



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**ADARSH ARTS AND COMMERCE COLLEGE,
DESAIGANJ**

ARMORI ROAD, DESAIGANJ (WADSA), DIST- GADCHIROLI
441207

adarshcollegedesaignj.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Adarsh Arts and Commerce College, Desaiganj was established on 16th June 1989 under the flagship of Nutan Shikshan Prasarak Msandal, Desaiganj. This was the first educational institution in the Taluka during those days that successfully fulfilled the need of higher education for the students belonging to rural and remote background of this region. The then Executive Body, having members from diverse social backgrounds and having common cause to uplift the underprivileged and the most deprived sections of the society, decided to work for social welfare through this senior college.

The whole Gadchiroli district is covered with dense forest enriched with precious tick wood. The district is situated on the North-Eastern side of Maharashtra State and is characterized by constant Naxalite activities that have affected the development of this region adversely. Desaiganj is a little town situated on the banks of Wainganga River and on the borders of the neighbouring Chandrapur, Bhandara and Gondia districts. Naturally, we have students from these districts too. Today, our college has won wide acclaim as the most easily approachable and dedicated institution for various social concerns. The college is affiliated to Gondwana University, Gadchiroli. The college has got a very beautiful campus in the center of the town. The whole campus is captured by wi-fi facility and is supervised through cctv cameras. Our top management comprises of philanthropists and social reformers from different strata of the society. It functions democratically according to its constitution.

This multi-disciplinary college is permanently affiliated to the Gondwana University, Gadchiroli and recognized by the University Grants Commission under 2(f) and 12 (B). Beside B. A., B. Com., and M. A. in Marathi, Sociology and Economics, our college has started B. Sc. and a PG Programme in Commerce to cater to the needs of the students. We have also established a research center in Commerce and Sociology for the needy research scholars.

The Management body, teachers, non-teaching staff, students, alumni, parents and other well-wishers of the college come together and devote themselves for the overall development of the neighbouring community to realize the vision and mission of our institution.

Vision

Vision:

To promote value-based quality education to the students from rural and tribal area enabling them to face the global challenges and be a productive resource for the society and nation.

Mission

Mission:

- To provide value-based quality education at an affordable cost to the boys and girls from rural, backward and weaker sections of the society.
- To transform the backward society into the modern knowledge-oriented society.
- To run skill development / job-oriented courses along with traditional courses.
- To instil skills and techniques to make them enterprising citizens.
- To inculcate leadership skills with national integrity among the students.
- To inspire sensitivity and encourage creativity among the students for social welfare.
- To root out social evils, superstitions, outdated customs, etc from the area.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Diversified and socially aware management.

- Research-oriented faculty, majority being the Research Supervisors.
- Well-furnished Central Library.
- Optimum use of available infrastructure for teaching, learning and students support activities.
- Organization of wide range of curricular, co-curricular and extra-curricular activities to achieve overall personality development of the students.
- Student-centric teaching-learning and ICT enabled classroom teaching-learning.
- Easily accessible location of the college from nearby villages by public transport.
- An active IQAC, being instrumental in introducing quality initiatives in the college.
- Strong students support system through Mentor-Mentee scheme, Grievance Redressal Mechanism, Inspirational Lectures for slow and advanced learners.
- 08 functional MoUs with GOs and NGOs.
- IHLR and SS centre for Ph. D. in Commerce and Sociology.
- Large number of faculty members as Members of Board of Studies and Academic Council of the University.
- Sound and healthy relationship among the Management, CDC, Principal, Faculty, Non-Teaching Staff, Students, Alumni and parents.

- Regular Feedback collection and Analysis for the quality enhancement.

Institutional Weakness

Lack of educational awareness among large number of students.

- Majority of students are first generation learners belonging to economically weaker sections and socially backward communities.
- Poor basic knowledge among students and lack of interactive ability and communication skills.
- Limited financial resources.
- High rates of drop out.

Institutional Opportunity

To prepare students for employment.

- Scope to increase University recognized value added courses, skill development and skill-based vocational courses to enhance students' employment.
- Expansion of research activities through introduction of more IHLR and SS centres.
- Creating awareness about social evils, superstitions, outdated customs, etc in the neighbourhood through community services.

Introduction of skill-oriented courses under NEP-2020.

