

# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**VIDYASAGAR KALA MAHAVIDYALAYA**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

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# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Vidyasagar Kala Mahavidyalaya, Khairi (Bijewada), Ramtek, permanently affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Maharashtra, was founded on 9 August 1999 by Vidyasagar Education Society, Ramtek. It was founded by the great visionary Late Dr. Vinodkumar Jaiswal with the purpose of imparting quality higher education to the tribal and rural population in and around Ramtek. The institution is grant-in-aid and recognized by the government of Maharashtra. It is recognized by the UGC under section 2(f) and 12 (B) of the UGC Act 1956. The institution is registered under All India Survey of Higher Education (AISHE) by MHRD and Management Information System (MIS) of the government of Maharashtra. From its humble beginnings, the institution has come a long way. Today, it is a leading institution at Ramtek with a consistent record of rank holders at the University, which is a hallmark of its quality and excellence.

### **Vision**

The vision of the institution is to develop it into a center of excellence in education and to extend the benefits of quality education to the tribal, rural and underprivileged sections of society.

### **Mission**

The mission of the institution is to develop the all-round personality of students and make them better human beings and responsible citizens of India.

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

### **Institutional Strength**

- A.** The greatest strength of the institution is its consistent academic excellence which is indicated by the increasing number of students receiving medals and prizes in the university examination.
- B.** The academic consistency is the result of the effective curriculum delivery mechanism of the institution.
- C.** The presence of 100% faculty who are competent and well qualified in their subjects with quality research experience (Ph.D.) and NET/SET.
- D.** Bridge programs and remedial measures for slow and medium learners
- E.** Functional Alumni Association
- F.** The sprawling campus of 3.5 acres
- G.** The consistently increasing number of girl students

H. Supportive management.

### **Institutional Weakness**

- A.** The greatest weakness of the institution is lack of sufficient financial resources.
- B.** Inadequate physical infrastructure.
- C.** Inadequate IT infrastructure.
- D.** Insufficient number of books and other facilities in the library as a knowledge resource center.
- E.** Lack of software for the academic and administrative management system.
- F.** The locational disadvantage.

### **Institutional Opportunity**

- A.** After accreditation ample opportunities for further development.
- B.** Submission of proposals to RUSA, UGC for development assistance.
- C.** Hundred percent ICT enabled teaching.
- D.** Introduction of job and skill oriented courses for rural and tribal students
- E.** Introduction of courses like home science, home economics for girls.
- F.** Introduction of PG courses.
- G.** Developing a beautiful and Green Campus
- H.** Facilities for Sports and Games

### **Institutional Challenge**

- A.** Financial crunch to fulfill the aspirations of the institution
- B.** Students as first generation Learners
- C.** Vast student diversity: Economic, Social, Educational and Intellectual
- D.** Increasing drop out of girls due to early marriage syndrome in the rural and tribal society.

**E. Lack of placement opportunities and employability in rural area**

**F. Lack of quality and competitive atmosphere in the secondary and higher secondary institution of the surrounding regions.**

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institution has a dynamic mechanism of curriculum delivery. 100 % teaching posts are filled up in the institution and among them, 80 % are Ph.D. holders. With this potential, the institution is able to deliver the curriculum designed by the University very smoothly. The institution has a strategic plan, by following the academic calendar of the university, of communicating the teaching plan to the students in the beginning. The IQAC, after its establishment, has a Curriculum Monitoring Committee to monitor the whole thing. As a part of curriculum enrichment, an environmental study is mandatory for the second year students. The students of Sociology, History, Political Science, and Economics undertake various subject related field projects. The institution offers skill oriented and subject based Certificate Courses in Communication Skills and Personality Development, Yoga and Meditation and Marathi Shudhalekhan. The students are encouraged to practice Yoga and meditation for increasing the efficiency of their mind and body. The institution takes feedback from students, teachers, parents and alumni and after analyzing it, prepares a report in order to ensure and improve quality in its performance.

### **Teaching-learning and Evaluation**

The institution is fulfilling its mission by giving admission to socially, economically and educationally deprived students. 90% of the students admitted to the institution are from the reserved categories. There is large scale diversity in the learning levels of the students. For addressing this problem of diversity, the institution has initiated so many remedial measures. The institution has recruited 100% faculty against sanctioned posts. The faculty members are competent and well qualified in their subjects with quality research experience (Ph.D.) and NET/SET. The average teaching experience of teachers is more than 13 years.

The institution has shifted from traditional methods of teaching to modern methods with the use of ICT. 70% of the teachers are using ICT tools and therefore the classrooms are student- centric and conducive for the learning purpose. With the adoption of semester- pattern, the teaching–learning process has become more participatory in nature. Continuous Internal Evaluation (CIE) ensures active participation of the learners. The institution since its beginning till date has been consistently making its mark in the university examination. The institution till date has more than 17 gold and silver medalists in various subjects in the university examination.

### **Research, Innovations and Extension**

The institution has organized a Seminar on Economics by mobilizing own resources. The main theme was ‘The Economic Thoughts of Dr. B. R. Ambedkar’. Four teachers are recognized research supervisors. Ten scholars have been awarded Ph.D. Degree in various subjects under their supervision. Seven books have been published

by teachers on various subjects with ISBN. Two books have won state level awards. The teachers regularly present and publish papers in the conferences and reputed research journals. Our institution is emerging as an incubation center for universal human values and ethics. The students and teachers adopt ICT enabled methods for collecting information about various government funded project and the data thus collected is transferred to the Gram Panchayat.

Research conclusions of teachers are also helpful to inculcate and spread the importance of critical thinking and human values for bringing about social transformation. The institution organizes a number of extension activities in the neighboring villages. These activities are helpful in sensitizing students to social issues like Gender Equity, Cleanliness, Protection of Environment, Water Conservation, Superstitions, Health and family planning, Education of Girls, Road Safety, Sexual harassment of women, domestic violence in rural life, etc. The institution promotes various government schemes and programs like Swacch Bharat, Digital India, Vittiya Saksharata, Sarvashiksha Abhiyan, etc. under the banner of NSS.

The institution has a functional MoU with EcoBio Herb Pvt. Ltd. and Balaji Bio Remedies, Ramtek for student training and internship and linkage with M. G. Arts and Commerce College, Parseoni for faculty exchange.

## **Infrastructure and Learning Resources**

The institution has a sprawling campus of 3.5 acres. It also has an adequate building to run a single faculty. Three classrooms are ICT enabled, and the library is also upgraded with computers, high- speed internet connectivity, reprographic facility and Wi-Fi facility. There is a separate common room for girls. The institution has limited facility for sports and cultural activities.

There is a well-furnished Library with sufficient number of books, journals and periodicals and newspapers. Library has membership of the NList program of INFLIBNET and with the help of this facility students have access to unlimited e- resources for learning. The institution has also adequate IT facilities for the smooth functioning of the institution. For the regular maintenance of the building and IT infrastructure, the institution uses local agencies.

## **Student Support and Progression**

The institution has an effective student support mechanism such as Students' Council, Students' Grievance Redressal Cell, Anti- Ragging Cell, Committee for SC, ST, OBC and minorities, Women's Cell, Career guidance for Competitive examinations, Remedial Coaching, Yoga and meditation, Induction Program for fresher and farewell program for the out-going students.

The institution regularly publishes students' magazine for the creative exposure of the students and organizes various cultural and sports activities, celebrates Annual Sports Day and Annual Social Gathering for their sports and artistic potentials. The institution encourages and ensures maximum participation of students in all the activities of the institution.

About 90% of the students are benefitted by various scholarships. The institution has functional Alumni Association. Recently, Alumni Association has initiated an Alumni Scholarship to provide a helping hand to needy students to continue their education. The institution continuously felicitates meritorious students.

The prominent Alumni are serving in different positions and places in Maharashtra and outside of Maharashtra from Assistant Professor to Tahsildar, teacher to clerk, defense personnel to police personnel. Most of them are self-employed in sectors like agriculture, business, and transportation. Since majority of the students are from rural and agricultural families, they are successfully developing their own farms and contribute to agricultural production and thereby to nation building. About 32 pass out students of the last batch (2016-17) are pursuing their higher education in different institutions.

## **Governance, Leadership and Management**

The institution has an effective leadership and co-ordinative and participative management mechanism for fulfilment of its vision and mission. The statutory governing body has three elected teacher representatives and one non-teaching staff member. This body functions on democratic principles based on participatory decision making. The participatory and democratic function of the recently constituted CDC have extended its scope and meaning by including more stakeholders in it as per the Maharashtra Public Universities Act 2016. By constituting the IQAC, the institution has intensified the practice of decentralization and participative management. The successful completion of SSR well within time is the result of decentralization and maximum participation of the teachers. The institution has successfully completed the process of permanent affiliation. Inclusion of the institution under 2(f), 12(B), AISHE, MIS, SSR preparation, IIQA submission is the result of the strategic plan.

