3. Integration of Crosscutting Issues into Curriculum Delivery: Teachers have been instructed to incorporate and underscore crosscutting issues like gender equity in their regular classroom teachings. For this teachers prepare a list of crosscutting issues incorporated in their subject syllabi and take efforts to address them during their classroom interactions.

4. Gender Equity and Sensitization Activities

NSS Unit, Cultural Activities Department, Home Economics Department, and other committees regularly organise and conduct such activities throughout the academic session. In order to impress upon the staff and the students the values of equality, various programs and commemorative days as mentioned in the Academic Calendar are celebrated in the campus. Women empowerment, health and hygiene related workshops for girl students are also organized by inviting outside experts.

Some of the activities regularly organised as part of co-curricular activities during the last five years are as follows.

- 'Say No to Exploitation' program

- Health & Nutrition program
- Workshop on Self-Employment and Life Skills
- Workshop on Protection against Sexual Harassment of women at workplace act 2013
- Women Day program on self protection
- Program on Women Empowerments
- Program on Nutrition Literacy
- Program on Anemia & Dietary Treatments
- Youth Day celebrated
- Program on Nutrition Education: Need of the Hour
- Savitribai Fule Jayanti celebrated by student
- Program on Nutrition Education for students
- Workshop on Adolescence Problems for Girls

File Description	Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The college is conscious about the waste management to keep the campus clean and eco-friendly. The faculties and students are regularly advised to reduce waste to the minimum. All students put waste in bins kept at different places on the college campus. The waste is processed as per the nature of the waste. The waste management in the campus is as under.

Solid waste management

- Dust bins for collection of solid waste are placed at suitable sites in the campus.
- All biodegradable solid waste, which includes maximum waste papers, generated in the campus is collected and sent to Gram Panchayat for further solid waste management.
- Plants litter is regularly collected in a pit and sometimes burnt off.

Liquid Waste Management:

- Ours being an Arts College with no chemical laboratory no Hazardous liquid waste is produced in the college.
- The liquid waste coming out of the Home Economics Lab is completely biodegradable which can directly be used for watering plants or channeled into soak pit for maintaining ground water level.
- When the college building and classrooms are cleaned with water the waste is also channelized for the plant and trees.
- The liquid waste generated from the campus goes directly to the drainage system created by the local authorities in the vicinity of the college.

Biomedical waste, Hazardous Chemicals and Radioactive Waste Management

- We do not produce any Biomedical or radioactive waste in the college.

E-waste management

- Electronics waste including CDs and DVDs, used ink jet cartridges, tapes, computers and printers, small electronics is disposed off as per their nature. These wastes are sold to local scrap vendors. Efforts are made to reduce e-waste by optimum use of electronic devices.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**

4. Waste water recycling**5. Maintenance of water bodies and distribution system in the campus****Response:** C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: C. 2 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment

5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The college has been catering to the needs of rural students who are almost the first generation learners belonging to agrarian and socially and economically backward sections of society. It has been striving to realize its vision of “enriching lives and expanding horizons of rural community through higher education. This vision can only be realized by making efforts at providing inclusive environment for all sorts of diversities.

The college holds in high esteem the national ideals and constitutional values regarding inclusiveness and integration in its all transactions and functioning.

The admission process is carried out giving due regard to reservation policy of the governments of India and of Maharashtra. The statutory committees of the college are well balanced with wider representation. The cooperation of local authorities and local people is solicited for all major extension activities organized by the college.

The college is committed to providing equal opportunity to all students irrespective of gender, community and physical disability. Notwithstanding the fact that presently we do not have any physically disabled person in our college, we have proactively provided structural facilities for such persons.

As per the statutory requirement, we have formed Internal Complaint Committee to ensure gender sensitization and proper disposal of violence of gender-sensitive conducts on the part of staff members and students.

The college is playing an effective role of catalyst in the area in maintaining the communal harmony and national integration. One of our faculty members has served as the president of Mahatma Gandhi Tantamurt Gram Saminti (Mahatma Gandhi Dispute-free Village Committee), an initiative by the Home Ministry of Maharashtra State. Taking notice of his contribution to settling disputes and maintaining peace and harmony in the village, the Superintendent of Police, Chandrapur, had appointed him as a member of Jilha Shantata Samiti (District Committee for Peace).

