# SELF STUDY REPORT

## FOR

## 2nd CYCLE OF ACCREDITATION

## SHIVAJI MAHAVIDYALAYA GADCHIROLI

DHANORA ROAD, GADCHIROLI TQ. DIST. GADCHIROLI
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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May  2019**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Shri. Shivaji Shikshan Prasarak Mandal, Gadchiroli has been established in 8th August, 1962, vide Reg. No. E – 12(C) by Late Shri. J. T. Patil Mhashakhetri

( Ex. M L A ) and other honorable members, who were socially committed people, to spread social and educational awareness among the backward and socially deprived pupils of Gadchiroli and nearby villages. The college was started in such a social condition where students and parents also not interested in education due to lack of basic educational access. Today Gadchiroli is a district place, but when the college was established, at that time it was a small village and it was very difficult task to run the college in such a miserable condition. In that period teachers and staff go to the parents and students for the admission in the college. In the beginning, the college was started with 76 students on rented building.

The prior intention of establishing the college in such tribal and backward area was to spread the light of education on socially, educationally and economically backward and deprived and needy section of the society of the area, and it was the sole purpose of the institution behind establishing the educational society in such backward area. Gadchiroli is backward, tribal, hilly and naxal affected area.

Shivaji Mahavidyalaya, Gadchiroli is established in 1971, June, Shivaji Mahavidyalaya, Gadchiroli is a Grant-in-aid college, affiliated to Gondwana University, Gadchiroli. It is recognized by UGC,New Delhi in 19th January, 1977, under 2 (f) and 12 (B) of U G C Act. 1956. Apart from it, the society runs other eleven educational institutions in the different places of the district.

Shivaji Mahavidyalaya, Gadchiroli is established in 1971, June, since that period the needs of the higher education of the local and backward students have been fulfilled through this college, we are rendering the noble service of higher education through the institution continuously.We know the weaknesses and threats before us but we are trying our best to overcome the obstacles in the way of educational work and achieving our goals and trying to reach its vision.

**Vision**

The college was established with the vision:

**Vision**:

Overall development of the students Intellectually, Psychologically,Physically and Culturally to face the challenges in future.

**Mission**

The college was established with the mission

- To provide higher quality education to rural, tribal and backward class students.
- To make student competent for self employment.
- To inculcate national and native culture among the students.
- To explore the hidden potential of the students.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. The campus area is spread over in 5 Acres of land in the middle of the city.
2. Adequate class rooms are available for existing courses.
3. Class rooms (22), Library (01), Laboratories (08 Nos.) , Administrative Block(01), Principal Room (01), Recreation Hall (02), Women's Hostel (01),Lavatory  facilities, Big Garden, Big Open Space, Big Playing Ground and Gym Room (01) these are the strength of our college.
4. The college has active Dept. of NSS and Adult and Continuing Education and Extension Service to serve the society.
5. Enthusiastic Management always eager to help for holistic development of the educational atmosphere.
6. Committed and vigorous teaching & non teaching staff always eager to accept the new challenges.
7. Higher education facilities (Six Post Graduation Courses in the college), for the tribal and financial backward students who belong to Naxal affected Gadchiroli district.
8. The college is situated in the centre city, beside the main Bus Stop and it is convenient for the outside students.

 Well experienced and qualified faculties.

**Institutional Weakness**

1. Funds for laboratories of the non granted courses are insufficient specially for science.
2. In our college Smart-Class Rooms facilities are not available.
3. Unavailability of qualified candidate in the teaching field specially for science department in Gadchiroli district. ( It is tribal, backward and Naxal affected district)
4. Non availability of Research Centre.

**Institutional Opportunity**

1. The college is in hope to provide the quality education to the tribal, rural  and economically backward students.
2. Higher education facilities special Post Graduation in Marathi, Economics, Political Science, English. History and Commerce are available in the college.
3. Made availability of higher educational facilities through the distance education YCMOU, Nashik to the students who could not seek  education by regular attending college.

**Institutional Challenge**

1. Teacher and students ratio is high.
2. To increase the employment  skill among the students with these traditional degree courses.
3. Limitataions in Government financial support.
4. To promot the girls student for higher education specially Master Degree.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

The college is established in 1971 with two new courses of Bachelor of Arts and Bachelor of Commerce, as per the needs of society and demand of the students and parents and apart from it is social commitment of the visionaries, our founder president Late Shri. J. T. Patil Mhashakhetri and other executive members of the educational society.  The motive behind starting and running the institution is to cater the needs of higher education of the students of backward, tribal,naxal affected and economically weaker sections of the community.   In the beginning, the college started with Under Graduation courses of B.A. and B. Com., but now it offers so many courses.The college started P. G. Courses in Economics in 1988-1989.

By viewing the mission and vision of the institution and recommendations and suggestions of the NAAC Peer Team (2004), we introduced P. G. courses in Marathi and Political Science in 2008-2009 in Arts Faculty. Again as per the demands and needs of the students, parents and suggestions of the Alumni, the college introduced three P. G. courses in English, History and Commerce in 2013-2014.  Apart from it college introduced various range of subject in the under graduate courses as per the demands and needs of the students, parents and Alumni.  The P. G. courses are more benefitted who could not go to the distant cities like Nagpur, Chandrapur, Pune and Aurangabad for higher education.

NAAC Peer Team visited to our college for the first cycle of Accreditation and as per their motivational suggestions we have started Science Faculty in the year 2008-2009 with the following subjects, English, Marathi, Botany, Zoology, Chemistry, Microbiology, Computer Science, Physics and Mathematics. Geography and Home Economics subjects are introduced in 2005-2006. It is the result of the recommendations of NAAC Peer Team visited to the college in the year 2004.

Once our college was stated with two UG programs it enhanced with three UG and six PG programs. At present, it is one of the leading institution in the district place.

**Teaching-learning and Evaluation**

The college publishes the college prospectus which gives detailed information about the admission procedure,university and college fees structure,optional subject's group combination and annual planning of each department.The college at the beginning of the session, prepares Academic Calendar and Annual Plan.

During admission process,Teaching–Learning process begins simultaneously as per the Annual Planning and Academic Calendar of the college, which is prepared by the Academic Calendar Committee on the relevance of University Academic Calendar.  By seeing the syllabus and curriculum each teacher prepares their teaching plans of their concerned subject, dividing syllabus into four units, and teaches their subject accordingly.

The lectures and study topics taught by them in the classroom, they maintain the record in Daily Diary. They also maintain the record of Attendance of the students. The Daily Dairy and Attendance Register of the concerned teacher are reviewed by the principal, and teaching-learning process is monitored and feedback is also taken by the students.

During the classroom teaching, our teachers adopted the various teaching methods and techniques such as Lecture Method, Demonstration Method, Group Discussion, Interactive Method, Project Work, Seminar, Interactive Method, Interviews, Home Assignments, Viva, Oral Test, Quiz, Brain Storming. The teachers at P. G. level provided and helped them to prepare the synopsis of their project work and also provided the notes to their students.

The teachers arranged the Class Seminar for the students as a part of their curriculum designed by the affiliating university, for enriching their knowledge. The college provides Audio-Visual Aids such as OHP, LCD Projector, TV, Computers with internet access and PPT presentation by the teacher for better and affective teaching – learning process.

At the same period the faculty members are motivated by the principal to attend the Orientation Programmes, Refresher Programmes, Short Term courses, Seminars, Conferences and Workshop for updating their knowledge for benefiting the students. After all, the students are the centre point of our college.

Final assessment of the student is made on the annual exam conducted by the university at the end of the semester and internal college assessment by the concerned subject teachers.

**Research, Innovations and Extension**

The Principal encourages the faculty members for the research work and more than Eight faculty member are registered for Ph.D. and seven faculty member are awarded by Ph.D. & ten faculty members have M.Phil.degrees. The achievements of the faculty member are due to the encouragement of our Principal and the management of the institution. Time to time the chair person encourages to the students through the various programmes. The college administration encourages each one for research work. The college provides all kind of supports to its faculty members for their research contributions, college provides them Reference Books, Journals, Magazines Internet facility and Computers and other required material and facilities.

The college administration promotes and grants duty leaves and pays T.A. & D.A. for paper presentation & attending the conferences, seminars and workshops for the teachers as a part research activities.

The college promotes and conducts various extension activities through NSS, Adult and Continuing Education and Extension Services and Women Study Centre throughout the session. Through these units, various extension activities such as organizing NSS camp in different villages, to arrange Blood Donation Camp, creating awareness about AIDS,Environment,Water Conservation and Health and Hygienic, Cleanliness, International Yoga Day,International Literacy Day, and etc.throughout the academic session. The college often organizes various programmes in collaboration with various Govt. and Non-Govt. agencies. Such as, NSS Camps organizes with collaboration of Zilla Parishad, Panchayat Samittee and Gram Panchayat. College arranges Blood Donation Camp collaboration with General Hospital, Gadchiroli.

The college students who actively participate in NSS programs, Adult, Continuing Education and Extension Services and Sports are felicitated by offering Letter of Appreciation and Mementoes on college Annual Day

each year at the hands of chairperson of the function. Incentive marks also given as per the norms of affiliating university. Our college donated Rs. 15,000/- amount to Chief Minister Relief Fund, as a part of social commitment to help the society in the period of famine affected of Maharashtra specially Marathwada region in the session 2015-2016. And it is also one of the best practice of our college.

## Infrastructure and Learning Resources

Shivaji Mahavidyalaya, Gadchiroli situated in the Centre of city in vast campus which is spread in 2.02 Hector area, including Main Building and big play ground in natural surroundings, with tall and shady green trees. There are **22** Class rooms and **02** Seminar Halls. There are separate Office Room, Principal Room, Staff Room, Girls Common Room, Boys Common Room, Library Room, Reading Room, separate Washroom for girl students with Vending Machine of Sanitary napkins and separate Washroom for boy students. 08 Laboratories Room, Big Ground in front of the office, two main gates to the campus with fencing wall, having drinking chilled & purified water for the students of college.

In addition to main building there are five other building also constructed in the college campus, includes, MCVC Section, Women's Hostel, YCMOU Hall, Class room building and well equipped Gym.

In the Main Building at the ground floor, well equipped library with well seating arrangement for the students and for the teachers also, having Toilet & Bathroom facility. In the 2nd Floor of the Second Main Building, Big Recreation Hall (Seminar Hall) having 500 (Five Hundred) seating capacity.

Apart from this the college has IQAC Cell, science Laboratories, Computer Laboratory, Reading Room for students and teachers, Sports Room, N. S.S. Room, Adult Education Room, Women Study Centre, Career Counseling Cell, Separate Boys Toilet and Bathroom facility and separate Girls Toilet and Bathroom facilities are available in the college premise. For staff Gents Toilet & Bath room and women's Toilet and Bathroom is available. Well furnished Principal Room and teaching staff in the college. The college has Maintenance Committee, for repairing and maintaining the infrastructure facilities of the college. The college provides medical facilities (Doctor on call) for the students, First Aids Box is available in the Physical Education Department.

The college Library has more than **35,759** books including Reference Books on various College Subjects including junior and MCVC Section. There is a big collection of Encyclopedias, spacious and well equipped seating facility is available for students and teachers in the central library of the college.

## Student Support and Progression

In the beginning of the academic session, the college publishes Prospectus for the Admissions process every year. It contains detailed information regarding admission process, various courses conducted in the college, university and college fees structure, free-ship and scholarship by State and Central Govt. Academic Calendar, Library facilities and various supportive services, tentative time table of university exam and various cultural and sport function of the academic year to be organized by the college are mentioned in the prospectus. College students are given financial assistance in the form of scholarship and fees concession as per the norms of state and Central Govt. EBC, PTC, STC and GOI Scholarships are available for the students in the college. During the last five year from 2013-14 to 2017-18 total amount **Rs. 9,41,77,711/-(Nine Crores Forty One Lakhs Seventy Seven Thousand Seven Hundred Eleven Rupees Only)** was disbursed as the scholarship to the

students under GOI scholarship. More than 85% students got benefitted by GOI scholarship. Besides, there are several other welfare schemes for the college students under the scheme, "Students Safety Insurance". We also provides the books to the student after completion of the session for preparation of examination, different types of guidance and counseling also provide to the girls students through "Woman Safety Cell".

The college encourages the students to participate in various co-curricular and extra-curricular activities. The college constitutes students council every year as per the notification by the affiliating university. The student council comprises with chair person who is elected by the class representative from each class and called him University Representative (U. R.). For formation of Students Council, college adopts the democratic process of election as per the guide lines and norms of the affiliating university. The Students Council plans various co-curricular and extra- curricular activities which organize in the college throughout the session. The college provides various opportunities for democratic involvement of the students in various academic, administrative and extra-curricular activities. Again the students actively participated in various committees such as NSS Advisosry Committee, Games and Sports Committee, College Magazines Committee.

**Governance, Leadership and Management**

The Principal, Head of the Departments, Faculty Members of various Departments and members of various committees of the college are directly or indirectly involved in policy making and action plans for fulfillment of the mission of the college, which intention is to provide quality higher education to the socially and economically deprived  students of backward classes belonging to the rural areas through the different branches of knowledge of Arts, Commerce and Science make their all round development.

The college has a well settled mechanism for governance and management of the institution. Our college is run and managed by the governing body of Shri.Shivaji Shikshan Prasarak Mandal,Gadchiroli.

We have the vision and mission of our college and all our efforts are towards fulfilling and achieving the goals and objectives. The college teachers prepared the teaching plans for better implementations and teaching and learning process. All the activities of the college are as per the Academic Calendar.

As per the affiliating university norms, there is a College Development Committee comprising with the members of the management, representatives of teaching and non-teaching staff. It plays very important role and takes important decision as per the need for better working and development of the college. The college has set up IQAC to focus on qualitative improvement in the college. The Management and Principal always motivate the teaching faculty and students for academic excellence.

In addition to these, the college has formed several bodies / committees for good governance.

The college grooms leadership through various programmes, co-curricular and extra-curricular activities organized by NSS, NCC Dept. of Adult, Continuing & Extension Education Service, Student Council, Cultural and Sports Programmes. The faculty members submit Self Appraisal Forms to the Principal, after evaluation their performance, principal gives required and necessary suggestions to the teachers, so they can improve their teaching process, research and extension activities. Those teachers who performed exclusively are appreciated by the principal.

All permanent staff got benefitted by GPF/DCPS and Group Insurance Schemes. Gratuity is paid on the date of retirement. Loans from PF are easily available as per the rules.