The institution supports fully various welfare measures for the staff. The institution has PBAS only for teachers. The teaching faculties are inspired to undertake and successfully complete the Orientation Course, Refresher Course and Short Term Course for their career advancement.

The institution has implemented e-governance in the area of examination and trying its level best to increase the area of operations through e-governance. The institution has a proper mechanism of audit. As far as mobilization of funds is concerned, the institution, with all its limitations in physical infrastructure and financial resources, has adopted its strategy, over the years, for maximum mobilization and utilization of available resources.

## **Institutional Values and Best Practices**

The institution ensures the safety and security of the girl students inside the campus and conducts gender equality programs and counseling. The institution has a solid-waste management system and limited scope for rain-water harvesting. But, the institution encourages practices like tree-plantation, green landscaping, and promotes the slogan, Green Campus- Clean Campus. 15% of lighting power requirement of the institution is met through LED bulbs. The institution has no divyangjan students, but one of the staff members is divyangjan, and is supported by proper physical facilities. The institution makes every attempt to address locational advantages and disadvantages by organizing various activities. It also honestly attempts to contribute to the local community through social activities. The institution organizes Blood Donation Camp in the fond memory of its founder President Dr. Vinodkumarji Jaiswal since last sixteen years.

The institution also organizes programs to increase consciousness about national identities, fundamental duties and national festivals. Samvidhan Quiz and Sadbhavana Week are regular activities of the institution. Birth and death anniversaries of national leaders are celebrated in the college with due respect.

The institution has an effective and continuous two Best Practices such as (i) Felicitation of Meritorious students and (ii) Charitable Support by the students to an Old Age Home. The consistency of academic potentiality and excellence is a unique feature of the intuition, distinctive to its vision, priority and thrust.

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## 2. PROFILE

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### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	Vidyasagar Kala Mahavidyalaya
Address	Khairi (Bijewada) Ramtek
City	Khairi Ramtek
State	Maharashtra
Pin	441106
Website	<a href="http://www.vidyasagarartscollege.org">www.vidyasagarartscollege.org</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	P. K. Unnikrishna Pillai	07114-7722039541	9423605177	-	info@vidyasagarartscollege.org
IQAC Coordinator	Sawan G. Dharmpuriwar	07102-225075	9420960958	-	d.sawan10@gmail.com

<b>Status of the Institution</b>	
Institution Status	Grant-in-aid

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>	
Date of establishment of the college	09-08-1999

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

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date
2f of UGC	04-01-2013
12B of UGC	11-04-2016

**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
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**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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Khairi (Bijewada) Ramtek	Tribal	3.5	1954

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Arts And Social Sciences	36	H.S.C.	Marathi	560	464

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				9			
Recruited	1	0	0	1	0	0	0	0	7	2	0	9
Yet to Recruit	0				0				0			
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			

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

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	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.	1	0	0	1	1	0	4	1	0	8
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	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	1	0	1

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	89	0	0	0	89
	Female	375	0	0	0	375
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>						
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	
SC	Male	10	19	14	9	
	Female	28	40	51	54	
	Others	0	0	0	0	
ST	Male	15	16	10	12	
	Female	58	56	50	48	
	Others	0	0	0	0	
OBC	Male	32	57	33	27	
	Female	163	174	184	205	
	Others	0	0	0	0	
General	Male	12	4	5	2	
	Female	20	12	25	27	
	Others	0	0	0	0	
Others	Male	19	11	10	7	
	Female	75	58	77	58	
	Others	0	0	0	0	
<b>Total</b>		432	447	459	449	

### **3. Extended Profile**

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#### **3.1 Programme**

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

**Response : 1**

**Number of self-financed Programmes offered by college**

**Response :**

**Number of new programmes introduced in the college during last five years**

**Response :**

#### **3.2 Student**

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

2016-17	2015-16	2014-15	2013-14	2012-13
432	447	459	449	415

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

2016-17	2015-16	2014-15	2013-14	2012-13
280	280	280	280	230

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

2016-17	2015-16	2014-15	2013-14	2012-13
79	99	111	88	81

**Total number of outgoing / final year students**

**Response : 458**

#### **3.3 Academic**

**Number of teachers year wise during last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
11	11	11	11	11

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	10	10	10

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	10	10	10

**Total experience of full-time teachers****Response : 130****Number of full time teachers worked in the institution during the last 5 years****Response : 10****3.4 Institution****Total number of classrooms and seminar halls****Response : 04****Total Expenditure excluding salary year wise during last five years ( INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
93.18	88.33	80.42	69.38	58.14

**Number of computers****Response : 17**

**Unit cost of education including the salary component(INR in Lakhs)**

**Response : 0.53**

**Unit cost of education excluding the salary component(INR in Lakhs)**

**Response : 0.27**

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## **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:**

The curriculum is framed and prescribed by the affiliating University, i.e. R.T.M. Nagpur University, Nagpur. The institution follows the curriculum prescribed by the university in every subject. In order to ensure and achieve effective delivery of the curriculum, the following initiatives are taken by the institutions which are well planned and well documented. The major initiatives are as follows:-

- 1) In the beginning of each academic session, a meeting of the staff council is convened by the principal to discuss the effective implementation of the curriculum. An academic calendar for the college is prepared as per the academic calendar prescribed by the university. A time table is prepared as per the norms to distribute the entire work load among the teachers for the whole year.**
- 2) In the beginning of the academic session, a few teaching periods are devoted to familiarize the students with the syllabus, the distribution of marks, the pattern of examination , the course plan, the difficulty level of each units and completion of the curriculum well in time.**
- 3) A Curriculum Monitoring Committee is constituted in the very beginning to monitor all these activities and submit the report to the IQAC and to the Principal.**
- 4) The concerned subject teachers prepare a monthly teaching plan, approved by the Principal and follow it strictly.**
- 5) The teachers maintain a teaching diary on a daily basis. It is ensured that the allotted units are completed within the stipulated time.**
- 6) In order to make the teaching - learning process more student- friendly and effective, various audio-visual aids are used in the classroom.**
- 7) In addition to the above, regular seminars, workshops, guest-lectures, interactive sessions with students are also organized to effectively deliver the curriculum even to the last student of the classroom.**
- 8) Moreover, continuous and comprehensive evaluation of the syllabus taught is done by monthly tests, terminal exams, assignments and viva-voce tests as well.**
- 9) Extra classes are conducted, if needed, in order to compensate the working hours lost due to various reasons beyond our control.**
- 10) The students are motivated to use subject books and other reading materials available in the library**

**11)** In subjects like English, various extra measures and efforts are taken to effectively deliver the curriculum.

- i) Tutorials for a small group of twenty students.
- ii) Audio-visual aids which are available.
- iii) Interactive sessions to develop language skills.
- iv) Extensive use of library.
- v) More writing and speaking exercises inside the class room.

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

**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Details of the certificate/Diploma programs	<a href="#">View Document</a>

#### **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:** 42

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	5	2	2	2

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

**Response:** 0

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

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>

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

**Response:** 0

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

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

### 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:** 7.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
50	80	30	0	0

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

## 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:

The Institution conducts the following courses and programmes apart from the core courses in order to address the issues of Gender, Environment and Sustainability, Human Values and Professional ethics.

- 1) Environmental Studies
- 2) Gender Sensitization
- 3) Yoga, Meditation, Morning assembly & prayer etc.

#### 1) Environmental Studies :-

A Course named Environmental Studies is mandatory for all students at the UG Level in the second year of the Degree Course. This course throws open to the students the issues relevant to environment and sustainability. The aim of this course is to make the students aware of the challenges such as environmental pollution, protection of the environment, global warming, deforestation, sustainable development, water conservation, non- conventional energy production, low-cost energy production etc.

The Student participation data of the Environmental Studies Course is as follows: **No. of Beneficiary Students in 2016-17- 156. No. of Beneficiary Students in 2015-16- 146. No. of Beneficiary Students in 2014-15- 184. No. of Beneficiary Students in 2013-14- 146. No. of Beneficiary Students in 2012-13- 116.**

#### Nature Club:-

In the college, a Nature Club is constituted every year. The students who are interested in various issues related to Environment become members of the club. The activities of the club members are monitored by a teacher. The student members in their first meeting plan various programmes and activities to be organized under the banner of the Nature Club throughout the year. These activities include the following:

- i) Tree plantation in the campus and off the campus
- ii) Water conservation through rain-water harvesting
- iii) Protection of the saplings inside the campus

iv) Awareness programmes for the students and villagers.

v) Sustainable development without destroying Nature.