The college regularly organizes different activities for inculcating the values of tolerance, harmony towards

cultural diversities. Throughout the academic session, the college organizes various activities and celebrates commemorative days with a view to inculcating tolerance, liberality, inclusive values and social commitment in the staff and students. The college observes Communal Harmony Fortnight during which various activities are conducted on the theme of tolerance and communal harmony among different communal groups. On 12th January 20202 on the National Youth Day, in collaboration with ABVP, the students participated in Tiranaga Rally.

Our institution also conducts the Gandhi Vichar Sanskar Pariksha – (Examination on Gandian Thoughts) for students in collaboration with Gandhi Research Foundation, Jalgaon. This helps in nurturing humanitarian values.

To develop the linguistic sensibility and tolerance, the Department of Marathi celebrates various activities such as ‘Marathi Rajbhasha Din’ and ‘Marathi Bhasha Sanvardhan Fortnight during which students are assigned to trace the assimilation of different languages in the development of Marathi.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The college is deeply committed to the national ideals and constitutional obligations. It sensitizes the staff and students to constitutional obligations through various regular practices, activities and initiatives.

The Preamble to the Indian Constitution is displayed at the prominent place of the college and it is clearly visible to all the entrants. The fundamental duties and rights, National Anthem, and Pledge etc. are also clearly displayed in the campus.

26th November is celebrated as ‘the Constitution Day’ in our institution. Various types of activities are arranged to make this day meaningful. Information about the basic structure of the constitution, the fundamental duties and rights of the citizens, the provision of judicial review, the concept of social justice, the separation of powers, etc. is shared with the students by the teachers on the day to mark the significance of the constitution of India.

The national anthem is collectively recited daily at the beginning of college hour to instil the national sentiment among the students and the staff.

The college celebrates national festivals of Independence Day and Republic Day every year on 15th August and 26th January respectively to nurture and revive the spirit of nationalism, patriotism and national integrity among the students and the staff.

Many of our teachers are invited by the local community and nearby villages on certain occasions to deliver lectures on the constitutional obligations, national unity and social harmony, etc.

One of the staff is appointed as Nodal Officer for the Voters Registration Campaign whose job it is to encourage and assist students aged above 18 years to get themselves registered as voters in the prescribed forms.

The students of Political Science visit the High Court and State Legislature during Winter Session of the Legislative Assembly and Legislative Council at Nagpur, and other Govt. offices as a part of their study tour. The syllabus of Political Science contains a topic on 'Panchayatiraj' for which students are encouraged to visit a local Gramsabha so as to impress upon them the significance of the structure of local self-government. It also conducts a Foundation Course on 'Democracy, Elections and Governance' made compulsory by the university for students of B.A. Semester II.

The Gandhi Vichar Sanskar Pariksha – (Examination on Gandian Thoughts) conducted in collaboration with 'Gandhi Research Foundation, Jalgaon' can also reflect the sensitization of students to constitutional values which are highly esteemed by the college.

The college is reckoned to be an institution with strong community commitment and social consciousness in the vicinity. Not only the students and employees but the local people also respect the institution for its contribution to social development and out-reach activities for the benefit of the society.

The college has been organizing NSS camps in the nearby villages wherein student volunteers, besides helping in village development work, spread awareness among the local about government schemes and programmes. Through cultural programmes and street-plays they try to create awareness about superstition eradication, open defecation-free village, girl education and evils of female foeticide and dowry system, etc.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Our college celebrates various national and international commemorative days, national festivals and birth and death anniversaries of great Indian Personalities like Mahatma Gandhi, Dr. B.R. Ambedkar, Sarvapalli Radha Krishnan, Sivaji Maharaj, Savitribai Phule, Swami Vivekananda, etc. throughout the academic year. After paying homage to the image of the national hero of the concerned day, lecture, rally or the competitions like elocution, singing, poster, and rangoli, etc are organised for students. The college organizes activities on these days of national importance to recall the events or contribution of our leaders in building the nation and imbibe moral and ethical behavior of students in their professional and personal lives.

The college celebrates national festivals of Independence Day and Republic Day every year on 15th August and 26th January respectively to nurture and revive the spirit of nationalism and patriotism among the students and the staff. The national flag is unfurled by the principal or some dignitary invited for the occasion, which is followed by national anthem and felicitation of students showing excellence in co-curricular and extra-curricular activities.