**Institutional Values and Best Practices**

The college is bound to its vision and mission, and it makes all efforts for all round development of the students. Through NSS Programme, Woman Safety Cell, Cultural Programme, Sports, Debate, Elocution and other extra-curricular activities, college tried to improve all aspects of the personality development of the students. The college always eager to accept new methods and techniques for teaching-learning process. College makes its teaching-learning more effecting by adopting Interactive Method, Seminar, Oral Test, Group Discussion, Interviews, Quiz, Brain Storming, Lectures and Assignments. The college organizes programmes on plantation, rain-water harvesting and hazardous waste management.

The College also introduced the following Innovative and Best Practices during the last five years, out of it few are given below.

- Introduced new courses such as B. Sc., M. A. in English, M. A. in Political Science, M. A. in History, M. Com.
- Upgraded Computer Lab.
- Women Hostel is constructed.
- New Double Storey Building is constructed.
- Renovation of College Play Ground.
- Constructed ramp and western toilet for disabled students.
- Renovation of Girls Common Room.
- Spacious Urinal and Toilets for students is constructed.
- Complaint Box for the students.
- Uniform for students.
- Submission of Annual Report by all departments at the end of every academic year.
- Teacher's Daily Diary maintenance.
- Active Participation in conferences/seminars and writing research articles by the staff.
- CCTV cameras for supervision and surveillance.
- Biometric Machine for attendance of the staff.
- Active Students Council.
- Participation of the students in Winter Session of State Assembly at Nagpur.
- Administrative work and office work governed and controlled on MIS and College Management System – (CMS-10.0).
- Library facilities strengthen.
- Conducted Blood Donation Camps.
- Proposal submitted for National Level Conference for sanction to UGC, Regional office, Pune.
- Teacher helps the needy students financially.
- College donated a amount of Rs. 15000/- to the Chief Minister Relief Fund.
- College provides Library and Research Facilities to external Scholars to promote research activities.
- Vending Machine of Sanitary Napkins installed in Girl Common Room.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | SHIVAJI MAHAVIDYALAYA GADCHIROLI |
| Address | Dhanora Road, Gadchiroli Tq. Dist. Gadchiroli |
| City | GADCHIROLI |
| State | Maharashtra |
| Pin | 442605 |
| Website | www.shivajimahavidyalayagad.ac.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Bhupesh Santoshrao Chikte | 07132-232944 | 9423122130 | 07132-232135 | shivaji.college@rediffmail.com |
| IQAC / CIQA coordinator | R. K. Nandagawali | - | 9423646626 | - | rajnandagawali27@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 minroity institution | No |

| Establishment Details | |
|---|---|
| Date of establishment of the college | 21-06-1971 |

| 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 | 19-01-1977 | View Document |
| 12B of UGC | 19-01-1977 | 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 | Dhanora Road, Gadchiroli Tq. Dist. Gadchiroli | Tribal | 4.991 | 2223.023 |

## 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,Arts | 36 | HSC PASSED | Marathi | 960 | 725 |
| UG | BCom,Commerce | 36 | HSC PASSED | Marathi | 360 | 252 |
| UG | BSc,Science | 36 | HSC PASSED SCI | English | 360 | 170 |
| PG | MA,Arts | 24 | BA PASSED | Marathi | 160 | 54 |
| PG | MA,Arts | 24 | BA PASSED | Marathi | 160 | 102 |
| PG | MA,Arts | 24 | BA PASSED | Marathi | 160 | 118 |
| PG | MA,Arts | 24 | BA PASSED | English | 160 | 26 |
| PG | MA,Arts | 24 | BA PASSED | Marathi | 160 | 68 |
| PG | MCom,Commerce | 24 | BCom PASSED | Marathi | 160 | 94 |

**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 | | | | 0 | | | | 2 | | | | 13 |
| Recruited | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 10 | 0 | 0 | 10 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 3 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 15 |
| Recruited | 13 | 1 | 0 | 14 |
| Yet to Recruit | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| 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** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 2 | 0 | 0 | 6 | 0 | 0 | 8 |
| M.Phil. | 0 | 0 | 0 | 2 | 0 | 0 | 8 | 0 | 0 | 10 |
| PG | 0 | 0 | 0 | 2 | 0 | 0 | 10 | 0 | 0 | 12 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| 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 | 2 | 1 | 0 | 3 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 22 | 0 | 50 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| 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 |

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 0 | 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 | 601 | 0 | 0 | 0 | 601 |
| | Female | 546 | 0 | 0 | 0 | 546 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 233 | 0 | 0 | 0 | 233 |
| | Female | 224 | 0 | 0 | 0 | 224 |
| | 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 | 165 | 187 | 184 | 161 |
| | Female | 139 | 132 | 133 | 149 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 300 | 314 | 336 | 272 |
| | Female | 159 | 218 | 237 | 245 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 378 | 348 | 347 | 357 |
| | Female | 277 | 323 | 286 | 338 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 36 | 39 | 40 | 21 |
| | Female | 32 | 39 | 38 | 46 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 98 | 110 | 81 | 83 |
| | Female | 66 | 105 | 100 | 102 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1650 | 1815 | 1782 | 1774 |

# 3. Extended Profile

## 3.1 Program

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

**Response: 9**

| File Description | Document |
|---|---|
| Institutional Data in Prescribed Format | View Document |

**Number of programs offered year-wise for last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 9 | 9 | 9 | 9 | 9 |

## 3.2 Students

**Number of students year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1774 | 1812 | 1815 | 1650 | 1316 |

| File Description | Document |
|---|---|
| Institutional Data in Prescribed Format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1320 | 1327 | 1320 | 1320 | 1160 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 247 | 348 | 329 | 239 | 67 |

| File Description | Document |
|---|---|
| Institutional Data in Prescribed Format | View Document |

## 3.3 Teachers

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 13 | 13 | 10 | 10 | 10 |

| File Description | Document |
|---|---|
| Institutional Data in Prescribed Format | View Document |

**Number of sanctioned posts year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 16 | 16 | 16 | 16 | 16 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

## 3.4 Institution

**Total number of classrooms and seminar halls**

**Response: 24**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 18.26123 | 8.86780 | 16.56802 | 10.47176 | 18.59364 |

**Number of computers**

**Response: 50**

# 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:**

**Response:-** At the beginning of the academic session, the college constitutes the Academic Calendar Committee, having senior faculties as the members of the committee. They prepare the Academic Calendar of the college, in accordance with the Academic Calendar of the affiliating university. In the beginning of the session all the faculty members prepare their teaching plans, with respect to their subjects on the basis of the curriculum prescribed by the affiliating university and teach their subjects accordingly. All the teachers prepare their teaching plans and submit it to the principal. The syllabus which is taught in the classroom is mentioned in the Daily Diary. All the teachers maintain the Daily Dairies, and Class Attendance regularly. During class room teaching, teachers use various teaching methods such as Interactive Method, Brain Storming, Project, Practical Method, Lecture Method, Group Discussion, Oral Test, Seminars and Assignments. We try to ensure minimum 180 teaching days through the academic session until the annual examination of affiliating university. We also arrange the extra classes for student if required or their syllabus could not be completed within prescribed period. Teacher Council meetings are held in Principal Office for the effective implementation of curriculum. The college has conducted workshop on the syllabus of sociology. The affiliating university provides the syllabus to the colleges. As per the syllabus reference books and other study materials such as OHP, LCD, Computers with Internet and CD, DVD to make his/her teaching effective and interesting. U G C sponsored Refresher Programmes, Orientation Programmes, Workshops, Conferences, Seminars help the teaching for effective implementation of curriculum and recent trends in teaching atmosphere and this way the knowledge is upgraded and improved teaching learning process. Organizing workshop on curriculum. The college has organized self finance workshop on Sociology on 11th July, 2012. Teachers are encouraged to attend Conferences, Seminars and Workshops for updating their knowledge. As per the Academic Calendar teachers prepare their teaching plans. College provides syllabus, text books, reference books and study material and all required facilities to the teachers and students also. Library is very useful for teachers and students, well furnished class room, Computer Lab with Internet facilities. Audio-Visual Aid help teachers for effective and interesting teaching. Maintain Daily Dairy and Attendance regularly of the subject by the teachers. College encouraged teachers to attend the Conferences, Seminars and Workshop and update their knowledge for the benefitting of the students. Students evaluation is also based on college Internal Assessment (Oral/Seminar/Assignment /Unit Test) and University Final Examination at the end of the Semester.

**1.1.2 Number of certificate/diploma program introduced during the last five years**

**Response:** 1

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Minutes of relevant Academic Council/BOS meetings | [View Document] |
| Details of the certificate/Diploma programs | [View Document] |

**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**

**Response:** 98.21

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 2 | 3 | 3 |

| File Description | Document |
|------------------|----------|
| Details of participation of teachers in various bodies | [View Document] |
| Any additional information | [View Document] |

## 1.2 Academic Flexibility

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response:** 33.33

1.2.1.1 How many new courses are introduced within the last five years

Response: 3

| File Description | Document |
|------------------|----------|
| Minutes of relevant Academic Council/BOS meetings. | [View Document] |
| Details of the new courses introduced | [View Document] |

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**

**Response:** 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 9

| File Description | Document |
|---|---|
| Name of the programs in which CBCS is implemented | View Document |
| Minutes of relevant Academic Council/BOS meetings. | View Document |

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**

**Response:** 12.13

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 200 | 200 | 200 | 200 | 200 |

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

## 1.3 Curriculum Enrichment

**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum**

**Response:**

**Response :-** The curriculum is framed by the affiliating university and it integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and professional ethics into the curriculum and directly and indirectly imbibe the said cross cutting issues into the characters of the

students. Various subjects are introduced in the curriculum of B. A., B. Com. and B. Sc. which display the said cross cutting issues including the professional ethics.

From languages and literatures the students learn the social commitment, acquaint the knowledge of language skill, cooperative nature, communication skill, to acquaint the various cultures and traditions of various religions. The students gain the knowledge and skill of the day-life profession. The following mentioned subjects, imbibe the planning, budget, political awareness, leadership, social integration and social commitment, national and international integration, patriotism, home management, child development, nutrition, geographical awareness, psychological and critical study of the various issues, scientific attitude and etc. are imbibe among the students.

**The list of core courses ( B. A. : B. Com. : B. Sc. )**

01. Marathi 02. Marathi Literature 03. English 04. English Literature

05. History 06. Sociology. 07.Political Science. 08. Geography

09. Environment Science 10.Economics 11. HRM 12. Marketing Management 13. I/T etc. 14. Home Economics. 15. Mathematics

16. Chemistry 17. Physics 18. Botany 19. Zoology 20. Micro-biology

21. Computer Science

**1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years**

**Response:** 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

| File Description | Document |
|---|---|
| Details of the value-added courses imparting transferable and life skills | [View Document](#) |

**1.3.3 Percentage of students undertaking field projects / internships**

**Response:** 2.14

1.3.3.1 Number of students undertaking field projects or internships

Response: 38

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | |

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise**
**A.Any 4 of the above**

**B.Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** D. Any 1 of the above

| File Description | Document |
| --- | --- |
| Any additional information | |

**1.4.2 Feedback processes of the institution may be classified as follows:**
**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** B. Feedback collected, analysed and action has been taken

| File Description | Document |
| --- | --- |
| Any additional information | |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.01

2.1.1.1 Number of students from other states and countries year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of students (other states and countries) | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 60.07

2.1.2.1 Number of students admitted year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1040 | 1005 | 1100 | 980 | 860 |

2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1774 | 1812 | 1785 | 1649 | 1319 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

**2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**

**Response:** 68.05

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 950     | 950     | 950     | 850     | 700     |

| 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, after admission and organises special programs for advanced learners and slow learners**

**Response:**

**Response**: The college is established in such area of tribal district which is far away from the adequate facilities of higher education. Gadchiroli district is tribal and backward district.  The students are coming to our college from small villages and from arts faculty and Marathi medium schools.  They survive in education field with less numbers of educational facilities.  The students who seek admission in our college are generally of average/low I. Q. or below 50% marks in 12th Std.  And it's our vision to make available the opportunities of higher education to those students who are far away from the higher education.   And it is our test, to come these students in the main stream of education.

        The college ensures publicity and transparency in admission process.  The college takes all precautions for the publicity and transparency in admission process by various means.  In the college, Prospectus all detailed information about the courses of UG/PG, numbers of students, eligibility criteria for admission process, fees structure and essential information is published.

The college located in rural and backward area, so our college gives admission to the students at the minimum passing percentage i.e. 35% of marks in all programs offered by the college.  For admission in the college, Admission Committee is formed.  We adopt and follow reservation policy of Govt. of India and State Govt. and give appropriate shares of reservation to the students belonging to SC, ST, OBC and Minority Communities.

After proper counseling of the students and as per their interest and percentage of marks, Admission Committee gives admission to the students at various programs such as B.A., B. Com, and B.Sc.

After getting admission in under graduate courses in Arts, Commerce and Science, the faculty members of each subject try to find out the slow learners by various means such as Interaction with the students, Questions-Answer, Quiz, Puzzle, Brain Storming, Surprise Test on the respective subjects by the subject teachers. Again various co-curricular activities, cultural activities, extra-curricular activities help the teachers to identify the slow learners.

The same process is adopted by respective teachers of the subject to identify the advance learners in the beginning of the class teaching and during the class teaching.

After identifying the slow learners and advance learner, teachers make their teaching-learning process accordingly. Teachers organize Remedial Coaching Classes, Tutorial Classes, Extra Classes and special attention is given to the slow learners in the classrooms. The teacher individually makes personal counseling to the slow learners at any times in the campus and off the campus. Some teachers take extra classes on Sunday for slow learners, but other students who are advanced and average also attend the extra classes.

The intention of all these activities to bring the slow learners at the level of advanced learners or place them to the range of average students.

The teacher also takes precaution about advanced learners, if the advanced learners should not satisfied in the regular class teaching.

Link availabled......

| File Description | Document |
|---|---|
| Link for Additional Information | [View Document](#) |

## 2.2.2 Student - Full time teacher ratio

**Response:** 136.46

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

## 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.56

2.2.3.1 Number of differently abled students on rolls

Response: 10

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any other document submitted by the Institution to a Government agency giving this 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:**

**Response:** The teachers adopt student's centric methods, as we know the students are the epicenter of all the learning experiences.  For making teaching learning process more student centric, teachers uses various teaching methods and technologies such as Interaction Method, Demonstration Method, Group Discussion, Practical Method, Quiz,  Puzzle,  Brain Storming, Lecture Method etc.  These are the few methods which are adopted by the teachers for all the students of all programs.  But such programs and courses which are practical program and practical subjects, for such programs and subjects, routine and traditional teaching methods are not used.  For these programs and courses, student centric method such as Experimental Learning, Participative Learning, and Problem Solving Methodologies are used, for enhancing learning experiences. In the college, we conduct few practical based courses and programs, for this traditional method of teaching are not appropriate.  So, our teachers use such student centric methods.  Without such methods students should not get the real experience of any subject, concept or topic.  When he studies the theoretical concept at the same time he gains the practical experiences and it proves in the practical method and in this way, his knowledge becomes concrete and real.