### **1) Gender Sensitization :-**

The college is a co-educational institution. The number of girls outnumbers the number of boys. Majority of the girls and boys are from extremely poor families. They are first- generation learners who are deprived socially, educationally and economically. Many of them are not aware of the issues of gender equality or gender discrimination.

In order to address these problems, a Women's Cell is constituted in the college. This cell consists of one or two senior lady teachers, a woman social activist of the village, one lady doctor and a few well known people. Various programmes are organized by the cell to create awareness among the girl students about their rights, safety, health care, personal hygiene and right to equal opportunities with boys.

The programmes include educational counseling, pre-marriage counseling, motivational training, career orientation and gender equality.

### **1) Yoga, Meditation, Morning Assembly & Prayer :-**

The curriculum in the college starts with the morning assembly. First there is a prayer session. The prayer is a poem by Rashtrasant Tukadoji Maharaj. Yoga and meditation sessions for students, teachers and non-teaching staff members are organized in the college on a weekly basis,

### **Core Course Conducted in the College: -**

#### **B.A. Degree Course with the following subjects:**

- i) English ii) Marathi iii) History iv) Economics v) Sociology vi) English Literature vii) Political Science viii) Marathi Literature

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

**Response: 3**

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

Response: 3

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

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

**Response:** 4.17

#### 1.3.3.1 Number of students undertaking field projects or internships

Response: 18

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 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:** A.Any 4 of the above

File Description	Document
URL for stakeholder feedback report	<a href="#">View Document</a>

**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:** C. Feedback collected and analysed

File Description	Document
URL for feedback report	<a href="#">View Document</a>

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## **Criterion 2 - Teaching-learning and Evaluation**

### **2.1 Student Enrolment and Profile**

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

**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### **2.1.2 Average Enrolment percentage (Average of last five years)**

**Response:** 81.86

2.1.2.1 Number of students admitted year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
432	447	459	449	415

2.1.2.2 Number of sanctioned seats year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
560	560	560	560	460

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### **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:** 93.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
245	266	272	270	208

File Description	Document
Any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**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:**

The college is situated in a rural and notified tribal area. The catchment areas for the college are Ramtek and adjoining villages. Majority of the students seeking admission are from educationally, economically and socially backward families. It is interesting to note that many of them are first-generation learners. Since the students are from diverse backgrounds, there is a lot of diversity in the classroom and in their learning skills too. Taking into account this fact, the institution devises its own special programmes for bridging the gaps inside the class room. In fact, this is a great challenge for the teachers and the administration. We accept this challenge whole-heartedly and right from the beginning, we have initiated the following measures to address this problem of student diversity.

1. **Induction Program:** Soon after the completion of the admission process, an Induction Program is organized. The Induction Program is held to welcome the new entrants to the college. It gives them a chance to familiarize with the new college. During this programme, a proforma is distributed among all the students. They are asked to fill in the details and the forms are collected.
2. **Data Analysis:** Based on the input data, the educational performance of the new entrants in the previous qualifying course is evaluated. With the help of the input data, required information is collected. On the basis of this, slow, medium and advanced learners are identified. Identification of slow, medium and advanced learners is done very carefully.
3. **Motivational programs for slow learners:** Once the slow learners are identified, they are classified into small groups and a teacher is made the Mentor of each group. The slow learners are first introduced to motivational programmes. During the whole process, special care is always taken to ensure that the slow learners are never discriminated so that they are not de-motivated.
4. **Remedial teaching measures for slow learners:** This includes tutorials for still smaller groups by expert teachers from inside and outside. Smart learners are used to encourage their fellow students

so that there is no peer pressure.

- 5. Use of audio-visual aids for the slow learners:** The slow learner is encouraged to make use of audio-visual aids to improve themselves. In subjects like English and Economics, these extra aids and training are of great use and help.
- 6. For advanced learners** too, there are specific programmes. The Mentor will encourage them to accomplish difficult tasks so that they will become more proficient in their subjects. They are advised to take part in various competitive examinations and other job-oriented programmes. The advanced learners are also used to help and train the slow and medium learners to accomplish a minimum level of competency. By doing so, the advanced learners are trained to become natural leaders. Their leadership skills are improved and they become the leading performers of the institution, both in academics and extra-curricular activities.

### 2.2.2 Student - Full time teacher ratio

**Response:** 39.27

File Description	Document
Any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 0

#### 2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

The modern system of education is student-centric and therefore envisages student-centered classrooms rather than the old and traditional teacher centered-classrooms. Consequently, students have become the most important stakeholders in the whole system. Learning has now become a pleasurable and mutually benefitting experience rather than the monotony of the past. Therefore, new methodologies have been introduced day after day with the help of advancing technologies. The Internet, ICT tools, the LED, the projector, the computer and the android phone have revolutionized the whole business of learning and teaching.

Participative Learning, experiential learning and problem solving methodologies are the corner stores of the new mode of learning and teaching. The relationship between students and teachers develops during a mutual learning process and there is less power disparity between the two parties. Students gain here a deeper understanding of the meaning of the subject taught.

The college caters to the needs of the students of Ramtek and adjoining villages. This is a significant point because the students taking admission here have been taught in the traditional classrooms for a long time (secondary and higher-secondary) and this has become a major hurdle for them to accept the new change.

Effective teaching-learning process is the focus of the institution. In order to achieve this, we encourage the students to shift from the traditional methods to student- centric methods. The following initiatives are taken for this which are really challenging to us.

**Experiential learning** is the process of learning through experience and is more specifically defined as “learning through reflection on doing.” It involves mainly three major aspects- **doing, reflecting and modifying**. In addition to the traditional lectures, the students are encouraged to do group activities, debates, games, problem-solving sessions, story-telling sessions and other activities related to the subject. The students are also encouraged to acquire skills, knowledge and experience outside the classroom.

**Participative learning** is encouraged in the institution at different levels. Home-assignment is one of the most important participative learning methods adopted by all the teachers of all subjects. The home-assignments are evaluated by the teachers and suggestions for further improvement are given. The teachers also recommend a list of reference books with the help of which students can gather more information.

**Problem-solving methodology** includes interactive sessions with the students. The teachers are available in the campus for five hours and during this period; they are accessible to the students for interaction. This is done by arranging field trips, field-research, service-learning projects etc.

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

**Response:** 63.64

#### 2.3.2.1 Number of teachers using ICT

Response: 7

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>

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

**Response:** 48

#### 2.3.3.1 Number of mentors

**Response:** 9

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **2.3.4 Innovation and creativity in teaching-learning**

**Response:**

Modern research has shown that the main objective of teaching is passing on the information and knowledge to the minds of the students. There are various teaching methodologies. The traditional method of chalk-talk method has now become obsolete and insufficient. Instead, innovative methods of teaching and learning are used nowadays. Innovation is in fact a continuous process. It is closely associated with creativity too. Any method using computers, ICT tools, Internet and other audio-visual techniques can be called innovative teaching method. It may be noted here that innovative methods vary from subject to subject, teacher to teacher, region to region because it is inseparably connected to the creativity of both the teacher and the student.

Innovative and creative teaching learning methods are practiced in our institution in the following ways:

- 1) Power-Point Presentations:** - Teachers talk less, they only teach concepts and not facts. The rest is done by the students among themselves.
- 2) Seminars & Debates:** - The students are encouraged to conduct seminars and debates in the classroom on topics of their choice.
- 3) Field Visits and Field Projects:** - In subjects like Sociology and Economics, Groups of students are advised to conduct field visits and field projects related to the syllabus and submit reports in the classroom.
- 4) ICT Enabled Audio-Visual tools:** - This is extremely effective especially in language & literate teaching. Films and television clips are shown in the classroom with the help of projectors and laptops. The students become enthusiastic learners without any monotony.
- 5) e-resources through internet:** - Many teachers forward study materials and instructions to the e-mail of the students. Question bank facility is provided to the students in the college website.

### **2.4 Teacher Profile and Quality**

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

**Response:** 100

File Description	Document
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph.D. during the last five years****Response:** 70**2.4.2.1 Number of full time teachers with Ph.D. year wise during last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
8	7	7	7	6

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.3 Average teaching experience of full time teachers in number of years****Response:** 11.82

File Description	Document
Any additional information	<a href="#">View Document</a>
List of Teachers including their PAN, designation,dept and experience details	<a href="#">View Document</a>

**2.4.4 Average 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:** 4**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	2	0	0

File Description	Document
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Any additional information	<a href="#">View Document</a>
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

### **2.5 Evaluation Process and Reforms**

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

**Response:**

The institution is constantly engaged in introducing and promoting reforms in internal evaluation process. Continuous and comprehensive evaluation of the students is the backbone of quality improvement in higher education. The institution has adopted the semester pattern as prescribed by R.T.M. Nagpur University. As per the semester pattern, internal assessment is mandatory and carries 20% weightage out of 100 marks in the end of the semester university examination. Therefore, all the teachers are actively involved in continuous and comprehensive evaluation (CCE) of students' 'learning levels' and their performance in the institution level examinations. Institution-level evaluation consists of:-

1. Unit Tests (b) Terminal Examinations (c) Home Assignments (d) Oral Examination.

Through these activities, the teachers make positive interactions with the slow as well as advanced learners for improving their academic performance in the university examination.