Besides, on certain days special activities are conducted. On Dr. S R Ranganathan's Birth anniversary, the Library organizes Book Exhibition to arouse students' interest in books. On the birthday of Adv. Nanasahab Poshattiwar, the Secretary of the Executive Body of the Management, we organize Blood Donation Camp in collaboration with the Government District Hospital, Chandrapur. On 26th November, the Constitution Day, we collectively recite the Preamble to the Constitution of India. During Nutrition Week or Communal Harmony Fortnight, we conduct various activities and competitions for students so as to inculcate in students values and behavioral patterns expected of the occasion. Some student-centric activities and guest lectures are organized during Marathi Bhasha Sanwardhan Pandharwada.

Some of the Days and Events regularly celebrated throughout the session are listed below.

- 1st July - Plantation as part of State Government Initiative
- 11th July - World Population Day
- 12th Aug. - Dr S R Ranganathan Jayanti (Book Exhibition)
- 28th Aug. - Nanasahab Poshattiwar Birthday (Blood Donation Camp)
- 20th Aug to 4th September - Communal Harmony Fortnight
- 1st to 7th September - Nutrition Week
- 5th September - Teachers Day, self government
- 8th September - World Literacy Day Essay Compe.

- 9th September - Plantation Day
- 24th September - NSS Foundation Day
- 2nd October - World Non- violence day M. Gandhi birth anniversary
- 26th November - Constitution Day Preamble Reading
- 3rd January - Savitri Bai Fule jayanti
- 12th January - Vivekanand Jayati National Youth Day
- 19th February - Chhastrapati Shivaji Jayanti
- 27th February - Marathi Rajbhasha Din
- 8th March - World Women Day
- 14th April - Ambedkar Jayanti

File Description	Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

1. Title of the practice

Avishkar Competition: Fostering Innovative Spirit among Students

2. Goals of the practice

- To nurture critical thinking, creativity and scientific temper among students.
- To accommodate advanced learners in research activities and help them to be lifelong learners and rational human beings

3. Context

The College receives the inflow of students with the rural background. Lack of motivation to achieve something, fear of competition, inferiority complex, weak soft skills, etc. are the common features of such students. Teaching-Learning process restricted to four walls of the classroom is not adequate to overcome these problems. If these problems are not addressed, this may lead to a lack of interest in academics and in the worstcase to dropout from the course of the study. The Research Festival Avishkar is helping students to gain confidence, improve their skills and finally bringing absolute clarity in their thought process.

The Avishkar Research Competition is organised by the universities every year. Research Promotion Cell of our college was formed to develop a research culture and scientific temper among the students. This cell helps and motivates students to prepare interested students to mould their research ideas into presentable

formats. It organises Avishkar Competition at college level in which interested students participated and present their innovative posters and PPT presentation of their research ideas. Best innovative research projects are selected for university level Avishkar Competition. This activity also aims at helping the students to develop skills, review new dimensions of explored and unexplored areas of knowledge.

4. Practice

The Research Promotion Cell functions under the direct control and directions of the Principal of the College. For the accomplishment of the objectives, Research Promotion Cell organizes the following activities.

- At the beginning of the academic session, the Research Promotion Cell circulates notices about research competition **Avishkar**.
- The cell conducts some orientation programmes about Avishkar competition for the interested students.
- Some students approach the Cell with their inchoate innovative ideas about any various topics.
- The cell conducts Avishkar competition at the college level for these students.
- Excellent subjects presented through posters and PPTs are selected by the examiners on the basis of their presentation skills and innovative ideas.
- Teachers mentor the students and help them in various areas like updating the topic, gathering information and presentation techniques.
- The three most innovative and well-prepared research posters and presentations are selected to participate in the University Level Competition.
- Those Avishkar presentations which receive first and second prizes at the University Level Competition are then sent to participate in the State Level Competition.
- Successful students get reward for their research at the hands of Principal of college.
- News of the success is published in various local newspaper and the college magazine.

5. Evidence of Success

For the last few years it has been observed that when students are encouraged to participate in AVISHKAR competition, it boosts up their enthusiasm and intellectual curiosity and a sense of confidence needed to be transformed into life-long learners and rational researchers. Our sincere and continuous efforts for preparing students for Avishkar at the entry level at the college have borne fruits as is noticeable from the following:

- The number of students desirous of participating in Avishkar has increased considerably.
- Our college students bagged the Second Prizes for two times successively in 2017-2018 and 2018-2019 at the University Level Avishkar Competition.
- One of our students, namely, Ku. Samta Yuvraj Akare of BA Second Year, was awarded the First Prize at the University Level Avishkar Competition in 2018-2019 for her innovative research presentation on “Exploration of Mentrual Taboos”.
- Ku. Kirti Mukesh Mudgal of BA Second Year bagged the Second Prize at the University Level Avishkar Competition in 2018-2019 for her innovative research presentation on “Intra-gender: Restructuring of Genderless Culture”.
- Ku. Kirti Mudgal of BA Third Year received the First Prize at the University Level Avishkar Competition in 2019-20 for her innovative research presentation on "Safety of Women through Smart Watch”.