Participative learning is more important from teaching learning point of view.Traditional methods and routine methods are not suitable.In the modern period of technology students are very much aware about the subject concept.They don't want only the theoretical knowledge they are hungry for practical and participative involvement in the teaching learning process. Student's involvement in the classroom teaching is important.Our focus is to participate each students in each and every activity that activity may be of classroom or co-curricular or extra-curricular.As per the vision and mission of the college personality development of the student is important.

The college makes available the platform for each student through various co-curricular activities, extra-curricular activities, Sports, N.S.S and Department of Adult and Continuing Education and Extension Services. Students take active participation and gain the real life experience of campus life, that is the participative learning and we practice it in the college.

Problem Solving Methodologies are used by giving project Work, Field Work, to the students of all programs.This method is generally adopted by the Science and Commerce Dept. students.They use Problem Solving Methods during the classroom teaching.The same method is also used by Geography and Home Economics students.

All these student's centric methods which are very useful for the overall development of the students.

## 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 0

2.3.2.1 Number of teachers using ICT

| File Description | Document |
|---|---|
| List of teachers (using ICT for teaching) | View Document |
| Provide link for webpage describing the " LMS/ Academic management system" | View Document |

## 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 136.46

2.3.3.1 Number of mentors

Response: 13

| File Description | Document |
|---|---|
| Any additional information | View Document |

## 2.3.4 Innovation and creativity in teaching-learning

**Response:**

**Response :** In the modern trends of development, the College has its own responsibility to improve the teaching-learning process by adopting innovative and creative teaching-learning process. For this, including IQAC, the Principal of the college encourage the faculty members to improve their teaching learning process by adopting innovation and creativity in the teaching-learning.

In teaching-learning process, student is in the centre of it. The learning is made student-centric through various techniques and methods. The teachers of our college nurture critical thinking, creativity and scientific temper among the students. The college teachers practice Interactive Method, Demonstration Method, Group Discussion, Puzzle, Quiz, Question-Answer Method, Brain-Storming, Debate, Viva, Seminars, Oral. And apart from it, teachers use the modern electronic equipments such as computers and specially their own smart phones. Which help them for innovative and creative teaching learning in the classrooms.

Teachers use Practical Method for practical subjects. Apart from this Project, Field Work, Work Project, Study Tour, Industrial Tour, all these things make teaching-learning process creative. Each teacher makes his teaching-learning process effective through Power Point Presentation by using Projector. In support of this teaching-learning process, teaching becomes more effective and creative by modern teaching tools, such as online information and notes, LCD, OHP, CD, VCD Players, Computers etc.

Our college has big Central Library which is equipped with more than 33,000 books, which help the students and teachers for updating and gaining the knowledge for teaching learning process.

Apart from it, teacher maintains Daily Dairy and Student Attendance, regularly. Occasionally the college organizes Special Lectures through various Study Boards. Lecture Series is not only on the subject related issues but also on the Personality Development Programs. The college students are encouraged to participate in various State Level and University Level programs such as Youth Festival, Sports and NSS Special Camps.

For creativity and innovative practice, annually the college publishes the college magazine "Nishigandha", the student's critical writing, critical thinking, writing skills, such as poetry, Skit, Articles on different issues, essays etc. publish in the college magazine "Nishigandha" every year.

Our students also get the live experience of the various village life through NSS Camp. It helps to explore the hidden potential of the students and get the inspiration for innovation and creativity.

For updating the knowledge, the college teachers are motivated by the Principal for Refresher Courses, Orientation Courses, Conferences, Seminars, and Workshops and also inspires and motivate for Research Works, Research Publication, Which help them effective teaching-learning process.

## 2.4 Teacher Profile and Quality

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

**Response:** 70

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5 years | [View Document](#) |
| List of the faculty members authenticated by the Head of HEI | [View Document](#) |
| Any additional information | [View Document](#) |

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 50.62

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8 | 8 | 6 | 5 | 2 |

| File Description | Document |
|------------------|----------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | View Document |
| Any additional information | View Document |

**2.4.3 Teaching experience per full time teacher in number of years**

**Response:** 10.31

2.4.3.1 Total experience of full-time teachers

Response: 134

| File Description | Document |
|------------------|----------|
| Any additional information | View Document |

**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**

**Response:** 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**

**Response:** 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| List of full time teachers from other state and state from which qualifying degree was obtained | [View Document](#) |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

**Response:**

**Response:**   In the college there is a continuous Internal Evaluation System practiced.  And the college makes various reforms in this process time to time, as per the need and situation.

There is a continuous evaluation of the teaching faculty by the students during the classroom teaching for this Feedback Committee is established in the college and it is their duty to make available the feedback forms to the students.  The students evaluate the subject teachers on various points which are given in the Feedback Forms.  These Feedback Forms are analysed and such report submits to the principal at regular interval.  After getting this report, principal takes action and gives proper and required instructions and suggestions to the teacher for improving their teaching learning process.   At the same time if the performance of the teacher is better, he appreciates the concerning teacher.  It is one process of continuous internal evaluation of the teacher.  Secondly, the evaluation of teacher is regularly made by the principal, by observing the classroom teaching of the subject teacher.  He also observes the teacher's performs in the classroom by surprise visit in the classroom.  Also, he observes the teachers performance in the classroom by assigning him various responsibilities in co-curricular activities and extra- curricular activities.  This is the Continuous Internal Evaluation of the teachers by the principal.  Principal makes reforms in this process time to time as per the situation and needs of the time.

Thirdly, the Internal Evaluation of the teacher is made by the Management.  Our college has its own mechanism to evaluate the teaching facilities.  Each year the faculty members submit their Confidential Report to the Top Management through Principal.  And on their performance, the Office Administration evaluate the faculty member, which helps to the Office Administration to rendering the annual increment to the faculties and also helps them to assign various responsibilities on their shoulders. And this is the continuous Internal Evaluation of the teaching faculty throughout the year.

Apart from this formal Internal Evaluation of the teaching faculty by the Principal and stakeholder that the Top Management, they have their own channel in campus and off campus about to evaluate the teaching faculty.  And this thing helps them to assess the faculty members.

The performance and achievement of the teachers are appreciated by the Top Management also. Apart from this the students directly get contact to the Principal about the teacher's classroom teaching-learning process. And on this basis, the principal takes the appropriate action for the betterment of the classroom teaching process.

This mechanism adopts by the college regularly and continuously.

## 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

**Response:**

**Response**:   The college is committed to providing students with fair, continuous, transparent and reliable teaching-learning process.  The college teachers and CHB teachers are committed and devoted to their duties of teaching. Their aim is to promote teaching-learning culture in the college campus.  And it helps the student to achieve the learning outcomes that is program outcomes.

We have our own Internal Assessment Mechanism.  And it is transparent and Robust in terms of frequency and variety.

As the college vision shows quality assurance and better learning outcomes.  For these goals teachers are very useful.  And on their performance in the classroom affects the outcomes of learners.  So, our College has its own Assessment Mechanism, to evaluate and assess the performance of the college teacher.

The college teacher's performance is made by Students, Principal and Top Management.  And each one has their own mechanism for Internal Assessment.

The mechanism of Internal Assessment by all three stakeholders is transparent with respect to frequency and variety.  All the assessment is transparent.

All the programs offered in the college have enough and sufficient qualified teachers.  Each and every aspect in the college is assessed internally at regular interval with transparent way.  And teacher's evaluation is one of them.

The centre figures of the college are students, they assessed the college teachers through Feedback Forms, the Feedback Committee collects the feedback forms from the students each year, about all college teachers, after analyzing the Feedback Analysis submits to the principal. After transparent analysis, after getting the analysis, principal prepares Action Taken Report and suggests the teaching faculty about their performance and guide them for the better output. Individually, students make the assessment about teachers and discuss about their feedback in Students Council through University Representative with the Principal.  And the individually, student also makes their comment on concerning teacher about their teaching in the college with free and fair atmosphere and solve their queries.  And it happens frequently in the academic year.  By getting all these feedback report the college teachers make their teaching-learning process accordingly and positively it improves the programs outcomes of the college students.

Secondly, the Principal assesses internally each and every aspects of the college including the teaching learning process of the college teachers and performance of the teachers.  It has its own

mechanism that is Self Appraisal Report for the college teachers. (Mentioned in Ql M. 2.5.1.)

The other important stakeholder that is the Top Management of the college also makes their assessment internally about all administration of the college including the college teachers, it has its own channel to assess the college teachers by Confidential Reports of the teachers.

After all various stakeholders assess the teaching-learning process and it gets positive impact and its result shows in the programs outcomes of the students.

The college administration negotiate regarding with all stakeholder for betterment of teaching-learning process.

## 2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

**Response:**

**Response** : The college is affiliating to Gondwana University, Gadchiroli. We adopted semester pattern examination. The college follows the mechanism to deal with examination related grievances suggested by the affiliating University.

The complete process from admission to the final result is done by online process on the University Web Portal by giving PRN Number to each admitted students.

Before the end of the each semester, students apply for the final examination of the University and after completion of examination students get the final result. And during this period, if any students face problems, grievances, and complaints, they have the right to make complaints to the College Administration and within time bound period on priority basis their grievance resolve out.

There is a formal mechanism available in the college for redressal of grievances regarding revaluation of the subject papers, those students who have such grievances can appeal to the affiliating university through the college by proper channel.

The Examination Controller of affiliating University or Pro-V.C. of the affiliating University takes proper action and revaluates the subject paper or as per grievance or demand, students can get the photo copies of his valuated answer papers within time bound period, if they are not satisfied with the valuation process.

Apart from this mechanism of grievances, if any misconduct or mis- arrangement about the physical facilities in the examination centre, any students can lodge complaint to the Chief Examination Officer, Co-officer, college Principal or finally to the Controller of Examination of the affiliating University.

Again the affiliating University has its own mechanism for smooth conduction of University examination at each examination centre. The affiliating University has its own mechanism to supervise the University Examination by constituting Vigilance Squad for smooth conduction and supervise the examination at district level and centre wise. There is also a mechanism at University level for

examination related work and under the chairmanship of Pro-Vice Chancellor and Examination Controller.

Apart from it, whatever the problems, grievances are not resolved by these mechanism, the students can appeal to the Vice Chancellor of the affiliating university and can get the justice.

This process is completely transparent, efficient and open to all the students of the college. And he gets the result of its grievances within prescribed time period. All the information of examination related grievances is displayed on university website. Also our administration staff well co-operate to the students in this regards.

## 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

**Response:**

**Response :** The college has constituted Academic Calendar Committee comprising with senior faculty members. The Academic Calendar Committee prepares Academic Calendar of the college accordance with the Academic Calendar of the affiliating university before commencing each Academic Session.

It displayed on the college Notice Board. As per the Calendar, each faculty member prepares his teaching plan. As per curriculum prescribed by the affiliating University and teaches the subject accordingly.

All the Academic activities are included and planned in Academic Calendar. The scheduled and tentative dates of the co-curricular activities, extra- curricular activities are also mentioned. Each and every teaching member adheres to the plan and implements it accordingly.

As we adopted semester wise pattern system of University Examination and Internal Assessment is a part of university examination. Each and every teacher makes his plan for internal assessment by organizing Seminar, Oral test, Viva-voce etc. According to the curriculum prescribed by the affiliating University for the students Internal Assessment is based on Seminar, Home Assignments, Unit Test, Oral Test and Class behavior as per the guidelines of curriculum prescribed by the affiliating university.

The final result of the student is based on University Examination at the end of the session and Internal Assessment of the student by the respective subject teachers.

The process of Internal Assessment is a continuous process and it maintains regularly throughout the semester to semester in each Academic Year.

The Academic Calendar contains all the academic activities, administrative activities and events in the plan.

In administrative activities, all exam related schedule and information including the tentative dates of Scholarship Form submission is mentioned in it. It becomes convenience for the students. Finally, the Academic Calendar is the polestar for the college administration and other activities.

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

**Response:**

**Response** :

**The Program outcome of Faculty of Arts is given below at under graduate level.**

- Students are able to understand the basic concepts, Fundamental Principles, and various theories of the subjects which he opts at B. A. program.
- Able to acquire the facts, knowledge and figures of the subjects, such as Languages and various optional subjects of Social Science, such as History, Economic, Political Science, Sociology, Geography, Home Economics and Literatures of English and Marathi.
- Becomes more confident for taking participation in various social and various cultural activities.
- Become matured personality and self dependent, earning his own bread and butter and create opportunities for himself.

**English**

- Able to use correct English in oral and written form.
- Able to inculcate the human values in ones personality.

**Marathi**

- Able to develop competency in literary forms such as poetry, prose, novel, essay, short story etc.
- Develop Reading, Writing & Communication Skills.

**History**

- Understand the basic concepts, themes, chronology and study of history of various periods and countries.
- Understand various issues about Indian History and different eras.

**Economics**

- Able to understand the basic concepts of Economics.
- Analyze the economic issues in real life.

**Political Science**

- Able to understand the basic concepts and terminology of Political Science.
- Develop an ability to study of politics, political problems and political behavior.

**Sociology**

- Able to understand the basic concepts and terminology of Sociology.
- Able to understand the difference among different societies.

## Geography

- Able to study and understand the types of land and processes.
- Able to understand the structure, Compositions of different spheres of the earth.

## Home Economics

- Able to understand the basic concepts and terminologies of Home Economic.
- Able to manage the house hold activities.

## Programme outcomes of Commerce Faculty

- Able to make and maintain the account of any firm of business.
- Find jobs for their own livelihood and make available self employment for their selves.

## Science Faculty

- Create and inculcate scientific attitude.
- Use their knowledge and skills of science subjects in their real life.