The innovative part of the entire activity is that it is completed in a systematic and transparent way and the result is documented and communicated to the students as well as parents. There is an internal examination committee to monitor and suggest necessary reforms.

Therefore, CIE is an integral part of disseminating the curriculum successfully and thereby maintaining and enhancing Quality in higher education in the institution.

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

#### **Response:**

Institutional level internal assessment is a continuous and comprehensive activity. The entire process is healthy and transparent. The performance level and marks obtained by each student is recorded and communicated to the students. The testing pattern is different in different subjects. In subjects like English, it is more frequent and often done with the help of audio-visual aids.

Mechanism of internal assessment is transparent and robust because the internal assessment marks are shown in the university mark list of the students separately. Evaluation of the students is done by the concerned subject teachers on the basis of parameters like (a)attendance (b)overall performance (c) written assignments(d) oral examination and (e) presentations in the class. The internal assessment marks are sent to the University on-line. The final result of the students is declared on the basis of his score in theory examination and internal assessment. By this healthy system of internal assessment, the institution could achieve consistently good academic performance of the students with less absenteeism and drop-outs.

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

#### **Response:**

The affiliating University, R.T.M. Nagpur University, has a transparent and time-bound examination related grievance redressal system. As per this system, the institution extends support to such students who are aggrieved of the evaluation of their answer books. The applications are forwarded to the examination Department of the university. The students get photocopies of their answer books. If the students find that it is a case of under- valuation, he/she can go for revaluation of the answer book. The result of revaluation is published with in a stipulated time. Thus, the aggrieved students get time-bound justice to their grievances with regard to examination results. In the whole process, the institution functions as a student' support system. The mechanism is transparent, time-bound and efficient.

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

**Response:**

The academic calendar is prepared and notified by the affiliating University, R.T.M.Nagpur University, Nagpur. Since the college is permanently affiliated to the university, it is mandatory to follow this calendar. Hence, the institution closely adheres to the academic calendar published by the University for all purposes of its functioning.

The institution, apart from this, prepares an academic calendar approved by the IQAC, closely following the university calendar. This is to plan and execute the various internal activities of the College namely (a) the common schedule for internal evaluation of all subjects (b) time-table of academic events to be conducted throughout the year (c) prepare the schedule of Co-Curricular and extension activities for the year.

## **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:**

The institution has a single programme in undergraduate level. It offers the B.A. General Degree programme of three years. The institution offers two languages, English and Marathi and six optional subjects Economics, Sociology, Political Science, English Literature and Marathi Literature. The three year Degree Course consists of two compulsory languages and three optional subjects (any three from the above). The vision and mission of the institution is clearly stated and displayed in the institutional website.

The student who successfully completes the B.A. Degree Course can continue higher education that is a Post Graduate Degree course in any one of the subjects at U.G. level. A graduate is also eligible to appear for wide variety of competitive examinations such as exams in UPSC, MPSC, Banking, Railway and other services, Journalism, Law, Historical Research and Social Science Research etc.

The course outcomes can be stated as follows:

- A graduate in Arts and Social Science has a three years stint with at least two languages and three optional subjects.
- He/she is proficient in understanding, analyzing advanced skills and knowledge in the subjects.
- He /she is competent in effective communication, social interaction and critical thinking.
- He/she is trained to follow specific value systems, ethics, morality and human values in life.
- He/she is also encouraged to recognize and understand the need for lifelong learning, adopting new technology for change and local, regional and national issues related to their respective subjects.

The institution has a healthy and advanced mechanism of communicating the course outcomes and programme specific outcomes. First of all they are displayed in the institutional website for the easy communication of students and teachers. They are also communicated to the students in the induction programme for the freshers. They are also displayed in the library and premises.

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

### **Response:**

The institution is continuously engaged in an evaluation method of measuring its attainment of COs and PSOs already stated by it. It may be summed up as follows:-

The data of the number of the students who graduated from the institution and who pursued higher education is an indicator of successful attainment of the stated objectives. About 20-25% of the passed out graduates pursued higher education in their respective subjects in other educational institution of repute.

About 10-15% of the passed out graduates who passed out from the institution successfully get employment in various capacities in government, semi-government and private sectors.

About 20-30% of the graduates are self-employed in sectors like agriculture, business, and transportation. Since majority of the students are from rural and agricultural families, they are successfully developing their own farms and contribute to agricultural production and thereby to nation building.

Large number of graduates are working in the educational institutions of the region as teachers, lecturers, and academic assistance.

There are a few graduates from our institution who work in the social sector, political sector, NGOs and other service sectors.

The institution since its beginning till date has been consistently making its mark in the university examination. The institution till date has more than 18 gold and silver medalists in various subjects in the university examination. This consistency of getting medals and prizes by our toppers and rank holders is an academic potentiality indicator to measure the level of attainment of COs and POs.

Moreover, the institution, catering to the needs of the rural and agricultural population of the region, has been successful in creating graduates who are trained in human values, political and social consciousness and awareness about rural economy. In this way, the institution can boast of a high level of attainment of COs and PSOs in the region.

## **2.6.3 Average pass percentage of Students**

### **Response: 53.93**

#### **2.6.3.1 Total number of final year students who passed the university examination**

### **Response: 247**

#### **2.6.3.2 Total number of final year students who appeared for the examination**

### **Response: 458**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

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

**Response:**

File Description	Document
Database of all currently enrolled students	<a href="#">View Document</a>

## **Criterion 3 - Research, Innovations and Extension**

### **3.1 Resource Mobilization for Research**

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

**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 last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
List of project and grant details	<a href="#">View Document</a>

**3.1.2 Average number of research projects per teacher funded by government and non government agencies during the last five years**

**Response:** 0

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

<b>File Description</b>	<b>Document</b>
List of research projects and funding details	<a href="#">View Document</a>

### **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:**

Innovation and creativity are the key concepts in quality enhancement in higher education. The institution conducts an under-graduate course in Arts and Social sciences. The institution is situated in a rural and tribal area where majority of the population is illiterate and socially and economically backward. Our students are mainly first generation learners. Innovatin and creativity are new and unfamiliar to them.The college is the only place for them to come together and read and write. Hence, there is a lot of scope for the institution to create and innovate new methods of doing things and spread it to the student community. We

have tried to make the institution an incubation center for discussing and understanding universal human values mainly contained in the subjects taught.

**1. Center for Literature Studies:** This is a small center at the institution where modern trends and experiments in Marathi literature and English literature is discussed. **2. Economic reforms and social transformation:** The faculty and group of students through ICTenabled methods gather information regarding various Govt-funded projects in rural development from various sources. The students also undertake surveys and data collection. This is compiled and submitted to the local governing body, that is, Gram Panchayat. **3.** The institution organizes programs in the adjoining villages with the help of the Gram Panchayat to transfer the information collected. **4.** Access of information through the internet with the help of computer is an innovation that is continuously taught to the rural students and rural population in general. The transfer of values and knowledge is done through ICT enabled methods. **5.** The research done by teachers in their particular fields is used to inculcate and spread the importance of critical inquiry and universal human values which form the basis of social transformation and thereby nation-building.

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

**Response:** 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

## **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:** No

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
e- copies of the letters of awards	<a href="#">View Document</a>
List of Awardees and Award details	<a href="#">View Document</a>

**3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

**3.3.4 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:** 0.94

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	9	10	10	10

<b>File Description</b>	<b>Document</b>
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

**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:**

The institution has been organizing a number of extension activities in the neighbouring villages. These were definitely helpful in sensitising students to important social issues such as Gender Equity, Cleanliness, Protection of Environment, Water Conservation, Eradication of Superstitions, Health and Family Planning, Education of Girls, Computer Literacy, Digital Revolution, Yoga and Meditation for a better life, Road Safety, Child Care and Mortality, Sexual Harassment of Women in educational institutions and workplace, Crime against Women in rural areas, Domestic violence, etc.