- Our participants were selected to represent the University at the State Level Avishkar Competition for four times during the last five years.

6. Problems encountered

- Students coming from the rural background have little exposure to innovative ideas.
- Lack of research facilities in the area.
- Economic problem to carry their research work.
- Lack of Research sources as Journal, Books
- Hectic academic schedule is the major hurdle in the successful implementation of this practice.
- Lack of adequate time prevents many students from participating in this activity.

Resources required

- The need of funds to carry research for the State Level Competition
- Special lectures and workshops need to be organized for students.
- Though our college offers subjects in the Arts faculty having less scope for innovative research projects, our students who participate in this activity are getting recognitions and prizes at the University Level Research Competitions.

7. Contact Details

Name of the Principal: **Dr. P. Arunaprakash**

Name of the Institution: **Yadaorao Poshattiwar Arts College**

Place: **Talodhi (Balapur)**

District: **Chandrapur**

Maharashtra

Pin Code: **441 221**

Mobile No.: **94236 21408**

1. Title of the Practice

Community Engagement: **Cataract Diagnosis and Treatment Camp**

2. Goal

- To involve students and staff in community engagement to contribute to institution's social responsibility.
- To provide medical facility for treatment of cataract diagnosis and treatment to economically weaker elderly citizens in the rural area.

3. Context

Most of the students of the college are from backward sections from nearby villages which lack basic amenities like medical and transport facilities. Their close relatives suffer from many physical ailments that are not properly diagnosed and treated. One of such major problems is bad eyesight caused by cataract in elderly people. They cannot afford to go to distant cities for treatment. It is the earnest social responsibility of the institution to do its bit in this direction. Lions Club of Chandrapur came forward to work with the college for long period to cope with the issues of providing medical help to the patients suffering from cataract. So the college ventured to undertake the service as permanent project under its community engagement activities through National Service Scheme.

4. Practice

National Service Scheme unit of the college along with the support of all the staff and students organizes the Cataract Diagnosis and Treatment Camp every year in the premises of the college in collaboration with Lions Club Chandrapur and Sewagram Hospitals Wardha. For the last nine years such camps have been held and hopefully will be held every year in future also as a permanent project. Wide publicity through newspapers, pamphlets, announcement through loudspeaker in the nearby villages and through students is given prior to the camp. The patients and their attendants are given breakfast as the selected patients are supposed to be taken to hospital in Wardha by ambulance. A medical team led by a senior surgeon checks and identifies the patients to be operated upon. As a large number of patients are diagnosed as needing surgery, the hospital ambulance needs to pick up 30 to 60 patients at a time in a week for two months. Different teams of students, teachers and volunteers are assigned with the responsibility to receive and see off patients every week. 327 patients were checked and 166 were operated upon in the first camp. 497 were checked and 208 patients were operated in the second year's camp. In 2017-18, 432 patients were checked up out of which 232 were selected and 177 patients were successfully operated upon. In the academic year 2018-19, 194 patients were sent for cataract surgery out of 427 patients checked in the camp. In 2019-20, out of 572 patients checked 216 were diagnosed and successfully operated upon for cataract.

5. Evidence of Success

- The fact that more than 800 patients were diagnosed and 374 were successfully operated upon is quite enough to highlight the remarkable success of the practice. Moreover, the patients diagnosed are not only from villages falling into the ambit of Nagbhir taluqa but also from other areas coming under other taluqas.
- The volunteers from students, staff, Lions Club and local youth experienced spiritual pleasure of extending help to elderly people and contributing to the efforts of restoring their eyesight.
- The college gained recognition among rural people of the different villages of the area for its social relevance.

6. Problems Encountered and Resources Required

- Financial resources were needed for publicity, hospitality and refreshment required for the camp. The management generously extends financial support needed for the purpose.
- Lions Club, Chandrapur provides expertise for organising the camp. The club was also helpful in

contacting and convincing the authorities of Sewagram Hospital, Wardha.