Institutional Challenge

- Students-Teachers Ratio is very high as per the Government admission policy; it hinders effective teaching-learning process.
- Vacant teaching and non-teaching posts against sanctioned strength.
- Working in a remote area.
- Employment generation among students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The institution offers three graduation level programmes and four post-graduate programmes.
- The Institution not only implements the curriculum but also ensures that the stated objectives of curriculum are achieved in the course of implementation.
- The faculty members prepare teaching plan, including the plan of internal examinations and acquaint the students about the same.
- The curriculum vigilance committee in the institution keeps vigilance on the proper adoption, timely implementation, completion of curriculum, conduction of unit tests, projects, seminars, workshops by the concerned faculty.
- The institution runs skill enhancement courses.
- The faculty members use effective, student-centric, innovative and participatory teaching methods and impart information to the students through PPT, Blogs, Google Classroom, broadcasting and other electronic modes.
- The institution conducts various internal examinations to evaluate the written skill, oral skill and presentation skill achieved by the students.
- Online mode of teaching-learning, internal examinations and evaluation was also implemented by the institution during the pandemic period.
- The academic calendar is prepared and included in the prospectus of the college. The Notification-cum-academic-Calendar of the affiliating University is also included in the prospectus of the college. The institution adheres to the academic calendar in the organization of various fruitful academic activities in the session.
- The college ensures that professional Ethics are strictly observed by the faculty and staff. They are appreciated for the observance of human values and their concern to environment, integration and sustainability, etc.
- Attempts are made to inculcate moral and ethical values among the students, to make them sensible and responsible citizens. The curriculum of different subjects is effectively used for this purpose.
- As per the norms of the affiliating university, all the enrolled students at semester VI undertake 'project' as a special course. These projects are submitted and certified by the head of the department/guide/supervisor and Principal of the college.
- The institution collects the feedback from its different stakeholders. The collected feedback is analyzed and action has been taken on the same. The said feedback is placed on the official website of the institution.

Teaching-learning and Evaluation

- Teaching, Learning and Evaluation is at the core of our institution. IQAC ensures systematic planning of the teaching-learning process in the college.
- Majority of our students are from rural and remote areas.
- We offer multilingual methods in diversified curriculum delivery to meet the needs of variety of our learners who belong to diverse backgrounds and variety of communities.
- Large number of students in the college belong to the reserved categories.
- Variety of student-centric teaching-learning methodologies are used in the college. Dissertation and projects are given to the students to have field experience through community visits.
- Focused on the outcome-based teaching, the teachers make various experiments in their teaching to bring innovativeness and effectiveness for the better utilization of what they teach.
- Bridge Courses for newly admitted students, Remedial coaching for slow learners and booster classes

for advance learners are organized to provide opportunities to excel academically.

- ICT facility is regularly used for seminars, presentations, participation in personality development activities, group discussions, etc.
- Our faculty has mastered the methods of online teaching-learning through various online platforms during COVID-19 Pandemic. They kept students busy in various healthy academic activities during the lockdown period. Our faculty also developed e-content based on prescribed syllabi and shared it among the students.
- Near about 90% of our teachers are Ph. Ds or have cleared NET/SET exams.
- The Institution follows a very transparent and fair continuous internal evaluation system to assess and analyze students' learning and its outcome at regular intervals. The institution conducts tutorials, home assignments, unit tests, presentations, seminars, terminal exams, etc. to assess the performance of the students. The examination committee of the institution executes internal exams in a very meticulous manner.
- Examination related grievances are handled with transparency.
- The well-drafted and systematically communicated course outcomes and programme outcomes leave no suspense among students towards their progression.
- The graph of passing percentage of final year students has been continuously going high due to the experiments in teaching-learning process.
- The number of students in University merit list has been constantly increasing since last few years.

Research, Innovations and Extension

- The institution has been striving hard to create & develop innovation ecosystem.
- The departments of the English and department of Marathi have collected number of spoken words from the local Marathi speaker's day to day communication and created "Zadiboli -Marathi- English" Glossary.
- The Department of Home Economics has created Regional & traditional Dish recipe book. It includes rare and traditional recipes from the region which have very high nutritional values.
- Attempts are made to promote healthy Nutritional eating habits, and to provide the information about seasonable edible Wild Vegetables (RAN BHAJI) to the people of region.
- Institution encourages its students to participate in various survey-based learnings.
- Dept. of Economics conducted particular survey on socio-economic study of Bricks Labour and vegetable venders in tehsil area.
- Students of the college are constantly encouraged to participate in different Surveys organized by GOs and NGOs.
- The College has got recognition as IHLR & SS Centre under the faculty of Commerce and Management and faculty of Humanity (Sociology). At present 16 researchers are registered at this centre.
- Workshops/seminars on intellectual property right (IPR) are organized regularly .
- The institution always encourages its faculty to participate in research activities and publish their research work in reputed journal. All the faculty members are actively busy in writing and editing books and Research Papers.
- To institution organizes various extension activities in the campus and in neighbourhood community. Attempts are made to involve maximum students in these activities.
- For its continuous efforts in sensitizing the students about social problems and creating awareness among them and citizens through fruitful effective extension activities, the institution has been appreciated and recognized by Govt and non govt agencies.
- The institution has established very healthy and constructive collaboration with some institutions in the

area to expand its research resource, faculty exchange, sharing of knowledge and library resources, entrepreneurship, outreach and extension activities.