The institution has a National Service Scheme (NSS) unit of 150 students. Majority of them are girls. Many of the community services are done through NSS in its Annual Camp over the years. The camp is held in a remote village for a week. During this, the NSS volunteers are in constant interaction with the villagers, their life-style, problems, and social issues. The camp has a tremendous impact on the volunteers because it is first-hand experience for them. They share this with the rest of the students and also with the society to which they belong. It also helps them in their holistic development and they become ‘transformed’ individuals, sensitive to issues around them with human values in tune with the vision and mission of the institution. For example, the demographic progress of female students during admission to the institution indicates the role of the institution in gender sensitisation. The institution has been taking special initiatives to encourage girls to excel in education and also promote them to complete their education instead of the early marriage syndrome in the rural society. The institution is also spreading the message of economic autonomy in their life which can only be achieved through the scope of employability in their education. For the last five years, the students of our institution have actively participated in the Tree Plantation drive along with Social Forestry Department. The students are encouraged to work with the villagers in this drive. The programme has sensitized the need of protection of environment and eco-friendly development of the villages. The ‘Swacha Bharat Abhiyan’ rally has addressed to make our surroundings clean for a healthy and hygienic life. The institution encourages the students to participate in other activities like ‘Digital India’ to make them aware of the digital revolution, ‘Vittiya Saksharata Abhiyan’ to address the issue of safe money transactions through banks, ‘Road Safety Week’ for safe driving, ‘World Aids Day’ to spread the message of safe sex, ‘Janani Suraksha Abhiyan’ to sensitize child care and mother care and malnutrition, ‘Sarva Shiksha Abhiyan’ to address the issue of right to education. The institution organizes blood donation camp every year and health check-up camps for the poor villagers in collaboration with the Gram Panchayat to achieve the mission of institutional social responsibility.

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

#### **Response: 1**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	1	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

**3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years**

**Response:** 24

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	5	5	5

File Description	Document
Number of extension and outreach programs conducted with industry, community etc for the last five years	<a href="#">View Document</a>

**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:** 80.75

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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
356	403	359	333	327

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

### 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:** 7

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	1	0

File Description	Document
Copies of collaboration	<a href="#">View Document</a>
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>

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

**Response:** 4

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	<a href="#">View Document</a>

NAAAC

## **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:**

The institution has adequate facilities for teaching-learning performance. The institution has its own newly-constructed building in a sprawling campus of 3.5 acres. The building complies with the minimum requirements for the building and accommodation necessary for a single-faculty Arts College as per section 82(3) of the Maharashtra Universities Act 1994. There are four classrooms. Out of these, three classrooms are ICT enabled with projectors and screen. There is a common room for girls. The library is furnished. The librarian has one computer and printer. There are ten computers with high speed internet connectivity for students and teachers in the library. Reprographic facility is provided to students and teachers. Wi-Fi facility is available in the institution. Those teachers with smart phones are exclusively allowed to use Wi-Fi facility. Two laptops are used as teaching tools by the teachers.

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

**Response:**

The institution has limited facilities for sports, games and cultural activities. The outdoor games played by the students are (a) Volleyball (b) Kabbadi (c) Kho-Kho (d) Ball Badminton and (e) Netball. In Athletics, facilities for Field Events like Shotput, Long Jump, Discus Throw and Javelin Throw are available. The institution has also facilities for indoor games like Chess, Caroms and Yoga practice.

The institution, every year, organizes annual day function as a big cultural event in a temporarily built hall. The institution gives ample opportunity to explore and display the artistic talents of the students through these cultural events.

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

**Response: 75**

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

**Response: 3**

<b>File Description</b>	<b>Document</b>
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

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

**Response:** 1.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.55	0.55	1	1.10	1.20

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

#### **4.2 Library as a Learning Resource**

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

**Response:**

The institution has a well-furnished library with sufficient numbers of books. At present the library has 1785 books and subscribes to 16 journals and periodicals. The library has all the database of books in excel format and installed in the computer provided to the library. The institution is planning for Library Management System and it will be installed very soon. However, the students can search books available in the library by going through the database of books installed in the library computer. The students are also provided with the Wi-Fi facility in the library and they can search required study material from various sites and get printouts of the desired material.

As an ambitious step towards providing e-resources to the students, the library has membership of NLIST Program of INFLIBNET center. With the help of this, the students have unlimited sources of accessing NLIST e-resources. The teachers can also avail this accessibility of NLIST e-resources. Moreover, all the teachers are registered with the National Digital Library (NDL), an ambitious collaborative project of MHRD and IIT Kharagpur. This is an opportunity to access an unlimited number of books on any subject.

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

**Response:**

The library of the college has many knowledge resources such as special reports and encyclopedias. The library contains rare books like Marathi Wishwakosh. At the same time, the library contains annual reports of RTM Nagpur University from 1999 to 2017. The teachers of the college inspire students to undertake knowledge-based projects. These handwritten projects prepared by the students since 2003-04 are available in the library. These projects are made in the subjects like Marathi Literature, English Literature, Economics and History. The information gathered in these projects is mostly handwritten and supplemented by pictures and photographs.

#### **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:** B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	<a href="#">View Document</a>

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

**Response:** 0.38

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

2016-17	2015-16	2014-15	2013-14	2012-13
.52	.32	.51	.30	.27

File Description	Document
Audited statements of accounts	<a href="#">View Document</a>
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>

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

**Response:** No

File Description	Document
Details of remote access to e-resources of the library	<a href="#">View Document</a>

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

**Response:** 2.93

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

Response: 13

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

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

**Response:**

The institution has adequate IT facilities and internet facilities for its smooth functioning. There are 15 Desktop Computers and 2 Laptops in the institution. Three desktop computers are used for administrative support in the office. One desktop computer is used in the Principal's Office. One desktop computer is used by the librarian. All these computers are attached to printers. Ten desktop computers with internet facility are made available exclusively to the students. Two Laptops are used by the Teachers for ICT enabled teaching. One Scanner cum Photocopy Machine is used in the Administrative office. One more independent scanner is also used in the office. One more independent Photocopy machine with high speed of 45 prints per minute is also used in the office. All these Scanners and Photocopy machines are attached to computers. All these computers are also connected to the LAN.

The institution has two Modems of Jio and Airtel for providing Wi-Fi facility in the campus. The institution has 5-20 MBPS bandwidth of internet connection by the internet providers. There are three smart classrooms with roof mounted LCD projectors with screens for ICT enabled teaching. The institution

also has an inverter for power backup. For the stabilization of the voltage, the institution has UPS connected to computers.

#### **4.3.2 Student - Computer ratio**

**Response:** 25.41

<b>File Description</b>	<b>Document</b>
Student - Computer ratio	<a href="#">View Document</a>

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

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

**Response:** 5-20 MBPS

<b>File Description</b>	<b>Document</b>
Additional information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

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

**Response:** No

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

### **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:** 4.08

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.86	2.68	4.68	3.24	2.84

File Description	Document
Audited statements of accounts.	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>

**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:**

At present, the institution does not have an established system of maintaining physical, academic and support facilities, but the institution has a separate procedure for maintaining and utilizing various support facilities. For the maintenance of buildings and campus and other infrastructures, local agencies are used by the institution as per requirements. The institution calls local IT experts for maintenance of IT infrastructure. For maintaining water purifier (RO), electrical and plumbing works, the institution hire local technicians. Sanitary Napkin Vending Machine is installed in the girls' toilet and maintained regularly by the institution. Regular cleaning and sweeping of the office, classrooms, and campus is done by the class four employees of the institution. IT equipments under warranty period are repaired by the suppliers.

## **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:** 92.39

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

2016-17	2015-16	2014-15	2013-14	2012-13
400	431	429	400	375

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

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

**Response:** 0.23

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	1	0	0

File Description	Document
Any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	<a href="#">View Document</a>

**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:** C. Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>

**5.1.4 Average percentage of student benefitted by guidance for competitive examinations and career counselling offered by the institution during the last five years****Response:** 27.28

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

2016-17	2015-16	2014-15	2013-14	2012-13
120	120	120	120	120

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**5.1.5 Average percentage of students benefitted 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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	<a href="#">View Document</a>

**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
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 6.89

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	04	02	11	11

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>

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

**Response:** 40.51

5.2.2.1 Number of outgoing students progressing to higher education

Response: 32

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>

**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/ TOFEL/ Civil Services/State government examinations)**

**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	12	4	0	4

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

## 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:** 0

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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

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

#### **Response:**

Students' Council is formed in every affiliated college as per the Maharashtra Universities Act 1994. Student council consists of class representatives (CR) nominated by the Principal on the basis academic merit in university examination. The class representatives then elect the Secretary of the Council who is designated as university representative (UR).

The formation students' council ensures participation of students in academic and administrative bodies of the institution. The activities of the said students' council are as follows:

I. Supervise and co-ordinate the various co-curricular activities of the students namely: (A)Dance (B)Music (C) Debate (D) dramatics, etc.

II. Recommended to the Principal/ Dean/ Director/ Vice- Chancellor as Chairman, the allocations to be made for all the activities to be undertaken during the said year within financial estimates approved by the Local Meeting Committee.