- Human resources for volunteering are the key to the success of the camp. Whole hearted participation of students, staff and other volunteers make the camp a success.
- Sewagram Hospital, Wardha is a distant place and the patients are taken to hospital in ambulance twice every week. When one batch of patients is dropped, another batch is picked up. The operated patients being aged find it difficult go back their homes on their own. As students are not available after the college hours it is the responsibility of the staff to spare time from their busy schedule.

7. Notes

Many of the patients happen to the near relatives of the students of the college who could not afford to go to hospitals in cities for treatment. This practice helps in winning the hearts of the students as well as the people of their respective villages.

8. Contact Details

Name of the Principal: **Dr.P.Arunaprakash**

Name of the Institution: **Yadaorao Poshattiwar Arts College**

Place: **Talodhi (Balapur)**

District: **Chandrapur**

Maharashtra

Pin Code: **441 221**

Mobile No.: **94236 21408**

File Description	Document
Any other relevant information	View Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Yadaorao Poshattiwar Arts College, Talodhi (Ba.), was established in 1999 as a result of the vision of late Shri Yadaorao Poshattiwar, the founder President of Adarsha Shikshan Prasarak Mandal, Talodhi (Ba) to see the rural students of the surrounding area have access to higher education through which it is possible

to enrich lives and expand horizons of rural community. Since then, being located in the rural, predominantly agrarian and backward area of Vidharbha region of Maharashtra, the college has been catering to the needs of students who are almost the first generation learners belonging to agrarian and backward sections of society.

The college holds in high esteem the national ideals and constitutional values regarding inclusiveness and integration in its all transactions and functioning, and is committed to providing equal opportunity to all students irrespective of gender, community and physical disability.

As for curriculum delivery, the institution develops action plans for effective implementation of the curriculum through academic calendar and annual teaching plans which are implemented through various teaching methods involving ICT, class seminars, home assignments and project work.

Despite being a single faculty Arts college with limited numbers of teachers, the college has also played an important role in curriculum design of the university as some teachers including the principal were in the Boards of Studies as chairperson or members. Dr. P. Arunaprakash had served as chairperson of BOS in English and as a member of Academic Council and Management Council of Gondwana University, Gadchiroli. Presently, he is a member of the Senate of the University. Mr. Upendra Chitmalwar and Mr. Vivek Maske also served as members of BOS in Marathi and BOS in History respectively. Their suggestions for the improvement of the effectiveness of the curricula were based on the feedback collected from the stakeholders by the institution. Besides, all the teachers of the institution regularly participate in question papers setting and evaluation process of the affiliating University.

IQAC and Teaching and Evaluation Committee ensure the use of student-centric methods and ICT enabled resources in the teaching learning process along with the conventional methods. Students are encouraged to participate and excel in academics and various co-curricular and extra-curricular activities. For the purpose, various competitions such as essay-writing, elocution, debate, poster exhibition and quiz are regularly organized. The teachers encourage the students to become active learners by involving them in classroom discussion, question and answer session, role-playing, home assignment and pair/group activities related to curriculum. Every effort is made to develop independent, collaborative study and research skills in the students.

To accommodate advanced students and nurture innovative thinking, creativity and scientific temper among students, interested students are encouraged to develop their innovative ideas through research in the forms of posters and power-point presentations, and best presentations are selected to represent college in AVISHKAR Competition at university level and state level. Owing to the attempts by the college at creating the research ambience in the campus our students were selected to represent the university in humanities at the State Level Avishkar competition for four times during the last five years.

As regards the student support, the college has evolved a resilient support system. The support systems include Grievance Redressal Cell, Anti Ragging Cell, Student Welfare Council, Internal Complaint Committee, Mentoring System, NSS, Alumni Association, and so on. The college strives to provide various welfare schemes and facilities to these students such as Government of India Scholarship, EBC, Freeship and Merit Scholarship on time. During admission the SC, ST, OBC students get fee concession and reservation of seats as per norms of the Government.

For the holistic personality development of students, the college offers the platform of NSS and Life Long Learning and Extension Services to foster the spirit of leadership, cooperative team work, and social

responsibility among the students. Blood Donation and Blood Grouping camps, Sickle Cell diagnostic camp, and various programmes on eradication of superstition, road safety, total cleanliness campaign, oral cancer awareness, health and hygiene awareness, anti-drug campaign, etc. are organised through NSS. Because of these activities, the college is reckoned to be an institution with strong community commitment and social consciousness in the vicinity. Not only the students and employees but the local people also respect the institution for its contribution to social development and out-reach activities for the benefit of the society.