## Programme Specific Outcomes

After completing Bachelor of Arts, subject taught in the college, students are able to

| Sr. No. | Subject | Programme Specific Outcome | |
|---|---|---|---|
| 1 | English | • Understand and learn literary works.<br>• Strengthen language competency. | |
| 2 | Marathi | • Make news writing for media. | |
| 3 | Economics | • Apply and utilize the knowledge of economics in real life.<br>• Suggest solution for any economic problem. | |
| 4 | Political Science | • Work as a Political Leader in Local and any Political Institution | |
| 5 | History | • Work as good Historians by making research.<br>• Work as archeologist. | |
| 6 | Geography | • Service as Geographer.<br>• Service in Cartographer | |
| 7 | Sociology | • Work in Social Sector. | |
| 8 | Home Economics | • Understand and frame the ideal model for Home Management. | |

On completion of Bachelor of Commerce the students are able to

- To encourage students about Entrepreneurship.
- To develop skills for applying various concepts and techniques of commerce.

After completion of Bachelor of Science Students are able to

- Develop scientific attitude.
- Develop scientific outlook about all life related aspects.

Link Availabled .....

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Link for Additional Information | View Document |
| Link for Additional Information | View Document |

## 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

**Response:**

**Response :-**Program Outcomes and Program Specific Outcomes of the college is clearly mentioned in the Metric No. 2.6.1.

Our affiliating university adopted the Choice Based Credit System and Semester Pattern Examination System in all programmes.  At the end of the each semester the university conducted the examination to evaluate student's performance, through theory examination in the written form.  The distribution of marks of each subject is 80 mark on theory paper at the end of the semester examination and 20 marks on Internal Assessment by the college at the end of the semester, for each subject for all programmes.

Throughout the complete semester, after completion of syllabus of each subject, there is a formal method of attainments of program outcomes and program specific outcomes by the affiliating university, the university finds out program outcomes and program specific outcomes by conducting End Semester Examination on theoretical matter for 80 marks.

The affiliating university also framed the method to find out the attainment of program outcomes and program specific outcomes by the student at college level for each subject by the respective subject teacher for 20 marks.  At the end of the each semester, individual subject teacher tries to find out of the subject outcomes of various means of the individual students.

Individual subject teacher adopts the following method to observe the attainments of respective subject, such as Viva-Voce, Assignment, Seminar, Demonstration, Oral Test, Class Behaviors, Attendance, Home Assignment, etc.  All these are the key aspects of Internal Assessment of student by the college and after evaluating the attainments of the subject outcomes, make the mark allotment on the overall performance of the students about performance of the students about any subject throughout the semester. And this Evaluation Report is submitted to the affiliating university.

The program outcomes of the students are based on the theoretical examination for 80 marks and Internal Assessment of the respective subject for 20 marks. The minimum passing for each subject is 40 marks out of 100 marks for post graduation courses and 35 marks for under graduation courses. The passing pattern is combine passing marks of theory examination i.e. End Semester Examination and Internal Assessment by the college by respective teacher.

**2.6.3 Average pass percentage of Students**

**Response:** 67.02

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 250

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 373

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.4

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| List of project and grant details | [View Document] |

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 23.08

3.1.2.1 Number of teachers recognised as research guides

Response: 3

| File Description | Document |
|------------------|----------|
| Any additional information | [View Document] |

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0

3.1.3.1 Number of research projects  funded by government and non-government agencies during the last five years

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 13

## 3.2 Innovation Ecosystem

**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge**

**Response:**

**Response:** Incubation Center in Shivaji Mahavidyalaya, Gadchiroli as a part of student's bright career, our college offers only traditional degrees i. e. B. A., B. Com. ; B. Sc. ; M. A. ; and M. Com., so it is very difficult to form Incubation Centre in such traditional degree college. But our Physical Department is playing the role of Incubation Centre in the college. We make available the platform and facilities for the students for appearing the competitive examination of military and police department. Physical training is provided by The Director of Physical Education. Students have done their physical activities like Volleyball, Running, High Jump, Long Jump, Shot Put, Discus Throw, etc. Through these activities they are able to appear competitive examination of Police Department, Military Force and Forest Department, because physical fitness and physical test is the part of their recruitment. Varsity athletes are eligible for sports scholarships through their activities. Some students like Mr. Manish Kolatkar, Mr. Pravin Fekuram Ormadia and numbers of students got service as PSI, Police Constable, Military Service, etc.

Prof. Ramesh Choudhari and Prof. Dr. R. S. Gore have provided valuable guidance to the students. Physical Education Department which can be further developed as a 'Incubation Center' so as to impart systematic & scientific training program to the outstanding students in College.

This center of excellence will be able to give continuity to these athletes players with respect to their sports training program which will in turn help to field the maximum potentials from them in terms of their performance.

In the session 2014-15, Commerce study Board organized guidance talk on 'Competitive Examination'. Also conducted various programs like workshop on 'Cashless Transaction', by Commerce Study Board. Career Counseling Guidance programs organized by Study Board of commerce, under the chairmanship of Principal Dr. D. G. Mhashakhetri.

The Incubation Center that is Physical Department offers physical training to the students for competitive examination in Police Department, CRPF, SRPF, RPF. Forest Department and Army Force.

**3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**

**Response:** 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| List of workshops/seminars during the last 5 years | View Document |

## 3.3 Research Publications and Awards

**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response:** Yes

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**

**Response:** No

**3.3.3 Number of Ph.D.s awarded per teacher during the last five years**

**Response:** 1.67

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 5

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 3

| File Description | Document |
|---|---|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |

**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| List of research papers by title, author, department, name and year of publication | View Document |

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

**Response:** 2.41

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1 | 5 | 6 | 5 | 10 |

| File Description | Document |
|---|---|
| List books and chapters in edited volumes / books published | View Document |

## 3.4 Extension Activities

**3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years**

**Response:**

**Response**:-  The college maintains a cordial relationship with neighborhood community and the local administration by which the student and local community are mutually benefited. The notable extension activities through which the institution serves the community is National Service Scheme. Every year, particular village is selected in consultation with local Sarpanch. Students and teachers offer their valuable services to the community in various ways, such as through awareness programs, cleanliness activities, literacy programs, social interactions etc. Students develop leadership activities, self confidence, etc. All these activities help them to develop their personality.

Finally, students begin to connect theory and practice, education and service and ultimately realize the holistic development. We serve to society through Women Study Centre, , Environment Awareness Programs, Blood Donation Camp, etc. The other activities carried out by students. During NSS camp, there are Tree- Plantation, Canal building, Women's Meet, Farmers Meet etc.

Adult Education and Extension Services organized some programs like Women's Studies and Gender Equity Program and Rally, Aids Awareness Program and Rally, Terrorism Awareness Program, World Population Day, World Literacy Day and arrange Rally, Vote Awareness Program and Rally, Pathanatya (

Street Play)  program in adopted village Kurhadi , Yeoli like places

At the beginning of academic year portfolios are distributed. The college voluntary  participation of the faculty considering their interest and ability essential for respective program. The College promotes the participation of students in extension activities through their facilitation. The College organizes various outreach programs through NSS.

The NSS untis contributes in various activities in the neighbourhood comunity.

In this way, we tried to develop students in positive manner and enriched their sensitive mood about social awareness. We made some various outreach programs like village adoption program.

- Adoption of Yewali, Kurhadi (Mahadwadi) Village
- Aims at the socio – economic uplift of the Village in phases

Phase I: empowering the women and children of the neighborhood, evolving a mutually enriching college, neighborhood network.

- Students interacted with villages and realized their problems, arranges various activities like Cleanliness Drive, Road Development, Water Conservation etc.
- Conducting socio- economic survey
- Swachh Bharat Abhiyan will be a key  component of all the community

Phase II: Diversification in the sectors like health, agriculture, education and self sufficiency.

Blood Donors' Forum:-

- Students  donate blood regularly to the needy as well as to the blood banks
- Care for dumb and deaf students the Needy:-
  - The college has distributed fruits to dumb and deaf students on the occasion of birth anniversary of Shri. Late J. T. Patil Mhashakhetri ( Founder President of the Educational Society)  on dated 19 Dec.2012. in Mukabadhir  Vidyalaya  Navegon. Also, The college distributed pens, books, notebooks, Sataranji (Big mat) to the students of  Neharu Vidyalaya Rampuri  ward, Gadchiroli dated on19 Dec.2013.
- Community develop and welfare activities:-
  - Socio–economic survey of houses in adopted village

In this way, curricular components of community services to inculcate the spirit of students participation in all these activities in the field level. Such components are there for all courses both at UG and PG levels.

**3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**

**Response:** 3

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Number of awards for extension activities in last 5 years | View Document |
| e-copy of the award letters | View Document |

**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**

**Response:** 43

3.4.3.1 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 20      | 6       | 5       | 8       | 4       |

| File Description | Document |
|------------------|----------|
| Reports of the event organized | View Document |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | View Document |

**3.4.4 Average percentage of students participating in extension activities with Government Organisations,  Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response:** 15.96

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 397 | 201 | 207 | 233 | 274 |

| File Description | Document |
|------------------|----------|
| Report of the event | [View Document] |
| Average percentage of students participating in extension activities with Govt or NGO etc | [View Document] |

## 3.5 Collaboration

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

**Response:** 2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Number of Collaborative activities for research, faculty etc | [View Document] |
| Copies of collaboration | [View Document] |

**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
| --- | --- |
| Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

**Response** : The institution has the following adequate facilities for teaching – learning, viz., classrooms, laboratories, computing equipment, etc. in our college. The details of the facilities are given below.

| | |
|---|---|
| 01. Principal office -01 | 15. Toilets -08 |
| 02. Administrative office -01 | 16. Gym-01 |
| 03. Staff room-02 | 17. Girls Hostel-01 |
| 04. Reading Room – 02 | 18. Big playground-01 |
| 05. Seminar Hall -02 | 19. Xerox machine-03 |
| 06. Class Room - 22 | 20. Printer-06 |
| 07. Science lab -04 | 21. Computer-50 |
| 08. Geography lab-01 | 22. Laptop-03 |
| 09. Home science Lab-01 | 23. Scanners -05 |
| 10. Girls Common Room – 01 | 24. Fax Machine -01 |
| 11. IQAC Room-01 | 25. UPS -03 |
| 12. NSS Room-01 | 26. Inverter-01 |
| 13. YCMOU Centre Room -01 | 27. Projectors -03 |
| 14. Ramp-02 | 28. Audio box-02 |
| | 29. Vending Machine ( Sanitary Napkin) -01 |

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

**Response:**

**Response:-** The minimum required facilities and required equipments are available for various games and sports in Shivaji Mahavidyalaya, but there is no indoor facility.

We have spacious playground. Different types of the games are played in the college ground. Not only the college students but the students of the local community and other people also used this ground. Two classrooms of the college also given to the Organization, "Liquor Free Movement" twice in a week, they organize the classes for those persons who are addicted to liquor and wanted to give it up.

The college has independent Exercise Room and it has sufficient equipments and instruments. Yoga classes are performed in Cultural Hall of the college.

Cultural Hall has all the facilities like Sound System, Lighting, Fans with seating facilities for audience and guests also. In the Cultural Hall birth and death anniversaries of the patriots and national heroes are celebrated and observed. Various types of the cultural programmes, various types of Guest Lectures including College Annual Day celebrated in the Cultural Hall.

The details and specifications about area/size, year of establishment and user rate of the Sports and Cultural Hall is given below.

| Particular | Area in Sq. Ft. | User Rate | |
|---|---|---|---|
| Cultural Hall | 28.93 x 9.14 ( Hall ) <br><br> 3.34 x 3.37 ( 2 ) Dressing Room <br><br> 1.20 x 3.37 Toilet | 0.23 Program Per Day | |
| Sports Room | 55.74 Sq. Mtr. | 80 Students Per Day | |
| Games( Ground) | 17976.26 Sq. Mtr. | Approximately <br><br> 180 Students per Day | |

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**

**Response:** 8.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

| File Description | Document |
|---|---|
| Number of classrooms and seminar halls with ICT enabled facilities | [View Document](View Document) |

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**

**Response:** 37.09

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9.2 | 4.0 | 5.5 | 2.0 | 7.0 |

| File Description | Document |
|------------------|----------|
| Details of budget allocation, excluding salary during the last five years | [View Document]() |
| Audited utilization statements | [View Document]() |

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System  (ILMS)**

**Response:**

**Answer:**  The college has a big Central Library. It is equipped with various numbers of books, Text Books, Reference Books, Encyclopedias, Rare Books,

National Journals, Research Journals. CDs, and 16 News Papers including 14 Newspapers in Regional language and 2 Newspapers in English. There are sufficient number Almirahs, Bookcases, Racks, Reading Stands, Paper Stands etc. Apart from it, spacious Reading Room is made available for the Students with Air Cooler, fans and attached Washroom. Total numbers of books in Central Library is more than 34000.

Well ventilated and spacious Library, having built up area 1700 Sq  Ft.

The work of library is based on LIBMAN Software and it Nature is partially automatic.

| File Description | Document |
|------------------|----------|
| Any additional information | [View Document]() |

**4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment**

**Response:**

**Response:** The details of the rare books in the college library are given below.

| Sr. | Acce.no | Book's Title | Author | Publication year | Publication |
|-----|---------|--------------|--------|------------------|-------------|
| 1 | 906 | Shikkhancha Itihas | Galdgil N.V | 1963 | Vinas Praka |
| 2 | 786 | Panipat te Panipat | Deshpande Sudhakar | 1968 | Vinas Praka |
| 3 | Sr3290 | Shri Dnyandevache Abhinav Darshan | Yerkuntwar B,C | 1978 | Radhey Pra |
| 4 | 984 | Vaidik Vandmyatil Bhagvatdharmacha Vikas | Pendashe S.D. | 1965 | Vinas Praka |
| 5 | 721 | Dnyandevi | Magrilkar,Kelkar | 1967 | Kelkar V. M |
| 6 | 3090 | Hindudharm Itihas ani Ashay | Dandekar Ra, Na. | 1979 | Shri.wa.bha |
| 7 | 3137 | Time Space & Motion | Pande N.R,W | 1969 | S,V.bhagwa |
| 8 | 1070 | Mahabharat 1-11 | Walimbe Ra.Sh. | 1983 | Vidarbh Book Comp |
| 9 | 3115 | Dr Kolate Gavrav Granth | Ashtikar Madhukar | 1969 | Gavrav Prakashan |
| 10 | 5587 | Amrutgami | Bhivare Ramesh | 1988 | Ramesh Bh |
| 11 | 6721 | Guptakalin Abhilekh | Goyal Shriram | 1984 | Kusumanjal Prakashan |
| 12 | 4364 | Walmiki Ramayan | Bhalba Kelkar | 1984 | H.A. Bhawe |
| 13 | 1030 | Shrimanyogi | Ranjit Desai | | |
| 14 | U918 | Kalidas Virchit Raghuwansh | Ganeshshastri Lele Tryabkar | 1963 | Popular Pra |
| 15 | Sr3112 | Tukaramachi Pratimasrushti | Malti Patil | 1974 | Shree.wa Bh |
| 16 | u802 | Shapit Rajhans | Anant Tibile | 1986 | Ajab Pustak |

**4.2.3 Does the institution have the following:**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | View Document |
| Any additional information | View Document |

## 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 1.76

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0.63058 | 0.47033 | 1.95824 | 3.31773 | 2.41170 |

| File Description | Document |
|---|---|
| Details of annual expenditure for purchase of books and journals during the last five years | View Document |
| Audited statements of accounts | View Document |

## 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

| File Description | Document |
|---|---|
| Any additional information | View Document |

## 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 1.4

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 25

| File Description | Document |
|---|---|
| Any additional information | View Document |

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

**Response** : The college administration use IT  facilities to conduct the administration process. We have CMS .10 software for administration and other official work of the students. As we one in digital era and we use information and communication technology. We use IT equipments for educational purpose. Our affiliating University is Digital University. We registered student's admission  online mode at  the portal of affiliating University. We have more than 42 computers, 3 Over Head Projector, LCD, Laptop, Camera, CDs,  Printers, Scanners, Xerox Machines, well equipped Computer Lab, etc.  All these facilities are available in the college. All the students related documents are issued on Computer.