III. Allocate the fund for a different co-curricular activities.

IV. Submit an annual report about the activities conducted during the year.

V. To make recommendations to the Chairman regarding any matter affecting the corporate life and welfare of Students in general.

VI. To make recommendations to the Principal/ Dean /Director/ Vice- Chancellor for settling grievances of students.

VII. To make recommendations of the Principal/ Dean/ Director/ Vice- Chancellor regarding facilities like library, Laboratory, Students Common Room and Auditorium etc.

There is no formation of Students Council for the academic Session 20105–16 till date, build a notification by the university . In order to ensure the participation of students in the academic and administrative activities, of the institution, the Principal in his capacity nominated meritorious students to the students Concil and thereby the Students Council has been functioning at institutional level.

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

**Response:** 32.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
32	33	34	32	31

File Description	Document
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## **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:**

The institution has a functional Alumni Association. The Alumni Association was established in the session 2011-12. Since its inception it has been significantly contributing to the upliftment of the institution. The Association meets regularly in the college and contribute significantly for the development of the institution through financial and non-financial means. The institution organizes an Alumni Meet every year. It is organizing motivational programmes for the enrolled students and also organizes programmes for developing employability of the students. The Alumni Association has initiated to felicitate the University Rank holders during Annual Function of the institution. The Alumni actively participate in the blood donation camp organized by the institution to pay tribute to the founder President of the institution on his death anniversary on 1st January every year. The Alumni Association has instituted scholarships in the form of Tuition Fees for the B.A. Part I students who top the university examination to complete his/her education in the college.

Students awarded by the Alumni Association Talent Scholarship till 2016-17:

Sr. No.	Name of the Student/	Class

1.	Ku. Arsiyaaphrin S. Pathan	B. A. Part III
2.	Ku. Pranali V. Dadore	B. A. Part II
3.	Ku. Arsiyaaphrin S. Pathan	B. A. Part II
4.	Ku. Ranju J. Limaje	B. A. Part III
5.	Ku. Ranju J. Limaje	B. A. Part II

**5.4.2 Alumni contribution during the last five years****<1 Lakh****1 Lakh - 3 Lakhs****3 Lakhs - 4 Lakhs****4 Lakhs - 5 Lakhs****Response:** <1 Lakh

File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

**5.4.3 Number of Alumni Association / Chapters meetings held during last five years****Response:** 5**5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>

## **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:**

The institution has, throughout the years, achieved good governance through effective leadership for fulfilling the vision and mission by optimal utilization of existing human resources.

**Vision:** To develop the college into a centre of excellence in education.

To extend the benefits of quality education to the tribal, rural and underprivileged sections of society.

**Mission:** To develop the all round personality of students and make them better human beings and responsible citizens of India.

The Management body is at the top of the organizational structure of the institution. There was a Local Managing Committee (LMC) constituted as per the Maharashtra Universities Act 1994. It was a statutory body of the institution for the academic and administrative functioning in which three teacher-members were elected by the teachers and one non-teaching member was elected by the non-teaching staff. The LMC met twice a year and functioned on democratic principles based on participatory decision making.

As per the Maharashtra Public Universities Act 2016, every affiliated college must have a College Development Committee (CDC). There are three teacher-members elected by the teachers and one non-teaching representative elected by the non-teaching staff in the CDC. One Head of the Department is also nominated by the Principal. Coordinator of the IQAC is also a member of the CDC. The President and Secretary of the Students' Council are also members of the CDC. The Chairperson and Secretary of the Management are also the Chairperson and the member of the CDC respectively. Four local members from the fields of education, industry, research and social service are nominated to CDC. The Principal is the member-Secretary of the CDC. The CDC shall meet at least four times in a year.

The CDC shall prepare the perspective plan of the institution regarding the academic, administrative and infrastructural growth. Effective implementation of the development plan will enable the institution to excel in curricular, co-curricular and extra-curricular activities and thereby achieve its vision and mission. The CDC also discusses the reports of the IQAC and makes suitable recommendations. There is sufficient representation of teachers in the CDC and this ensures participation of teachers in the governance of the institution.

#### **6.1.2 The institution practices decentralization and participative management**

##### **Response:**

By constituting **IQAC**, the steering committee and various other smaller committees, the institution has initiated and promoted the practice of decentralization and participative management in the institution.

The functioning of IQAC is the best example of the practice of decentralization and participative management. The steering committee of the **IQAC** has monitored the criterion-wise committees for the preparation of the **S.S.R.** Within the stipulated short span of time, the criterion-wise committees successfully completed their work through decentralization and maximum participation of teachers. The institution has experienced the benefits of the practice of decentralization and participative management. It is an eye-opener for the future functioning of the institution.

## **6.2 Strategy Development and Deployment**

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

#### **Response:**

The institution, in tune with its vision, has achieved permanent affiliation to R.T.M.Nagpur University. It was also recognized under section 2(f) and 12(B) of UGC Act 1956. All these achievements are step-wise fulfillments of the perspective plan of the institution. In continuation to this, the Assessment and Accreditation process by NAAC is undertaken by the institution. Consequently, IQAC was constituted. A NAAC steering committee was constituted for preparing the SSR within the stipulated time schedule. The institution is successfully registered with the All India survey of Higher Education (AISHE) Portal of MHRD, Govt. of India and has got its certificate and Id. The institution is also registered with Management Information System portal (MIS) of Dept. of Higher Education, Govt. of Maharashtra. The institution has submitted IIQA and it has been accepted for the submission of SSR. The institution is also committed to enhancing its academic excellence as a fulfillment of its vision and mission. The consistency in the production of university toppers and rank holders should be increased and extended to all subjects taught in the college.

### **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:**

The organizational structure of the institution has at its top the Management Body- Vidyasagar Education Society. The institution has governing body- the College Development Committee (CDC) which was previously, Local Managing Committee (LMC). The Principal is the academic and administrative head of the institution. The academic side consists of the teaching faculties and the administrative side consists of a head clerk, senior clerk, a junior clerk, a library attendant and four peons (Class IV). The IQAC is the most important committee whose major function is to initiate and insure quality maintenance and enhancement in the institution, The IQAC has the Principal as its head and an IQAC Co-ordinator (Senior Faculty) and various Members. The mandatory committees under the IQAC are students' Grievance and Resdressal Cell, Anti-Ragging Cell, Committee for SC, ST, OBC and Minorities, Alumni Association etc. The IQAC has various other sub-committees for monitoring the smooth functioning of the institution. The

management Body appoints the various positions as per the norms and rules of the UGC, State Government and the University. There is a promotion as per the Career Advancement Scheme (CAS) of the UGC for teaching faculty and for non-teaching staff, the state government rules are followed for promotion.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### **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:** E. Any 1 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>

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

**Response:**

Permanent Affiliation of the Institution

The Local Managing Committee in its meeting held on 05/02/2014 vide item No. 4 decided unanimously to submit the Proposal for Permanent Affiliation of the institution to R.T.M. Nagpur University. A resolution to this effect was passed. The chairperson gave necessary instructions to the Principal to initiate the process at the earliest. The minutes of the meeting were confirmed in LMC Meeting held on 05/02/2014 .

The Principal convened a meeting of the Staff Council and formed a committee to prepare the proposal. The entire process consists of the following:

1. Submission of proposal,
2. Constitution of the Committee by the University,

3. On site visit of the Committee in the College,
4. Presentation of Report to the University,
5. Approval,
6. Grant of Permanent Affiliation.

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The institution is committed to the welfare of its teaching and non-teaching staff. Though there is no welfare society of the employees, the institution supports the needy members to take loans from banks and other financial institutions. For example, those who apply for home loan or vehicle loan are given salary certificates and other necessary documents and also provides for the deduction of the installments from the salary of the concerned. The institution also supports the staff members to insure their lives with LIC, GIC, Medical insurance, etc. and provides for the deduction of the premium from their salaries. The institution has encouraged all the staff members to avail the Accidental Insurance Scheme recently launched by the government of Maharashtra. Those who want to take loan from the GPF account are also provided support. The institution provides free uniform and washing allowance to its class IV employees.

### 6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

**Response:** 0

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	<a href="#">View Document</a>

### 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 last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
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	<a href="#">View Document</a>

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

**Response:** 38

**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 last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	6	2	3

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	<a href="#">View Document</a>

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

**Response:**

The institution has a functioning Performance Appraisal system for the teaching faculty vide UGC Regulation dated 30th June, 2010 and subsequent Direction by RTM Nagpur University, Nagpur. Accordingly, all the teachers, after, the completion of the academic session, submit their Annual PBAS Proforma duly filled in and complete in all respects. After that, the screening committee verifies these proforma and documents and finally these are approved by the Principal.