On certain occasions of birth and death anniversaries of great leaders, the eminent personalities in academic, social and political fields are invited to guide the students. By constituting an editorial board from amongst the students, the college publishes a College Magazine 'ZEP' every year to motivate students and develop their creativity and writing skills. Thus, the college ensures that the implementation of the curriculum contributes towards achieving the all-round development of the character of rural and socially backward students, enabling them to become responsible citizens and to be employable.

Notwithstanding ours being a single faculty undergraduate college located in a rural area of Vidharbha region of Maharashtra, IQAC resolved to participate in National Institutional Ranking Framework in 2016-2017. Accordingly, the principal appointed IQAC coordinator as the Nodal Officer for the work of NIRF participation. After studying the parameters of NIRF valuations, IQAC conducted self-analysis of the institution to see whether there was any chance for our college. As our college is a single faculty undergraduate college, we chose to participate under College category. When the results of participating college were declared, our college had secured a place in the college category ranking baking band of 150-200.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

- Established in 1999.
- Co-education institution
- functioning in the rural, agrarian and economically backward region of Vidharbha in Maharashtra.
- Permanently affiliated to Gondwana University, Gadchiroli;
- Recognized under 2(f) and 12(b) of UGC Act, 1956; and
- Accredited by NAAC with C grade on 19.20.2016
- Offers **only one undergraduate programme** of B.A. with English, Marathi, English Literature, Marathi Literature, History, Sociology, Political Science, Economics, and Home-Economics as subjects.
- The college staff consists of eleven permanent faculty members including principal, and eight non-teaching staff members.
- About three hundred students study every academic year.
- The college secured a place in NIRF 2017 ranking band 150-200.
- Despite being a single faculty Arts college with limited numbers of teachers, the college has also played an important role in curriculum design of the university as some teachers including the principal were in the Boards of Studies as chairperson or members. The principal Dr. P. Arunaprakash had served as chairperson of BOS in English and as a member of Academic Council and Management Council of Gondwana University, Gadchiroli. Presently, he is a member of the Senate of the University.
- Mr. Upendra Chitmalwar and Mr. Vivek Maske also served as members of BOS in Marathi and BOS in History respectively.
- Their suggestions for the improvement of the effectiveness of the curricula were based on the feedback collected from the stakeholders by the institution.
- Besides, all the teachers of the institution regularly participate in question papers setting and evaluation process of the affiliating University.

Concluding Remarks :

The SSR for assessment and accreditation of the institution by NAAC was the result of the collective effort of and the coordination among the Management, CDC, IQAC, the Principal and the entire teaching and non-teaching staff.

We initiated the process of IIQA and SSR during the nation-wide lockdown imposed by the government on account of the Covid-19 pandemic. All the teachers and the office staff were forced to work from home and discharge their responsibilities concerning regular online teachings and documentation for SSR. It would not be an exaggeration to say that they were fighting on multiple levels: they were striving to safeguard themselves and their families from the pandemic, they were conducting regular online teachings and counseling students to keep studying and maintain their physical and psychological health, they were fulfilling the demands made by IQAC for SSR preparation.

Being an undergraduate college offering only BA program with the limited number of teaching and non-teaching staff, all members cannot but have to participate in any activity undertaken and conducted by the college or any department thereof. Still, by dint of synergy among the staff and commitment to the vision and mission of the college, we have been giving the best of our abilities in terms of pedagogical activities and the

extension and reach-out activities. SSR preparation and Assessment and Accreditation process are also such activities requiring whole hearted dedication and involvement on the part of all staff members. Save for the institutionalization of certain practices like timely submission of AQAR, feedback, etc. and cooperative coordination among the staff members and other stakeholders, IQAC would not have been in a position to submit SSR during such a trying and ever worsening second wave of Covid-19 pandemic situation.