We have Wi-Fi facilities in the college it start from 26/03/2013. Students and teachers get benefited of it.  Our college is a traditional degree college of  B. A. , B. Com. And B. Sc., we have not sufficient IT facilities in the college. But we are eager to promote and use of IT facilities in the college premises. Whatever the IT related facilities and equipments are available in the college are very useful for the students and teachers also.  As CMS.10 software is available in the college, all the student related administration work from Admission to final University Mark sheet can get and available and save in the software. Through this software we issue various student related documents, such as mark sheet, Transfer Certificate, Bonafide Certificate, Character Certificate etc.

As a part of maintaining this software, we regularly updated, revived and upgraded the IT facilities. For the smooth conduction of administration work for the benefit of students CMS.10 software is useful.

 At present library is partially automated,  and we are willing to upgrade library with fully automated and 100% IT enabled in near future.

We are now maintaining the contact number and e-mail ID of our students and teaching staff. So at helps the administration to transmit and communicate with students and teachers with various data and information.

 Our student and teachers use cell phone, it also helps us to make the teaching-learning process IT enabled. Our students make the recording of teacher's classroom teaching and they share it among themselves. No. of teachers form WhatsApp  groups and share the important data related to their subjects and syllabus.

### 4.3.2 Student - Computer ratio

**Response:** 35.48

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |

### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** 35-50 MBPS

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**

**Response:** Yes

| File Description | Document |
|---|---|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | [View Document](#) |
| Link to photographs | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**

**Response:** 63.42

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 9.09510 | 4.80595 | 10.71115 | 8.80267 | 11.97584 |

| File Description | Document |
|---|---|
| Details about assigned budget and expenditure on physical facilities and academic facilities | [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:**

**Response :-** In the beginning of the academic session, various committees are established in Shivaji Mahavidyalaya. All these Committees are established under the guidance of the Principal, according to the rules of the University by seeing the ability, interest and experience of the teachers. The established committees are as follows.

1. Admission Committee
2. I-Card Committee
3. Annual Academic Planning Committee
4. Student Council
5. Examination Development Committee
6. Library Advisory Committee
7. N.S.S. Advisory Committee
8. Adult Education Committee
9. Alumni Committee
10. Students Parents Committee
11. Discipline Committee
12. College Magazine Committee
13. Result Development Committee
14. Social Welfare Committee
15. Sport committee
16. Women Safety Cell
17. Anti Raging Committee
18. IQAC Committee
19. Student Development Committee
20. Research Committee
21. Student Attendance Committee
22. Educational Tour committee
23. Cultural Department
24. Student Redresal Committee
25. Incentive Marks Submission Committee
26. Maintenance Committee
27. Publication Committee
28. Environment Conservation Committee.
29. Women Hostel Committee
30. Prospectus Committee
31. Time Table Committee
32. Rain Water Harvesting and Compost Project Committee.
33. Students Council

Each and every member of these committees pays personal attention to the development of the college and

tries to implement a new and innovative program in the college. Each committee calls the meeting regularly and discusses all the issues and problems of the college. All committees take decision in the guidance of the principal and try to fulfill the demands of the students.

Each and every committee has its own policies and objectives. They implement their policies and achieve the decided objectives during the academic session. At the end of the session, each and every committee submits their Annual Report to the Principal.

# 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 the last five years

**Response:** 72.2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1128 | 1212 | 1238 | 1095 | 1263 |

| File Description | Document |
|------------------|----------|
| Upload self attested letter with the list of students sanctioned scholarships | [View Document](#) |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | [View Document](#) |

### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Any additional information | [View Document](#) |

### 5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**

3. Soft skill development

4. Remedial coaching

5. Language lab

6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** B. Any 6 of the above

| File Description | Document |
|---|---|
| Details of capability enhancement and development schemes | [View Document](#) |
| Any additional information | [View Document](#) |

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 1.79

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 32 | 32 | 30 | 28 | 27 |

| File Description | Document |
|---|---|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | [View Document](#) |
| Any additional information | [View Document](#) |

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**

**Response:** 0

5.1.5.1 Number of students attending  VET year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of the students benifitted by VET | [View Document](#) |

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

**Response:** Yes

| 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:** 2.64

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11 | 3 | 7 | 3 | 3 |

| File Description | Document |
|------------------|----------|
| Self attested list of students placed | [View Document](#) |
| Details of student placement during the last five years | [View Document](#) |

**5.2.2 Percentage of student progression to higher education (previous graduating batch)**

**Response:** 16.6

5.2.2.1 Number of outgoing students progressing to higher education

Response: 41

| File Description | Document |
|---|---|
| Upload supporting data for student/alumni | [View Document](#) |
| Details of student progression to higher education | [View Document](#) |

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 100

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 11 | 3 | 9 | 3 | 3 |

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 11 | 3 | 9 | 3 | 3 |

| File Description | Document |
|---|---|
| Upload supporting data for the same | [View Document](#) |
| Number of students qualifying in state/ national/ international level examinations during the last five years | [View Document](#) |

## 5.3 Student Participation and Activities

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

**Response:** 4

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 2 | 1 |

| File Description | Document |
|------------------|----------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | [View Document]() |
| e-copies of award letters and certificates | [View Document]() |

**5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**

**Response:**

**Response :** The college has set up Student Council as per University Directions and Maharashtra State Government Act – 1994.  The Student Council comprises of  senior teachers  nominated by the Principal as Chairman and NSS Programme Officer, Physical Education Officer, Student's Representatives from each class, two Representatives from girls, nominated by the Principal, one Representative from NSS, one from Sports and one from Cultural activities as members.  The Student Representatives are nominated on the basis of their Academic performance, and followed the Democratic procedure during the selection.

In the beginning of the academic session, notification is issued by the affiliating university to each and every college to form the Students Council for the academic session. As per the instruction and guidelines of the Maharashtra University Act and instruction of the affiliating university the election of the Students Secretary is performed by following the democratic process. The nominated student representatives elect Secretary among themselves.

The elected Secretary and all other nominated representatives i. e. Students Council take directly participation in all student's related   administrative activities. As per the guidelines of the Govt. same weightage is given to the students in various committees and bodies such as Anti-Ragging Cell, Women's Safety Cell etc. Students Council takes active participation planning in various Cultural activities and Sports activities. The college administration always welcomes the suggestions from Students Council. Apart from this in the college various co-curricular, extracurricular activities are conducted throughout the session and without  active participation of the Student Council   no any such activity could not be

successful in the college.

The institution provides opportunity for Democratic involvement of the students in various Academic, Administrative and Extra-curricular activities by giving them representation on various committees such as Students' Council, NSS and Extension Services, Games and Sports, Cultural Activities Committee, Department of Continuing, Adult Education and Extension Service, College Magazine, Literary Association and Social Sciences Association.

**Activities :**

- Organizing various programmes and activities throughout the session.
- Giving suggestion to the Principal for the solution of the Student's problems.
- Chalking out plans for curricular, co-curricular, extracurricular activities of the college.
- Discussing the various issues related with students.
- Putting up the grievances of students.
- Providing students feedback to the administration regarding the various issues and activities.

**5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**

**Response:** 15

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15 | 15 | 15 | 15 | 15 |

| File Description | Document |
|------------------|----------|
| Report of the event | [View Document](#) |
| Number of sports and cultural activities / competitions organised per year | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

**Response:-** The Alumni Association and alumni of any college is one of the very important stake holder in the educational institution. We have established 'The Alumni Association' in the college. But our

Alumni Association is functional but not registered. We organize alumni meet in the college regularly every year.

We invite our alumni for the meet and make cordial welcome of them. During the Meet our alumni share their experiences with our regular students. They always give their valuable suggestions for the development of the college. They not only suggest to the college administration but also advice to the Top Management for developing the college by various means. Our college was started in 1971 with Arts and Commerce programmes in Under Graduation Level. But now it expanded and it become one of the leading college at district level with three Under Graduation Programmes and six Post Graduation programmes. All these development is due to the suggestions of the alumni, parents and needs of students who could not go outside for higher education. Though our alumni could not support us financially but their advice and support is always appreciable and welcome. Our alumni always support the college administration in all aspects.

Since last five years various suggestions were given by the alumni and maximum of it are fulfilled. The details of it are given below.

01.    To develop infrastructure facility for the students.

02.    To start Post Graduation in three different subject including P. G. in commerce.

03.    To develop playground for the students.

04.    To equip Gym with playing equipments.

05.    To construct new Bathrooms and Toilets for the male Students.

06.    To increase the frequency of the platform /stage for cultural program for the students through co-curricular activities.

07.    To equip library with new and advanced reference books, text books and national/ international journals.

08.    To make available the separate seating arrangement of Reading Room in the library.

09.    Renovate the Ladies Common Room and Retiring Room for the Girls Students.

10.    Use of Information Technology in the classroom teaching-learning process.

11.    To start Research Centre in the college for enhancing the research culture in the college.

12.    To organize conferences, seminars and workshop on different subjects in the college.

13.    To organize Guest Lecture, Personality Development Programmes, Awareness Programmes on Law and Indian Judiciary System, Road Safety. Women Empowerment Programme, Women's Hygiene, Environmental Awareness and participation of Swachha Bharat Abhiyan, and Blood Donation and Organ

Donation Movement etc.

14. To make available the purified and cold drinking water for the students.

Above all and other suggestions were given by the Alumni and maximum suggestions are fulfilled by the College Administration during the last five years.

**5.4.2 Alumni contribution during the last five years(INR in Lakhs)**
**? 5 Lakhs**

**4 Lakhs - 5 Lakhs**

**3 Lakhs - 4 Lakhs**

**1 Lakh - 3 Lakhs**

**Response:** <1 Lakh

| File Description | Document |
|---|---|
| Alumni association audited statements | [View Document]() |

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**

**Response:** 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|---|
| Number of Alumni Association / Chapters meetings conducted during the last five years | [View Document]() |
| Any additional information | [View Document]() |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution**

**Response:**

**Response:**

**Vision of the college:**

1.**:**

Overall development of the students Intellectually, Psychologically, Physically and Culturally to face the challenges in future.

**Mission of the college:**

1.**:**

- To provide higher quality education to rural, tribal and backward class students.
- To make student competent for self employment.
- To inculcate national and native culture among the students.
- To explore the hidden potential of the students.

As the vision and mission stated, we try to imbibe these qualities in the character of the students through curricular, co-curricular and extra-curricular activities.

The governance of the college administration is a collective work of various stake holders, including principal, teachers and non-teaching staff. For smooth conduction of the college administration, we have a functional Academic Calendar Committee, which frame and design the Academic calendar of the college with coordination of the Academic Calendar of the affiliating university. We strictly adhere to the calendar and each and every body and committee strictly perform the assigned work throughout the academic session.

In the beginning the session in the Staff Council Meeting different types of the committees, bodies, cells and departments are constituted under the chairmanship of the principal. As per the skill, interest and ability of the teacher and non teaching staff appropriate weightage is given to each and every teaching staff and non-teaching staff. Directly and indirectly each and every teacher involves in making perspective plan of the college. In each and every committee each and every teacher has its own active participation. They contribute themselves in all the committees and perform their duty as per the need of the situation and time throughout the academic session. There so many decision making bodies and our college administration gives us free hand to do our jobs for taking any decision for the sake and benefit of the college.

We have more than 30 committees in the college, out of it one decision making committee is College Development Committee. It is statutory body comprises with 12 (Twelve) members out of it 2

members from Top Management including President of the Top Management as Chair Person of C.D.C., 1 member as a Ex-officio Secretary (Principal), 1 member HOD from the teaching faculty, 3 members from the teaching faculty and 1 member from the non-teaching staff, 1 member from Social Service Sector, 1 member from Research Work, 1 member from Education sector & 1 member from IQAC coordinator from teaching faculty. The C.D.C. is the most active and authorized body of the college, which is responsible for the holistic development of the college and all appointments, placement, annual increment, promotion of the non-teaching staff, infrastructure development, construction works and etc. In this decision making body teachers have appropriate weightage.

Note : See Any Additional Information

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

## 6.1.2 The institution practices decentralization and participative management

**Response:**

**Response:-** The college practices decentralization and participative management in all the academic activities, co-curricular, extra-curricular activities and infrastructural development.

For smooth conduction of administration and other activities in the college, the college management has constituted various committees and cells. During constitution these committees and cells each and every member of the teaching and non-teaching staff get the opportunity and chance to participate in the committees. As per their skills, ability and interest everyone gets the opportunity to participate in the various committees and cells.

In this way, the college administration and the staff council, in the beginning of the academic session constitute various committees and cells. Each one including teaching and non-teaching staff takes active participation in the various committees. Equal weightage is given to each one, in this way we practice the decentralization of power and decentralization of works in the college management.

By adopting this method each and every one gets the opportunity to prove himself. In this process of decentralization everyone can take the decision at his own level and do better job for the success of assigned work and get the better output.

By following the practice of decentralization we constitute various committees in the college

The constitute committees are mention in Metric Mo. 6.1.1.