There is no such performance Appraisal system for the non-Teaching staff in the institution.

## **6.4 Financial Management and Resource Mobilization**

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

#### **Response:**

The institution has a mechanism audit by the Chartered Accountant PVR Associates, Nagpur through its Chartered Accountant Mr. Vaibhav Toshniwal, every year, at the end of the financial year. The audited statement consists of the Auditors Report and the statement of Accounts.

The internal audit is condensed by the office of the Joint Director, Nagpur Division, Nagpur. It is done in two stages. First, there is an assessment of the utilization of salary grant paid by the Govt. Of Maharashtra and the verification of the Audited Statement of Accounts. Based on the assessment, the quantum of Non-salary grant is released to the institution. The second stage is that, based on the Assessment report, the senior Auditor of the same office verifies and certifies the whole thing. The same office also has a mechanism for settling audit objections by making adjustments in the release of future grants.

The internal audited Statement and report is placed before the Local Managing Committee (LMC) of the institution for its consideration.

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

#### **Response: 0**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

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

#### **Response:**

The institution was recognized under section 12 (B) of UGC Act 1956 in 2016. Therefore, the institution has not received any developmental assistance in the form of Grants from the UGC. Nor has the institution received grants from any other funding agencies, governments and non-government. More over, the institution is located in a rural background. Hence, it has a little scope of mobilization of any other funds.

In spite of all this, the institution has taken great initiative to mobilize funds from the Local MLC and MP. From their funds, the institution was provided with Computers, Printers and Projector. With the help of this and the optimal utilization of these resources, the institution has upgraded its IT infrastructure for the smooth academic and administrative functioning.

The institution has also strived its level best to enrich the library by mobilizing funds for the purchase of books from the Dept. of Tribal Welfare Govt. of Maharashtra.

The institution, with all its limitations in physical infrastructure and financial resources, has adopted its strategy, over the years, for maximum mobilization and utilization of all available resources.

## **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:**

The institution has recently constituted its IQAC in 2017. Even before that, the institution had an effective Internal Quality Assurance system. There were a number of committees to monitor and co-ordinate the activities of the institution. The Curriculum Monitoring Committee, Result Analysis Committee, Alumni Association, Women's Cell, Grievance Redressal Cell have successfully contributed to enhance the academic and administrative performance of the institution. The institution was recognized under 2(f) and 12(B) of the UGC Act 1956 in 2016. The institution developed strategies to get permanent Affiliation from R.T.M. Nagpur University in 2015.

IQAC, after its formation, has initiated successfully the process of on-line submission of IIQA for the purpose of Assessment and Accreditation. IQAC has also initiated to prepare self study Report (SSR) of the institution within a short span of time. These two practices, initiated by IQAC, shall definitely upgrade the overall quality improvement of the institution.

### **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:**

IQAC, after its formation, realized the necessity of teaching- learning reforms in the institution. IQAC has initiated to transform existing classrooms into ICT enabled classrooms as part of reforms in the teaching-learning process. IQAC has also initiated to analyze the university examination result of the institution and also made appropriate recommendations to retain the consistency of university rank holders of institution in university Convocation Ceremony.

### **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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>

### **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:** E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

**6.5.5 Incremental improvements made for the preceding five years with regard to quality (*in case of first cycle*) and post accreditation quality initiatives (*second and subsequent cycles*)**

**Response:**

The institution has made many incremental improvements in the academic and administrative domain during the last five years.

- Construction of own college building.
- UGC recognition under section 2(f).
- Permanent affiliation to RTM Nagpur University.
- UGC recognition under section 12(B).
- Registered with All India Survey of Higher Education, (AISHE) MHRD, New Delhi.
- Registered with Management Information System (MIS), Dept. of Higher & Technical Education, Govt of Maharashtra.
- Establishment of Smart classrooms.
- Installation of Sanitary Napkin Vending Machine for girls.
- Constitution of Internal Complaints Committee (ICC) as per UGC.
- Constitution of Anti-Ragging Committee.
- Constitution of Grievance Redressal Cell.
- Upgradation of IT Infrastructure.
- Providing Reprographic facility.
- Canteen facility.
- Addition of more books in the Library.
- Increased the number of computers in the library.
- Installation of separate modem for high speed internet facility.
- Subscription to INFLIBNET.
- Installation of separate modem for internet connectivity to Administrative section.
- Institution recognized by the University as an examination Centre.
- Facility for outdoor games such as Volleyball, Netball, Football.
- Bio-metric attendance system for staff.
- Water purifier with RO facility.

## **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:** 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>

#### **7.1.2**

##### **1. Institution shows gender sensitivity in providing facilities such as:**

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

**Response:**

The institution is constantly engaged in undertaking gender equity initiatives to ensure the safety and security, economic empowerment and personal health and hygiene of the girl students. The institution is co-ed in nature and the number of girls far exceeds the number of boys. There are two women faculty members and one woman head clerk in the administrative office. The institution encourages the women faculties to interact with the girls in order to identify and solve their problems. Women can better do this than men. Hence, they undertake **counselling sessions** with girls in small groups regarding **Safety and Security measures inside and outside the Campus, behaviour of teachers and parents towards girls, etc.**

The institution ensures safety and security of girl students inside the campus. It has a compound wall with a main gate. Outsiders are not allowed to enter the campus without the permission of the gate keeper. The students are not allowed to go out of the campus without prior permission of the authorities.

The institution has a **Women's Cell** headed by a woman teacher and girl students as members. There is a complaint box where girls can put their complaints and suggestions. The cell organizes awareness programs for girls in gender related issues like girls and self-defence, equal opportunities with boys, early

marriage syndrome in rural areas, pre-marriage counselling, girls and health care, domestic violence, etc.

The institution has provided a **common room for girls**. It is well ventilated and has sufficient physical facilities. It is near the girls' rest room. The girls' rest room has the facility of a sanitary napkin vending machine.

The institution encourages girl students to participate in all the activities of the college. They are active in sports and games, cultural activities, extension activities, organising rallies and awareness programs etc.

The institution has constituted Internal Complaints Committee (ICC) in 2016 as per the guidelines of the UGC Regulations 2015 and the initiatives taken by the Maharashtra State Commission for Women (MSCW) in 2016 to ensure prevention, prohibition and redressal of sexual harassment of women employees and students in Higher Education Institutions. The institution conducted a day- long workshop to make the students and women employees aware of the legal provisions of the Act for their benefit.

### **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 Kilowatt)

7.1.3.2 Total annual power requirement (In Kilowatt)

Response: 1500

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

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

**Response:** 15

7.1.4.1 Annual lighting power requirement met through LED bulbs (In Kilowatt)

Response: 225

7.1.4.2 Annual lighting power requirement (In Kilowatt)

Response: 1500

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

#### Response:

**Waste Management Steps:** The institution encourages the students to keep the classrooms and the campus clean. It has developed an effective system of waste management.

**Solid Waste management:** There are dustbins in every classroom to put the solid wastes. Big garbage bins are placed in the campus at key places in order to collect solid wastes. At the same time, students are educated to minimise the production of solid wastes. Old news papers and old answer books and paper waste is given for recycling.

**Liquid waste management:** The institution has proper drainage system to manage liquid waste. The water wasted from drinking and washing places is used for watering the plants.

**There is little or no E-waste generation in the campus.**

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

#### Response:

**Rain water harvesting:** The institution is located in a rural background, surrounded by agricultural land on three sides. There is a well in the campus. The well water is used for gardening and other purposes. The rainwater is channelized to fall into the well. There is no specific rain water harvesting structure constructed in the institution other than the well. Since the roof of the building is very small, the rain water collected from the roof is minimal. The rain water is not wasted and it seeps into the ground increasing the ground water level. Rain water, during heavy rains, is collected in the agricultural land.

### 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:**

**Green Practices:** The institution encourages awareness programs to promote green practices with minimal interference to the environment. More than 90 % of the students use either public transport or bicycles for coming to the college. The institution is 800 metres away from the bus stop. They walk down to the college. The road is pedestrian friendly. The students and staff are encouraged not to use plastic bags, plastic containers, and polythene bags in an effort to make the campus plastic-free.

The office is not fully automated and therefore not fully paperless. Most of the work is done on computers and the data saved digitally. All the correspondence is done through institutional e-mail. Hard copies are taken only when specifically required and demanded. Most of the communication to the students as well as teachers is done through electronic media such as WhatsApp, bulk SMS and e-mail.

The institution has a Nature Club with a slogan GREEN CAMPUS CLEAN CAMPUS. It takes initiatives for beautification of the campus by planting trees and plants. With its limited resources, the institution is making all efforts to hold high its core values and best practices to fulfil its vision and mission.