We are pleased to submit SSR of our institution withing the time limit.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : 1) Option 1&2 is considered as per clarification document. 2) Question bank is considered since it can be used to set the question paper.</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Input edited as per the report provided in clarification document.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	1	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	1	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	1	1																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>13</td> <td>23</td> <td>93</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>13</td> <td>23</td> <td>93</td> <td>29</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	20	13	23	93	29	2019-20	2018-19	2017-18	2016-17	2015-16	20	13	23	93	29
2019-20	2018-19	2017-18	2016-17	2015-16																	
20	13	23	93	29																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
20	13	23	93	29																	

1.3.3	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 84 Answer after DVV Verification: 0</p>																									
1.4.2	<p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed</p>																									
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 135 Answer after DVV Verification: 109</p>																									
2.6.3	<p>Average pass percentage of Students during last five years</p> <p>2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1469 1046 1603"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>47</td> <td>46</td> <td>38</td> <td>48</td> <td>43</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1682 1046 1816"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>47</td> <td>46</td> <td>39</td> <td>48</td> <td>43</td> </tr> </table> <p>2.6.3.2. Total number of final year students who appeared for the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1939 1046 2007"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	47	46	38	48	43	2019-20	2018-19	2017-18	2016-17	2015-16	47	46	39	48	43	2019-20	2018-19	2017-18	2016-17	2015-16
2019-20	2018-19	2017-18	2016-17	2015-16																						
47	46	38	48	43																						
2019-20	2018-19	2017-18	2016-17	2015-16																						
47	46	39	48	43																						
2019-20	2018-19	2017-18	2016-17	2015-16																						
3.1.3	<p>Number of Seminars/conferences/workshops conducted by the institution during the last five</p>																									

years

3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	1	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	0

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	8	10	2	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	00	0	0

Remark : Provided link in clarification is not working

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

3.2.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	4	5	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	3	3	3

Remark : 1) Hand written date is not considered. 2) Input edited as per ISBN number & date on the page. 3) Input revised w.r.t clarification document provided.

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

3.4.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	0

Remark : 1) Referred MoU given in clarification document 2) Input edited according to the date given on MoU.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 2

Answer after DVV Verification: 1

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.2238	0	0.2467	0.5369	6.62761

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.22	0	0.024	0.53	0.32

Remark : Books and journals / Equipment are not consider under this metric, input edited as per audited statement provided in clarification document.

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.38088	0.45093	0.41256	0.40637	1.40376

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.38088	0.45093	0.41256	0.40637	1.40376

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year**4.2.4.1. Number of teachers and students using library per day over last one year**

Answer before DVV Verification : 22

Answer after DVV Verification: 15

4.3.3 Bandwidth of internet connection in the Institution

Answer before DVV Verification : C. 10 MBPS – 30 MBPS

Answer After DVV Verification: E. < 05 MBPS

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years**

(INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2.83634	2.88452	2.94522	2.50468	6.10434

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2.80	2.85	2.91	2.46	5.98

Remark : 1) Test exam expenses, student audit expense & Ashwamedh is not consider under academic support facility. 2) Audited statement is referred given in clarification.

5.1.1 **Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**

5.1.1.1. **Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
174	176	204	232	203

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
174	176	203	232	203

Remark : Input edited as per pdf provided in clarification document.

5.1.3 **Capacity building and skills enhancement initiatives taken by the institution include the following**

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**

4. Timely redressal of the grievances through appropriate committees

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

5.2.2 Average percentage of students progressing to higher education during the last five years**5.2.2.1. Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 97

Answer after DVV Verification: 78

Remark : Observation accepted and edited accordingly. 1) w.r.t 2.6.3 = 47+46+39+48+43 = 223.
2) Total number of passed students for five years = 223 3) Percentage of students progressing to higher education during the last five years = 78

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	10	10	9

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	5	8	8	4

6.5.3 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2. Collaborative quality initiatives with other institution(s)**
- 3. Participation in NIRF**
- 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**

	<p>4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <p>1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : Input edited as per the certificate provided in clarification document.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>

2. Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>9</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>9</td> <td>9</td> <td>09</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	9	9	9	9	9	2019-20	2018-19	2017-18	2016-17	2015-16	9	9	9	9	09
2019-20	2018-19	2017-18	2016-17	2015-16																	
9	9	9	9	9																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
9	9	9	9	09																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p>																				

2019-20	2018-19	2017-18	2016-17	2015-16
60	66	60	60	66

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
60	66	60	60	66

2.3 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
47	46	39	48	43

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
49	56	57	62	57

3.1 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	11	11	11

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
09	9	9	9	9

4.3 **Number of Computers**

Answer before DVV Verification : 21

Answer after DVV Verification : 16

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 10

Answer after DVV Verification : 13