*A Case study of the Students Council.*

In the beginning of the academic session and after completion of the admission process for all courses, the affiliating university issues a letter to the college to constitute Students Council of the college. The constitution of the Students Council is as per the instruction and guidelines of the university and

Maharashtra University Act and Regulations, by following the democratic method to elect the Secretary among the nominated Students Representative from each class. The structure of the Students Council is as, by following the reservation policies of the state govt. one Representative from each class on Academic merit basis, two ladies Representative, one Representative from NSS Department, one Representative from Cultural Department, one Representative from Sports Department , Principal of the college One Senior faculty member, one faculty of Sports Department.

As per the guidelines of the affiliating university, the Notice is displayed on the Notice Board regarding the Scheduled of the formation of the Students Council. The list of the said representatives nominated by the principal and concerning faculties is displayed on the Notice Board and the concerning committee makes the personal communication to the each Nominated Representatives. As per the scheduled the First Meeting is called for the election of the Secretary. In the office of the principal at the given date and time First Meeting organizes for election of the Secretary, at that meeting by democratic process for the election of the Secretary among all the nominated representatives concluded. The name of the elected Secretary is communicated to the affiliating university within a given period. The elected Secretary plays an important role in all the academic, co-curricular and extra- curricular activities for the end of the session.

Note : See Any Additional Information

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution**

**Response:**

**Answer** : For smooth and better conduction of the all activities such as academic, extra and co-curricular activities various committees are formed. Each and every committee makes its perspective and strategic plan and implement it for the success throughout the academic session.

Out of these Committees and Cells N. S. S. Dept. is one of them. In the beginning of the session the N. S. S. Committee constitutes. N. S. S. Advisory Committee comprises with two senior faculties. As per the instruction, and guidelines of the affiliating university, and Annual Planning of the college, the N. S. S. Dept. makes its Annual Planning for the session.

The affiliating University issues the letter to the college to form a unit of 200 students of N. S. S. After getting the letter of university a Notice is displayed and circulated for the students for the registration to N. S. S. Dept. After registration to N. S. S. Dept. the meeting is called with the N. S. S. Students and the N. S. S. Advisory Committee. Advisory Committee conveys the mission and objectives of the N. S. S. to the volunteers of N. S. S. Also they placed the Annual Plan and Activities of the N. S. S. before the students which will happen throughout the session.

The village adoption is one of the guidelines of the university. And our N. S. S. Department has adopted a village named Kurhadi, Tahsil+District Gadchiroli, under Village Adoption Scheme. As per the Annual Plan the N. S. S. Program Officer chalks out the plan of the activities throughout the academic session. The details of the programmes are kept ready in N. S. S. Dept. few activities such as Plantation Drive, Cleanliness Drive, Sanitation Programme, Check Dam, Blood Donation Programme also done by the students.

The N. S. S. Dept. focused on Govt.'s Swacha Bharat Abhiyan in Special Camp of N. S. S. in adopted village. Few students got the chance to participate and represented the college for S. R. D. and N. R. D. Few students are willingly participated in various programme of the affiliating university, such as Avhan, Utkarsh, university level camps in other college. Those students participated in N. S. S. Special Camp at adopted village, they get maximum 10 marks as incentive marks. These marks are added to the final result of the annual exam of the university.

We have also practice under the N. S. S. Dept. to provide the games equipments, books and stationeries to the Z. P. Primary School of adopted village, records of such other activities are kept ready by the Dept.

The Special N. S. S. Camp in adopted village is of 7 days. And during these 7 days the N. S. S. volunteers are rendered their labour by doing odd jobs such as Drainage Cleaning, Street Cleaning, Public Bore-Well cleaning, digging a sanitation pit for toilet of the individual villagers etc.

Note : See Any Additional Information

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

**6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Response:**

**Response:-** Our Shivaji Mahavidyalaya, Gadchiroli is a private but govt. grant-in-aid college conducted by a private body. The college governs by the Top Management that is governing body, named Shivaji Shikshan Prasarak Mandal, Gadchiroli, comprises with ten executive members which is duly elected by the other members of the mandal by following democratic process for five years. It has one President, Vice-President, Secretary, Joint Secretary and six other Executive Members. This is the supreme body ( Top Management) of the college who conducts and handles all issues and matters of the college.

Apart from this our college has another Local Management Council which also comprises with eleven members. It has a Chair Person who is the president of Top Management, the principal of the college is an ex-officio member, two representatives from the Top Management, Five representatives from teaching and one representative from non-teaching staff.

Our college has also Teacher's Council, the principal is the chairperson of the council and all other senior teachers are the members of the council. All the teacher related issues such as academic, curricular, co-curricular, extra-curricular activities, and distribution of various type of work load and formation of various committees all these are the functions of the Teacher's Council.

It is the administrative set-up of the institution. All the development policies of the college planned and executed by these three governing bodies. All the recruitments of teaching faculties and non teaching staff, promotion, placement, increment of the teaching and non teaching staff, are governed and sanction by the Local Management Committee. Also grievance redressal and disciplinary actions observed by this committee.

Apart from these the college has various Committees, Boards and Cell who makes plan and procedures for the development of all academic, co-curricular and extra-curricular activities in our college, for detail observe Metric No. 6.1.2.

## 6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

**Response:** C. Any 3 of the above

| File Description | Document |
|---|---|
| ERP Document | [View Document](#) |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | [View Document](#) |
| Any additional information | [View Document](#) |

## 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

**Response:** The college has main three governing bodies, named Top Management, Local Management Committee and Teacher's Council. All the decision and development activities are governed and executed by the Local Management Council.

Local Management Council is a statutory Council comprises with the eleven members. The details of executive members and their designation is given below. One Chairperson who is the president of Top Management one ex-official Secretary the principal of the college, three members nominated by the Top Management, Five member are nominated among teachers as teachers representative, of one member nominated by non-teaching staff as representative of non-teaching staff.

Local Management Council is very active council of the college. All the decision making issues and development activities are governed by the council. We have already three Post Graduation Course in our college and as per the demand of the students, ex-students, parents and local community, Local Management Committee has decided to start again three Post Graduation Course in English, History and Commerce and such resolution is passed unanimously in the meeting of Local Management Committee. Before passing this resolution, all the members of L M C discussed and studied about all aspects of this course including the sufficient infrastructure and teaching staff then they passed this resolution.

After passing this resolution, the proposal of starting three Post Graduation Courses submitted to the State Government through the affiliating university and by seeing the need of our students and demands of the various stakeholders, the state authority approved three Post Graduation Courses for our college from the academic year 2013-14.

After starting Post Graduation Course in the college in year 2013-14 it is successfully running with good numbers of the admitted student in the various Post Graduation Courses in the college.

It is an example of activity which is successfully implemented based on the minutes of the meeting of the Local Management Committee. From the session 2017-2018 the Local Management Committee is replaced with College Development Committee by Maharashtra University Act, 2016.

## 6.3 Faculty Empowerment Strategies

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

**Response:**

**Response:** The welfare schemes are available for teaching and non teaching Staff in the college.

Teaching Staff

- Group Insurance to the teacher
- Medical reimbursement
- Extra remuneration for extra work other than teaching
- Loan facilities from Employee Credit Co-operative Society

- Duty leave for academic work
- Duty leave with T.A and D. A. for research reasons
- Regular annual increment
- Placement and promotion as per the rules.

  Non teaching Staff

- Festival advance for non teaching staff
- Group Insurance to the non teaching staff
- Medical reimbursement
- Loan facilities from Employee Credit Co-operative Society
- Earned leave for non teaching Staff
- Extra remuneration for extra work
- Time bound promotion is available the non teaching staff
- T. A. and D. A. for outgoing office work.

**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:** 12.31

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5       | 3       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | [View Document](#) |
| Any additional information | [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 programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | View Document |

**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**

**Response:** 28.15

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 4 | 1 | 6 | 4 |

| File Description | Document |
|------------------|----------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). | View Document |
| Details of teachers attending professional development programs during the last five years | View Document |

**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**

**Response:**

**Response** : The institution has its own Performance Appraisal System for teaching and non-teaching staff. The performance of the teaching and non-teaching staff is evaluated by the college administration and top management. The college administration assigned the duty to the respective teaching and non-teaching staff, and as per the instruction and guidelines of the administration the concerned teaching and non-teaching staff performed their assigned duty.

For teaching faculty, there is a proper methodology to assess the duty of teaching faculty, Self Appraisal Report and A P I form for the teaching faculty. At the end of the each academic year Self Appraisal Report. API form and Confidential Report is submitted by each and every individual teacher to

the college administration. All their academic activities, co-curricular activities, extra-curricular activities, research activities, publications, outreach activity, community involvement etc. are mentioned in the Appraisal form by observing this aspects, the college administration and top management assess the individual teacher. Again at the end of the academic year, the individual teacher submit the Annual Report of with assigned duty throughout the academic session. All these things help to the college administration to assess the work and duty of the teaching faculty. By seeing the performance through these various form the annual increment and promotion (CAS) is given to the individual teaching faculty by the top management and college administration.

For the non-teaching staff, there is a separate mechanism to assess the individual teaching staff. Various types of duties are assigned to the non-teaching staff as per their post and rank. At the end of the academic session the Confidential Report is submitted by the individual non-teaching staff to the college administration. The Confidential Report covers all the aspects and works of the non-teaching staff. The individual non-teaching staff fill the Confidential Report and submit to the principal. It helps the college administration to assess the work of individual non-teaching staff. By seeing the performance and remarks of the principal annual increment and promotion is given to the non-teaching staff in his due period.

## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institution conducts internal and external financial audits regularly**

**Response:**

**Response** : The institutions conducts various financial transactions. Each and every financial matter is maintained by the administrative dept. of the college. At the end of the financial year there is a mechanism of financial audit by external agency. That agency is decided by the State Govt.

There are two external agencies, which conduct the financial audit of the college, firstly financial audit conducted by the Joint Director, Higher Education Dept. Nagpur, and Secondly the financial audit of the college by Auditor General Office, Nagpur Division. And this financial audit conducted regularly by these two external agency.

Apart from it the grants received by the U G C New Delhi, also audited by private C. A. and Audit Report is submitted to the U G C, WRO, Pune for the final grant settlement.

As our college is a private grant-in -aid college and governed by private management, so our Top Management also observes and supervises the financial record of the college internally at the regular interval.

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

**Response:** 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during

the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of Funds / Grants received from non-government bodies during the last five years | [View Document](#) |

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

**Response:**

**Response:**  Our college has a status of 2(f) and 12(B) by UGC New Delhi.  We have received the financial assistance from the U. G. C. New Delhi, under various schemes and plans.  As per the need of the time and situation, various proposals were submitted to U G C and few of them were sanctioned and allocated amount was utilized for the given heads.  The amount was sanctioned for various schemes and utilized it.

With the financial assistance of the UGC, New Delhi our college has constructed women's Hostel, Library Building, purchased various equipment, develop faculties, conducted various classes for the students.  All these efforts for the development were for the students with the financial assistance of the U G C.  We are also going to start a Certificate Course in Communicative Skill in English with financial assistance of UGC.

Apart from the UGC assistance, we received grant from State Govt. Sports Dept. for the construction of protection wall of the college and for the development of playground.

The received grants were utilized for the proper purpose.

All the grants which are received from the U G C New Delhi, and State Govt. are utilized and Audited Certificates also submitted for the final Grant Settlement.

## 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:**

**Response :**  Internal Quality Assurance Cell (IQAC) plays vital role in the development of the college including academic, curricular, co-curricular and extra-curricular activities.  So many suggestions which are suggested by the IQAC are implemented by the college administration.  So many best practices are

concluded by the college, which are suggested by the IQAC, out of it two practices are given below.

**1.     Faculty Development :**  IQAC always motivates the faculty member to update their knowledge, skills and give the best and latest knowledge to their students.  For updating their knowledge, IQAC motivates them to participate and attend Orientation Programmes of their concerned subjects, Refresher Programme of their concerned subjects and Refresher Course in Disaster Management and Environmental Awareness, also to attend Short Term Course of research methodology.  Also IQAC motivates faculty members to publish papers in International / National Journal, to participate in Conference, Seminars and Workshop and present the research papers in it.

**2.     Remedial / Extra Classes for the students :**     Remedial and Extra classes for the students is another best practice by the faculty members, and it is also the  one of the suggestions of IQAC.  IQAC suggests the faculty members to arrange Remedial and Extra classes for the students.  And specially faculty of Commerce depts. take the extra and remedial classes for the Commerce students.

       In this way the college try to enhance the standard of research culture and also give extra time for teaching-learning process for betterment of the students.

       And it is the result of IQAC suggestions.

**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**

**Response:**

**Response** :  Internal Quality Assurance Cell (IQAC) plays vital role in the development of the college including all academic, curricular, co-curricular and extra-curricular activities of the college.  It has contributed significant role in enhance quality culture and research culture in the college.

     The two examples of institutional reviews and implementation of teaching learning reform facilitated by the IQAC are given below.

**1.     Qualification Upgradation and Encouragement of teaching faculty for research work.**

       IQAC encourages all teaching faculties and promote them to pursue Ph. D. degree and research publication and update their knowledge for the betterment of the students.  And apply their knowledge in the teaching-learning process.

       Out of 13 teaching faculties more than 8 teaching faculties have successfully completed their Ph. D. degree.  And near about all teaching faculties are actively engage in research publications National and International Research Journals.

**2.     Promoting use of technology in teaching learning process**.

We were following the traditional method of teaching-learning process in the classrooms. But as per the instruction of IQAC, the faculty members are encouraged to adopt the new methods and technologies of teaching-learning process in the class rooms. Three classrooms were equipped with projectors and our faculty members use power point presentation, internal connectivity, e-notes, open web resources are available.

All these technologies which are used in teaching-learning process in the classrooms by the faculty members are the suggestion of IQAC.

New methodologies and technologies are adopted and accepted by the faculty members for the betterment of classroom teaching-learning process.