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

**Response:** 0.03

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.025	0.02	0.035	0.03	0.02

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

#### **7.1.9 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

<b>File Description</b>	<b>Document</b>
Resources available in the institution for Divyangjan	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years****Response:** 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	2	2

<b>File Description</b>	<b>Document</b>
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Details of initiatives taken to engage with local community during the last five years	<a href="#">View Document</a>

**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

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

**Response:** Yes

**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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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

**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:** 5

<b>File Description</b>	<b>Document</b>
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

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

**Response:**

The institution celebrates two national festivals – Independence Day on 15th August and Republic Day on 26th January every year. In addition to this, the institution organizes programs on the birth/death anniversaries of great personalities of India. For example:-

12th August – birth anniversary of Dr. S.R. Ranganathan (Librarian Day)/

5th September to commemorate the birth anniversary of Dr. Radhakrishnan (Teachers' Day)/

2nd October- birth anniversary of Rashtrapita Mahatma Gandhi (Gandhi Jayanti)/

12th October- death anniversary of Rashtrasant Tukadoji Maharaj/

15th October- birth anniversary of Dr. A.P.J. Abdul Kalam (Vachan Prerana Diwas)/

6th December – death anniversary of Dr. B.R. Ambedkar/

12th January- birth anniversary of Swami Vivekananda/

14th April- birth anniversary of Dr. B.R. Ambedkar/

30th April - birth anniversary of Rashtrasant Tukadoji Maharaj.

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

**Response:**

The institution conducts the core course in Humanities and Social Sciences. The teaching of these subjects inculcate in the students and teachers the universal human values of love, happiness, truth, peace, freedom, social progress, equal rights, human dignity and non-violent existence. It also enables the students and teachers to lead an ethical life. They are encouraged to do self exploration and the ability to distinguish between the right and the wrong as per social acceptability. The institution maintains transparency in all aspects of functioning –financial, academic and administrative.

## 7.2 Best Practices

### 7.2.1 State at least two institutional best practices (as per NAAC template)

#### Response:

#### BEST PRACTICE - I

##### 1. Title: FELICITATION OF MERITORIOUS STUDENTS

##### 2. Objectives:

To achieve maximum academic excellence in accordance with the vision and mission of the institution.

To encourage and promote the advanced learners of the institution.

To motivate and inspire the slow learners of the institution.

To enhance the Teaching- Learning process of the institution.

To support the students and lead them towards progress in academic activity.

To cherish the memories of the event as inspiration for future higher studies.

To sustain the overall academic improvement of the institution.

To explore and accelerate the academic potentiality to the institution.

**3. The Context:** The academic excellence of the students is not normally appreciated in the rural background. In this context, the institution has initiated an ambitious programme to felicitate the meritorious students every year. By recognizing the academic performance of the Students in University Level Examination, the institution boosts up the academic potentiality of the rural students.

**4. The Practice:** The prizes are sponsored by the members of the managing committee, members of the teaching and non-teaching staff and also the Principal. Information regarding the prizes is communicated to the students through the institutional websites and college prospectus. After the declaration of the University examination result, the institution prepares the list of meritorious students. The list is displayed on the notice board and also displayed on flex banner and published in local dailies. All these meritorious students are invited to the felicitation ceremony during the annual function.

**5. Evidence of Success:** This practice is definitely a grand success exclusively to the institution. From first year to final year, there is a vertical rise in the graph of the result of the students. This is exactly the impact of this best practice to the institution. The aspirations of the students are recognized by the institution and inspire them for the highest performance academically at the University level again.

**6. Problems Encountered and Resources required:** The institution is willing to increase the number of prizes, but due to financial crunch, it becomes difficult to increase the number of prizes. The institution requires more financial support from outside to sustain this practice and enlarge its context.

## BEST PRACTICE - II

### 1. Title: CHARITABLE SUPPORT TO AN OLD AGE HOME

#### 2. Objectives:

To inculcate human values in students.

To promote institutional involvement in social responsibility.

To fulfil the mission of the institution by making students responsible citizens.

**3. The Context:** The Students of the institution are trained under the faculty of Humanities. It is the primary responsibility of the institution to inculcate human values in students and make them responsible citizens of India as per the mission of the institution. Through this practice, the institution also promotes its social responsibility.

**4. The Practice:** This practice of charity started when a small group of socially- motivated students voluntarily proposed the idea and visited the old age home at Mansar, two kilometers away from the college. They contributed to the administration as per their affordability. Gradually, the number of students involved in this mission considerably increased and expanded the activity. The mission that began as a humble initiative of a small group has grown over the years in such a way that all the students participate in the practice under the supervision of the institution. Students collect rice, wheat, sugar, vegetables, oil, blankets, etc. and hand over to the administration. The students also spend a few hours with the inmates of the old age home, interact with them and listen to their problems. The students enjoy the pleasure of their company and also of team work.

**5. Evidence of Success:** The students who are involved in this practice get **initiated** and undergo a tremendous qualitative change towards their social approach. This is the best outcome of the practice. The students believe that service to humanity is essentially service to the Nation. Consequently, the students become the ambassadors of human values and spread this message throughout their life, wherever they go and what position they occupy in future. Therefore, this best practice is helpful in making them responsible and dedicated citizens of the nation as per the mission of the institution.

#### 6. Problems Encountered and Resources Required:

This best practice is initiated by the students voluntarily and they use the resources that are within their reach and affordability. There are no problems encountered in its implementation. The students in this practice do not prefer to utilize any outsources. They do this practice with their own resources and thereby they do maintain the purity and spirit of this best practice.

## 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:**

Our institution has a unique distinctiveness in accordance with the vision of the institution in the domain of academic potential and excellence consistently for a number of years. The institution is situated in a rural background without world class quality infrastructure. It has only limited ICT facilities. In such an academically and economically constrained atmosphere, our students shine excellently in the university examination in almost every academic year. At least one of the students from our institution is the recipient of the Gold medal, Silver medal and other Prizes at the time of the University convocation ceremony in different subjects in different academic years.

Our institution stands out very differently from other big institutions of the affiliated university in this regard. This specific distinctiveness of the institution becomes popularly known in the academic domain of higher education in the region. Our institution pursues this specific distinctiveness by streamlining the intellectual energy with its limited resources. Our efforts to maintain academic excellence consistently in the university examinations is the result of the collective wisdom of the teachers and learners. Our students bring laurels to the institution in every convocation ceremony of the university and also gain a sense identity with the vision and mission of the institution.

Our institution is successfully integrating the teaching-learning process in a very conducive learning environment. Therefore, this institution is striving to retain the academic reputation consistently in tune with the vision and mission of the institution.

Our vision is to develop the college into a centre of excellence in education and also to extend the benefits of quality education to the tribal, rural and underprivileged sections of society. Our mission is to develop the all round personality of students and make them better human beings and responsible citizens of India.

The consistency and diversity in the subjects of the rank in the university examination indicate a vertical and horizontal dimension of the institutional distinctiveness. Looking at the prominent alumni serving in different places and different positions in Maharashtra and outside Maharashtra from Assistant Professor to Tahasildar, teacher to clerk, defence personnel to police personnel is a benchmark of achievement in its mission. The overall assessment of the institution and institutional outcomes are self-evident from the list of rank holders on the institutional website. In fact, this institution is physically small but it is intellectually a giant in its academic excellence.

## **5. CONCLUSION**

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### **Additional Information :**

#### **List of the Meritorious Students in University Examination**

**(2003 to 2015)**

1. Mr. Narayan J. Kumbhalkar (2003)
2. Ku. Pravina A. Somkuwar (2004)
3. Ku. Sunita L. Shende (2006)
4. Mr. Jayprakash K. Diwate (2007)
5. Ku. Uma M. Mohankar (2008)
6. Ku. Ganga M. Mondhe (2009)
7. Ku. Monali D. Somkuwar (2010)
8. Ku. Sonali D. Gurao (2010)
9. Ku. Amrapali Jambhulkar (2011)
10. Shri Amol B. Bagmare (2011)
11. Ku. Manisha S. Piparewar (2012)
12. Ku. Rubina K. Pathan (2012)
13. Ku. Shikha D. Kashyap (2012)
14. Ku. Fulwanta A. Bonsule (2013)
15. Ku. Suchita Thakrele (2014)
16. Ku. Sapana S. Shende (2014)
17. Ku. Apeksha S. Meshram(2015)

### **Concluding Remarks :**

The preparation of the Self-Study Report (SSR) through the qualitative and quantitative metrics in the Seven Criteria has given an opportunity to the institution for an honest and proper self-assessment. Through this

process, the institution has been able to identify and highlight the various parameters with which quality in higher education as a key indicator could be achieved. Our institution is genuinely emerging as a center par excellence in humanities through its accreditation.

NAAAC