**6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**

**Response:** 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
| --- | --- |
| Number of quality initiatives by IQAC per year for promoting quality culture | [View Document](#) |

**6.5.4 Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** D. Any 1 of the above

| File Description | Document |
| --- | --- |
| Details of Quality assurance initiatives of the institution | [View Document](#) |
| Any additional information | [View Document](#) |

**6.5.5 Incremental improvements made during the preceding five years** *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

**Response:**

*Response:- The college was assessed and accredited for first cycle in the January, 2004 by NAAC Bangalore. The college administration and management studied and analyzed the NAAC Peer Team Report, and took various initiatives for quality enhancement in the academic and administrative domain of education.  It became very useful and helpful for quality education and development.*

*The post accreditation initiatives taken by the college are mentioned below criteria wise.*

*Criterion - I        : Curricular Aspects*

*Criterion - II        : Teaching-Learning and Evaluation*

*Criterion - III       : Research, Ennovatio and Extension*

*Criterion –IV:    Infrastructure and Learning Resources.*

*Criterion –V:      Student Support and Progression*

*Criterion –VI:    Governance, Leadership and Management*

*Criterion –VII:  Institutional Values and Best Practices*

***For details see Any additional information.***

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1 Number of gender equity promotion programs organized by the institution during the last five years**

**Response:** 3

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 2 | 0 | 1 |

| File Description | Document |
|------------------|----------|
| Report of the event | [View Document](#) |
| List of gender equity promotion programs organized by the institution | [View Document](#) |

**7.1.2**

**1.Institution shows gender sensitivity in providing facilities such as:**
1. **Safety and Security**
2. **Counselling**
3. **Common Room**

**Response:**

Ans :   The college is very much cautious about gender sensitivity in the college campus.  No any gender discrimination happens or practices in the college campus.  We including all faculty members and non-teaching staff never discriminate between girls and boys students.  The college has Grievance Redressal Cell.  The complaint Box is kept on the campus.  It seriously took into the matter and tries to redress the grievances.  Our teachers and other stakeholders give equal weightage to boys and girls students.

The college has Woman Redressal Cell, which comprises with lady employee and other senior faculty members.  The committee takes into the matter of verbal, physical and sexual harassment of girl students.  The women's safety and security is the most important in the college. For the women's safety the committee takes all precautions, such displaying the notices on Notice Boards and through Banners.  We always follow the guidelines given by the State Govt. and affiliating University by constituting women safety cell, Student Redressal Cell and by deputing Anti –Discrimination officer in the college.

Apart from this, avoiding unsocial and unwanted issued in the college, has constituted Anti-Ragging Cell, Anti-Ragging Squad and Monitoring Cell, and take into such matter.  The Affidavit is signed by the

each and every students regarding anti-ragging before seeking admission in the college.  There are no any complaints, or any cases register against anyone by any girls student uptill, during last five year.  We have organized various activities about various issues related to women empowerment, for this we have organized "Tarunyabhan" programme on  06/02/2014 to 08/02/2014 by SEARCH,  NGO of  Dr. Abhay Bang (Maharashtra Bhushan).  It was three days workshop, where various issues of women students are dealt.  Such as girl students psychological status, women's hygiene, various diseases of women about their health, all these issues are of adolescent girls.  And very valuable guidance is given in these three days workshop.  Under Home Economics Dept. and specially lady teachers counsel the girl students on all issues and problems of women students.  Personal counseling is also made in the college by the lady teachers.  Under the Sports Dept. medical check-up camp organized by the college by specially lady doctor. Various programs also organized on the college campus specially under NSS Camp.

For the women students, the college has well equipped Common Room.  For the girl students,  all required physical facilities are available in the college.  There is a big Common Room having 300 sq. ft. area, having sufficient number of urinals, Indian and Western toilet for the girls students.  Western toilet is made available for physically able students.  Ladies Common Room has spacious Retiring Room, Changing Room, Urinals with good ventilation.

In ladies Common Room there is a bed (cot),10 benches, Fans,Drinking Water, First Aid Box and Vending Machine for sanitary napkins for the girl students.  For Common Room ramp is available it is very useful, essential and convenient for differently able girls students.  The facilities for differently able students are on the priority of the college.

---

**7.1.3 Alternate Energy initiatives such as:**

**1.Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 38.4

| File Description | Document |
|---|---|
| Details of power requirement of the Institution met by renewable energy sources | [View Document](#) |
| Any additional information | [View Document](#) |

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**7.1.4 Percentage of annual lighting power requirements met through LED bulbs**

**Response:** 39.58

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 15.20

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 38.4

| File Description | Document |
| --- | --- |
| Details of lighting power requirements met through LED bulbs | [View Document](#) |
| Any additional information | [View Document](#) |

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**7.1.5 Waste Management steps including:**
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

**Response :**

- **Solid waste management :**

The college has its own mechanism for the waste management.The college takes each and every precaution to maintain the campus eco friendly and clean.Big numbers of solid waste materials stored in the Store Room, during the complete academic year at the end of the session.We deposit it to the dumping ground of Municipal Council of Gadchiroli by calling garbage vehicle (Ghanta Gadi)of Municipal Council.

- **Liquid waste management :**

In the college campus, as per the needs of the infrastructure of the building special pipelines are fixed and arranged and connected to the drainage pipeline of the Municipal Council.  All the pipelines for liquid waste is underground and connected to Municipal Council drainage pipelines.  It is the Liquid Waste Management of the college.

- **E-waste management :**

All the electronic equipment of the college such as computers, Xerox

Machines, Fax Machine, T.V. etc.  So, many e-waste emerges annually and

regularly in the college.  Firstly we stored e-waste in the Store Room of the college and at the end of the session we deposit it to Dumping Ground of Municipal Council by calling garbage vehicle (Ghanta Gadi). Those equipments which are in not good condition can be replaced, we replace it for new purchase.

In this way we manage e-waste in the college.

## 7.1.6 Rain water harvesting structures and utilization in the campus

**Response:**

Ans :- The college has Rain Water Harvesting Project and for the smooth conduction of it, we have a Rain Water Harvesting and Compost Project Committee for it.  With the help of geography dept. and under the Nature Club, college works on rain water harvesting  project.

During the rainy season scattered water of rain on terrace diverts towards absorbing pit ( Shosh Khadda) through pipelines.  After it, the absorbing pit fills with sand, stones, coal and with plastic filter the filtered water pass through pipeline and goes to the borewell, where the filter water absorb and in this way water level of this ground near borewell increased and we get 24 hours  drinking water. Even in summer season water level of our borewell never goes down and it happens only due to rain Water Harvesting Project.

The Rain Water Harvesting Committee maintains it regularly and supervises it with the help of the students of Geography Dept. and students of Nature Club.

## 7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

Ans: The college is situated beside the main road of the city and center of Gadchiroli city.  Our college premises spread in 2.02 hector area.  Beside the protection wall, in front of the class room, in front of library and administrative office various types of trees and plants are planted. Well designed and beautiful garden is maintained in front of the administrative office.  Our college maintains it regularly.

We generally maintain the following green practices in the college premises.

1. Bicycles

Our Gadchiroli city is a small city and our students who make their up and down in the college by bicycle very few students use motor bikes.  Our teachers live in nearby the college premises and few of them come to college by walking. Few of them come to college by bicycle and few teachers come to college by motorbikes

1. Our students who live nearby villages of Gadchiroli city come to the college by using public transport that is by public transport and it become very convenient to the students because our college is situated at a walking distance from main bus stop of the city. Our teachers also used Public Transport if they want to go out of the city individually.
2. The Nagar Parishad of the city made the pedestrian friendly road from the main road to the college second gate. Our students and college teachers including all college staff use pedestrian friendly roads.

The college always ahead in clean and green campus .We have prohibitedthe plastic burning in the college.We hardly use plastics in the college campus.We have always ahead by taking initiative in plastic free campus.We display notices on the Notice Boardand banners about prohibition of plastic in the campus.Our Gondwana University, Gadchiroli, is recognizedas digital university and all the transactions from admission to declaration of the university result is online.Our office administrationhasCMS -1.0system.Our maximum works are become paperless.We use the office software for paperless work in the college.

We have big ground, around which various types of trees and plants are planted, and we maintain it.We have big and beautiful garden in front of the office administrative building.

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**7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 0.14

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.035460 | 0.032290 | 0.012020 | 0.003200 | 0.003100 |

| File Description | Document |
|------------------|----------|
| Details of expenditure on green initiatives and waste management during the last five years | [View Document](#) |
| Any additional information | [View Document](#) |

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**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**

6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** D. At least 2 of the above

| File Description | Document |
|---|---|
| Resources available in the institution for Divyangjan | [View Document](#) |
| Any additional information | [View Document](#) |

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**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**

**Response:** 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Number of Specific initiatives to address locational advantages and disadvantages | [View Document](#) |

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**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**

**Response:** 37

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7 | 11 | 9 | 5 | 5 |

| File Description | Document |
|------------------|----------|
| Report of the event | View Document |
| Any additional information | View Document |

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

| File Description | Document |
|------------------|----------|
| Any additional information | View Document |

**7.1.13 Display of core values in the institution and on its website**

**Response:** Yes

| File Description | Document |
|------------------|----------|
| Any additional information | View Document |
| Provide URL of website that displays core values | View Document |

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

| File Description | Document |
|------------------|----------|
| Details of activities organized to increase consciousness about national identities and symbols | View Document |
| Any additional information | View Document |

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** No

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Provide URL of supporting documents to prove institution functions as per professional code | View Document |

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 10

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 2 | 2 | 2 | 2 | 2 |

| File Description | Document |
|---|---|
| List of activities conducted for promotion of universal values | View Document |

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

Response:     The college has various committees and cells to run all the activities such as curricular activities, co-curricular and extracurricular activities.  The college conducts all the extra-curricular activities and cultural activities.  As a part of cultural activities, we conduct, celebrate and observe various activities and functions throughout the academic session.

         The Cultural Department of the college makes annual plan of the college and as per the plan.  The numbers of activities we celebrate and observe.

          The objectives of celebrating and observing the various activities in the college are to know the

devotion, contribution in nation building, the social commitment of our national heroes and social reformers. Through these programmes, we try to acquaint the relevent information and devotion about our national heroes to our students. As we celebrate and observe these programmes in the college and our students eagerly participated in these programmes. The interested students get the chance to promote themselves before the big student audience. They also get the chance to present themselves and also get the platform. As they get the stage and platform, they develop themselves and improve themselves. From such functions personality, stage daring, oration skill, communications skill develop. These function helps them to explore their hidden potential and present themselves before big students audience. They also make themselves perfect in all respect through these functions.

In the college numbers of birth anniversaries and death anniversaries of our national heroes and social reformers celebrated and observed. On these occasions we organized the programmes in the college.

The functions we celebrate and observed in the college are given below.

1.

02. 5th September – Teacher's Day Birth Anniversary of Dr. Sarvepalli

RadhaKrishnan.

03. 2nd October - Birth Anniversary of Mahatma Gandhi and Shri.

LalBahadur Shashtri.

04. 31st October - Birth Anniversary of Sardar Patel.

05. 14th November - Children Day. Birth Anniversary of Pandit Jawaharlal Neharu.

06. 6th December - Death Anniversary of Dr. Babasaheb Ambedkar.

07. 19th December - Birth Anniversary of Shri. J. T. Patil Mhashakhetri (Founder President of our educational society)

08. 3rd January - Birth Anniversary of Savitribai Phule.

09. 12th January - Birth Anniversary of Swami Vivekanand and Birth Anniversary of Rajmata Jijabai.

10. 19th February - Birth Anniversary of Chhatrapati Shivaji Maharaj.

11. 14th March - Death Anniversary of Late J. T. Patil Mhashakhetri.

12. 11th April - Birth Anniversary of Mahatma Phule.

13. 14th April-Birth Anniversary of Dr. B. R. Ambedkar

All these Birth Anniversary and Death Anniversary we celebrate and observe in the college. And our student try to get the inspiration from the national heroes.

It's our moral and social responsibilities to celebrate the national festivals each year. 15th August Independence Day, we all teaching staff, non-teaching staff and students, celebrate this national festivals with great enthusiasm. 26th January Republic Day we all the stakeholder celebrate it with great zeal. 26th November we celebrate Constitution Day with all stakeholders of the college. 1st May is Maharashtra Day.

## 7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

**Response:**

Response: Our institution is a private but Grant-in-aid college. All the obligations about the account and all transaction are follows.

Throughout the session there are numbers of financial transaction made by the college. There is a proper mechanism to handle all the financial, academic, administrative and auxiliary function. In all the activities we follow the democratic process and transparency in each and every respect. Whatever the financial matter it comes before the College Development Committee and after its approval there is a purchasing. Whatever the financial matter it comes before the C. D. C. After making transaction in the year, its Audit conducted by the Top Management in C. D. C. and finally it is audited by Joint Director, Nagpur Higher Education and Auditor General, Nagpur Division, Nagpur. We follow the complete transparency in financial matter, until the last session the Audit by A. G. is finalized.

For smooth conduction of academic activities, administrative activities and auxiliary function, we have formed more than 30 committees, cells, and bodies. As per the abilities, skill and experience, the weightage is given to the teachers in various committees, cells and bodies. Respective committee members make the plan of their activities, throughout the academic session. For smooth conduction of administration there are also various committees. As per the guidelines and instruction of affiliating university and need of administration they conclude their responsibilities.

We maintain complete transparence in all these things. As per the need the concerned committees perform their duties.

The performance of the college is specially depend upon the success and failure of these committees, cells, and bodies. Whenever there is success, the members of concerned committee is appreciated by the principal and whenever is some lacuna, in functional and conducting of any programmes or activity the principal gives suggestion and we try to sort out the problem in next time.

Apart from these, there are some event and programme shoulder on the teacher and at that time the concerned teacher accomplished the work and succeed it. And it is also the responsibility of our college to accomplish the activities and programmes which come at the eleventh hour.

In all respect there is a complete transparency in financials, academic, administrative and auxiliary

functions, because we are also the part of democratic process and it is our moral and social responsibility to do each and every things that is transparent and open to all.

## 7.2 Best Practices

**7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

**Response:**

**Best Practice : 1**

1. **Title of the Practice.**

Radium Sticker for the Bulls and Bullock-carts in the adopted village.

1. **Objective of the practice.**

1. To avoid road accident
2. To aware about road safety
3. To be safe on the road
4. To follow rules and regulations of the road.

1. **The Context :**

The volunteers of N. S. S. of the college with college teachers are very actively participated in the drive to stick radium stickers of to the bulls and carts of the adopted village in the rainy season the session 2017-18.

1. **The Practice :**

As it was the part of the plan to make aware to the people of adopted village about the road safety and security of bulls and carts.

With the help of N. S. S. volunteers before one day are discussed with the people of adopted village about this matter and they became agreed. In the Z. P. Primary School, before the villagers we discuss about the various rules, regulations and threats of road transport by bullock-carts. So we suggest the villagers, that N. S. S. Department will provide the radium stickers for their bulls and carts also. So on the decided day we went to the adopted village and with the help of villager and Sarpanch we pasted the radium stickers to the horns of bulls and carts of the village. It will helps to the villagers to avoid accident

on the roads, and make them aware about importance of traffic rules.

1. **Evidence of Success :**

This drive was conducted by the N. S. S. Volunteers with the help of the teachers. And all the relevant documents and evidences are kept ready and maintained by the N. S. S. departments.

1. **Problems Encountered and Resources Required.**

During this drive, to paste radium stickers to the horns of bulls, it became somewhat risky. Some villagers were reluctant for this drive, because it was the rainy season and their bulls were busy in farming and ploughing.

**Best Practice : 2**

1. **Title of the Practice :**

To clean the bank of Kathani river during Ganesh Festival.

1. **Objectives of the Practice :**

For this practice following objectives are framed.

1. To know the importance of cleanliness.
2. To create awareness about the cleanliness of public place that to clean bank of river.
3. To create awareness about immersion of Ganesh's idol in private place.
4. To clean the bank of river for pure water for people and animals.

1. **The Context :**

N. S. S. volunteers and others students of the college decide to clean the bank of Kathani river, which is generally become dirty with the scraps of Ganesh idol during Ganesh festival in immersion period of Ganesh idols.

1. **The Practice :**

On the Ganesh Festival period of ten days, numbers of people immerse their Ganesh idols with the scraps of prayers in the pure water of river. Our N. S. S. volunteers and other students went to Kathani river including girls students and clean the bank of Kathani river. They also clean the stairs of the bank of Kathani, our students and teachers also collect the scraps(Nirmallya) to whom the people immerse in the pure water of river. The idols which is made up of plastic of Paris never melts in water, our student collect it and handed over to the Municipal Corporation, Gadchiroli, because this drive was conducted with co-operation of Municipal Corporation, Gadchiroli. Some idols of Ganesh were made of clay but inside the idol, there are wooden sticks and bamboos for support, that scraps and used material during prayers and it is collected by our students and handed over to the tractor of Municipal Corporation, Gadchiroli.

In this way we make small efforts to clean the bank of Kathani river which is 3 k. m. away from our college premises. From we get the drinking water.

1. **Evidence of Success :**

The practice which is done in the academic session 2017-18 by the N. S. S. volunteers and other college students including girls students, cleaning the bank of Kathani river. The photography and relevant document are kept ready and maintained by the N. S. S. Department. In this drive, Municipal Corporation of Gadchiroli was also involved, so the report of same may be available in Municipal Corporation, Gadchiroli.

1. **Problems Encountered and Resources Required :**

During the period of cleaning the bank of Kathani river during Ganesh festival, there are number of people came to immerse the Ganesh idols, so we clean the bank during noon period and next day, it became dirty by scraps in the next day. So it was not possible to us to clean the bank regularly. Only solutions for this problem are awareness among the people, to immerse their Ganesh idols in private pond.

## 7.3 Institutional Distinctiveness

**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust**

**Response:**

**Response:** It's a dream of each institution that its students should be excelled in the merit list of affiliating university. Again the college dreams to see its student be the gold medalists in the university examination. All the stakeholder teacher, managements, parents and alumni, all these directly and indirectly think about this issues. To bring laurels by carving their names in the merit list of university, is one of the prestigious things and great honour to any educational institution.

So, all the stakeholders think about it and motivate the student to carve their names in the merit list of affiliating university.

Our college is one of the leading college the district place, it has big central library in the college. It has numbers of books, textbooks, reference books etc. on all subjects.

In the Teachers Council, we have decided to do such practice in the college, that become prestigious for our college. So each and every teacher decided to motivate our students to carve their names in the merit list of the affiliating university.

As our university established in year 2011, and from that period each teachers make exercise on this issue. Our top management, teachers to take all efforts regarding this issues. Our students are College Development Committee and Principal motivate the teachers to take all efforts regarding this issues. Our students are coming from all parts of social section, out of it very few students are already having great talent and passion to do extra ordinary thing. Our teachers took special attention to these students, to achieve the goal, for this students got benefitted by college library, personal counseling, extra classes, special notes, suggestions to read various reference books, special notes from Internet, techniques of writing and solving question papers. Each and every efforts have been made by the concerned teacher, whatever our teachers have done for the students, but after all it is depend upon the talent and writing skill of students, which helped him to excel in the merit list of the university.

As our mission and vision do show that to bring laurels for the college by carving the names in merit list of the university, but it is our social commitment to do such practice in the college that will bring laurels to the college. It is very prestigious honour to our college that since academic year 2014-15 to uptil

now 15 student from Arts and Commerce dept. brought laurel to the college by carving their names in the merit list of affiliating university. The list of meritorious student year wise attached herewith. Our students who were from commerce faculty are C. A. and C. S. and practiced in their social life.

It is the result of all the stakeholders including our honoured students by whom we are feeling the honour in the educational, social community. Our students who carved their names in merit list of affiliating university, already they are felicitated by the affiliating university at the time of convocation but it is our moral and social responsibility to felicitate and honour in the college during the Alumni Meet and Annual College Day.

Not only the meritorious student in the university but the students of each class who ranked themselves first rank in the previous examination they also felicitated and appreciated by offering letter of appreciations and mementoes at the hands of executives members of top management of the college and chair person of the function. The motive behind this is to inspire and motivate rest of the students to be in the rank of them.

Fame and popularity of any college only depend upon the responsible students, who placed themselves in society and serve society.

We focused to our talented students, it means not that we have neglected to our ordinary students, we pay equal attention to others students also. There are numbers of student who pass out from the college and placed themselves in various govt. and private sector and enlighten the name of our college. Each year we try to make the contact with them and try to invite them. In Alumni Meet some attend and some not. But though they could not attend at Alumni Meet but they always feel good and positive about our college.

Here after we will also do this exercise for the talented and extra-ordinary girls and boy student and always motivate them, help them and expect from them to carve their name in merit list of the affiliating university and hope to bring honour for the college hereafter also.

The List of the students who figured in the merit list of the University and won medals.

| Sr. No. | Session | Name of students | Programme (Subject) | Rank in Merit University, Gadch | |
|---------|---------|------------------|---------------------|--------------------------------|---|
| 01. | 2014- 2015 | Sachin Bhaskar Bhurse | B. Com | 3rd Rank | |
| 02. | 2014- 2015 | Ku Anita Ghisulal Kabra | B. Com | 10th Rank | |
| 03. | 2014- 2015 | Sachin Deorao Malode | M. A. (History) | 4th Rank | |
| 04 | 2015- 2016 | Ku Sandhya Deorao Kheole | M. A. (English) | 1st Rank | |
| 05. | 2015-2016 | Ku. Sonali Purushottam Urkude | M. A. (Marathi) | 6th Rank | |
| 06. | 2015-2016 | Ghanshyam Keshao Bhandekar | M. A. (History) | 1st Rank | |
| 07. | 2015-2016 | Ku. Sujata pandhari Undirwade | M. A. (History) | 3rd Rank | |
| 08. | 2015-2016 | Ku. Puja Prabhakar Borkute | M. A. (History) | 4th Rank | |

| 09. | 2015-2016 | Yashwant Markandi Meshram | M. A. (Political Science) | 5th Rank | |
| 10. | 2016-2017 | Ku Sarita Tuge Tumreti | M. A. (Marathi) | 1st Rank | |
| 11. | 2017-2018 | Ku. Sujata Lalji Morande | M. A. (Political Science) | 1st Rank | |
| 12. | 2017-2018 | Deorao Keshao Bobate | M. A. (Political Science) | 3rd Rank | |
| 13. | 2017-2018 | Ashish Drarakprasad Swami | M. Com. | 1st Rank | |
| 14. | 2017-2018 | Mayur Honaji Dhote | B. Com. | 6th Rank | |
| 15. | 2017-2018 | Ku. Pranali Naktuji Shende | M. A. ( History) | 5th Rank | |

# 5. CONCLUSION

## Additional Information :

**Compliance Report on the Suggestions given by NAAC Peer Team (2004)**

Total 17 suggestions were given by esteemed NAAC Peer Team and out of 17 suggestions, 14 suggestions are fulfilled by the College Administration and Top Management of the institution during last few years. We will try to fulfill the remaining suggestions in the near future.

And we are look forward for better commitment towards our institution's vision and mission.

In changing scenario of educational field, we are striving to see the challenges in higher education.  The college strives to maintain the quality and standard in teaching-learning process and leads towards the objectives through curricular, co-curricular and extra-curricular activities.

Through the above aspects we try to accomplish the following objectives

- Overall development of the students.
- To make them aware the realistic social condition of the rural people.
- To make them able to adapt with rural and village culture.
- To make them able to be a good and ideal citizen
- To arrange various co-curricular and extra-curricular activities for their personality development.
- To make them able to find out the true path for their better future.
- To make them aware about various current social issues.
- To make them competent to solve their own problems.
- To motivate them to lead the nation and the society.

## Concluding Remarks :

First of all, we are regretting for being late for assessment and accreditation of our college by NAAC, Bangalore.

Our college is affiliated to newly established Gondwana University, Gadchiroli in the year 2011. We have adopted semester wise examination pattern to all UG and PG programs. Since academic year 2016-17 we have adopted Choice Based Credit System to all UG and PG programs.

As our vision and mission show, overall development and make them able to competent to our students for any challenges. We always strive to give each and every opportunity to our students, by participating in various co-curricular and extra-curricular activities. We are continuously upgrading the facilities and infrastructure to respond the changing scenario of educational environment. Recently, we have constructed two storey buildings for Post Graduation Programs by self finance.

The college faculties are skilled and experienced in their field and have responsibly engaged in social community through student's activities. They are playing their role in educational atmosphere as a guide, philosopher & friend. All we live up to the vision and mission of the college by catering this noble service of

higher education to the rural, backward and tribal students of the area. It is the tribute and salute to our visionaries, founder members of our educational society Shri. Shivaji Shikshan Prasarak Mandal, Gadchiroli.

A step towards better future..

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 2.1.2 | Average Enrollment percentage<br><br>(Average of last five years)<br><br>2.1.2.1. Number of students admitted year-wise during the last five years<br>Answer before DVV Verification:<br><br>2.1.2.2. Number of sanctioned seats year-wise during the last five years<br>Answer before DVV Verification:<br><br>Remark : The numbers are based on classroom wise data as submitted by HEI and only data of First students from all programs should be done |
| 2.1.3 | Average percentage of seats filled  against seats reserved for various categories as per applicable reservation policy during the last five years<br><br>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years<br>Answer before DVV Verification: |

Under 2.1.2.1 — Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1774 | 1812 | 1815 | 1650 | 1316 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1040 | 1005 | 1100 | 980 | 860 |

Under 2.1.2.2 — Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 2640 | 2640 | 2640 | 2640 | 2400 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1774 | 1812 | 1785 | 1649 | 1319 |

Under 2.1.3.1 — Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1522 | 1553 | 1522 | 1418 | 1144 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 950 | 950 | 950 | 850 | 700 |

| | |
|---|---|
| | Remark : Based on the classroom wise data provided by previous metric |
| 2.3.2 | Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.<br><br>2.3.2.1. Number of teachers using ICT<br>Answer before DVV Verification :  13<br>Answer after DVV Verification: 0<br><br>Remark : Projector screens cannot be considered |
| 2.4.3 | Teaching experience per full time teacher in number of years<br><br>2.4.3.1. Total experience of full-time teachers<br>Answer before DVV Verification :  12.23 years<br>Answer after DVV Verification: 134 years |
| 3.3.3 | Number  of Ph.D.s awarded per teacher during the last five years<br><br>3.3.3.1. How many Ph.Ds awarded within last five years<br>Answer before DVV Verification :  5<br>Answer after DVV Verification: 5<br>3.3.3.2. Number of teachers recognized as guides during the last five years<br>Answer before DVV Verification :  0<br>Answer after DVV Verification: 3<br><br>Remark : As per last metric, 3 research guides |
| 3.3.4 | Number of research papers per teacher in the Journals notified on UGC website during the last five years<br><br>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years<br>Answer before DVV Verification:<br><br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>8</td><td>7</td><td>9</td><td>1</td><td>8</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table><br><br>Remark : None of the journals are available in UGC website |
| 4.1.3 | Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, |

etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification :  24
Answer after DVV Verification: 2

Remark : Error 404 in the weblink provided. Based on old proofs only two classrooms/seminar halls

| 4.1.4 | Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years. |
|---|---|
| | 4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) |

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 150000 | 400000 | 550000 | 200000 | 700000 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 9.2 | 4.0 | 5.5 | 2.0 | 7.0 |

| 4.2.3 | Does the institution have the following: |
|---|---|
| | 1. e-journals |
| | 2. e-ShodhSindhu |
| | 3. Shodhganga Membership |
| | 4. e-books |
| | 5. Databases |
| | Answer before DVV Verification : A. Any 4 of the above |
| | Answer After DVV Verification: C. Any 2 of the above |
| 4.2.4 | Average annual expenditure for purchase of  books and journals  during the last five years (INR in Lakhs) |
| | 4.2.4.1. Annual expenditure for purchase of  books and journals  year-wise during the last five years (INR in Lakhs) |

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| | | | | |

| 63058 | 195824 | 331773 | 241170 | 110958 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| 0.63058 | 0.47033 | 1.95824 | 3.31773 | 2.41170 |

| 4.2.6 | Percentage per day usage of library by teachers and students |
| --- | --- |

4.2.6.1. Average number of teachers and students using library per day over last one year
Answer before DVV Verification :  371
Answer after DVV Verification: 25

Remark : The log book on average is not more than 25

| 4.4.1 | Average Expenditure incurred on maintenance of  physical facilities and academic support facilities excluding salary component, as a percentage during the last five years |
| --- | --- |

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| 332426 | 488685 | 771114 | 878648 | 1000000 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| 9.09510 | 4.80595 | 10.71115 | 8.80267 | 11.97584 |

| 6.5.3 | Average number of quality initiatives by IQAC for promoting quality culture per year |
| --- | --- |

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| 2 | 2 | 2 | 2 | 2 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 0 | 0 | 0 |

Remark : The links are not working

| 7.1.8 | Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years |
|---|---|

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1120 | 32500 | 32400 | 8900 | 5000 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0.035460 | 0.032290 | 0.012020 | 0.003200 | 0.003100 |

| 7.1.10 | Number of Specific initiatives to address locational advantages and disadvantages during the last five years    7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years |
|---|---|

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 7 | 11 | 9 | 5 | 5 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

Remark : None of the initiative pointed out addresses locational advantage / disadvantage

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.2 | Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years |

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1522 | 1553 | 1522 | 1418 | 1144 |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1320 | 1327 | 1320 | 1320 | 1160 |

| 2.2 | Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs) |
|---|---|

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1728918 | 1442706 | 1943423 | 1431266 | 1762460 |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 18.26123 | 8.86780 | 16.56802 | 10.47176 | 18.59364 |