- At present the institution has Eight active Linkages/ Collaborations.

Infrastructure and Learning Resources

Ø Keeping in view the current dynamics of effective teaching and learning and demands, the institution has created and enhanced the infrastructure. After the second accreditation the institution constructed new rooms and developed laboratories for the subjects of Science stream.

Ø The institution has adequate infrastructure and physical facilities. At present the institution has 22 classrooms, 07 well-furnished laboratories, a Girls' Common room, Gymnasium, well-furnished Principal's Cabin with attached wash room and antechamber, well-furnished and spacious staff room with attached toilet/washroom, well-furnished room for college and university examination committee, well-furnished and spacious Administrative office, well-furnished room for IQAC and UGC Cell, room for N.S.S./Population Education and Extension department, Room for Anti-ragging committee and Boys' common room.

Ø The institution has accomplished the need of conference/Seminar hall and developed it with few more amenities.

Ø The institution has provided a separate enough-to-meet-the-need space for its central library with attached toilet. There is a silent zone, a separate reading room for students, a separate reading block for the teachers, non-teaching staff members and other visitors.

Ø The facility of R.O. water has been made available on the ground floor. Recreational facilities are availed.

Ø The gymnasium is kept open during the college time.

Ø The institution has provided a space for well-furnished canteen.

Ø Library advisory committee has been formed which takes review of the books, necessary furniture and other services and facilities available with the library.

Ø The institution has its official website. The complete and updated information of the college is available on the website.

Ø There are enough number of computers in the computer lab. All the computers are NET enabled. The institution has availed Scanner, Photo-copy machine and Xerox machine in the administrative office. The institution also has Projectors, Air-condition, LED and Generator. Computers with Internet access are provided to IQAC/UGC Cell, NSS/Population Education and Extension, Staffroom.

Ø There is special budgetary provision in the annual budget of the institution for IT infrastructure in the institution.

Ø The institution has availed a facility for outdoor and indoor games. All the playgrounds are well maintained. The first-aids-box is kept in the department.

Student Support and Progression

- Students are acquainted with various scholarships, concessions, services, facilities through the prospectus and time-to-time notices.
- Academically Merit Students are felicitated with Cash prizes and their parents are honoured.
- The institution gives scholarship to the students from open category who are not benefitted by any other fee concession or scholarship scheme.
- The institution has activated Employment Guidance and Placement Cell.
- The cell conducts various competitive examinations to prepare the students for bank, railway and civil service examinations.

- Students Welfare department in the college organizes Personality Development camps regularly.
- Various departments in the college organize multidimensional cultural and literary activities to provide a proper platform for the presentation and development of various inborn skills among the students.
- Students are encouraged and provided financial support for participation in cultural/literary and extension activities.
- The institution provides academic support and adopts enough flexibility in internal examinations for the students participating in games/sports and extra-curricular activities.
- Every year the institution organizes University/State/National level cultural / literary competition to avail an opportunity for the students to meet talented and skilled students from other institutions and universities.
- The institution appreciates and felicitates the students for participation in sports, cultural / literary and extra-curricular activities with encouraging speeches, trophies and certificates.
- Incentive marks, available as per university rules for the sports, cultural /literary activities and N.S.S., are awarded to the students.
- The institution has Discipline and Anti-ragging Committee.
- The institution has grievances and sexual harassment redressal cell.
- There is a grievances/suggestion box for the students where the students can put any grievance or suggestion. The box is kept in the students' reading room.
- The institution has women empowerment cell. The cell organizes programmes about the rights and duties of women, empowerment of women, protecting female children, dowry, family disputes, legal guidance on sexual harassment, ragging, gender discrimination, etc.
- The institution has Registered Alumni association. Two meetings of Alumni association are held in a session. Other alumni are also invited to attend the meeting.

Governance, Leadership and Management

- The governance of the institution is in accordance with its vision and mission. The enrolled students are acquainted with the vision and mission of the institution through the website, prospectus and through "Know Your College" activity. The academic, research and extension activities of the institution are planned and executed in accordance with its vision and mission.
- The quality policy of the institution is designed after thorough discussions with the faculty, staff and feedback from different stakeholders.
- The top management is democratic and inspirational body.
- The various departments of the institution are given authority and provided with operational autonomy regarding planning and organizing various programmes.
- The available resources with the institution are maintained and upgraded. As per plan and need

Resource persons from outside are invited.

- The institution has adopted various welfare measures to satisfy as well as to motivate the faculty and the staff for better performance.
- The teaching and non-teaching staff members are encouraged and granted leaves and financial support for professional development activities.
- The faculty and the staff are duly appreciated for their devotion, enthusiasm and creativity.
- The institution has adopted Annual Performance Index (API) system to measure the performance of its teaching staff.
- Similar feedback on the performance of non-teaching staff is taken regularly.
- The proposals of teaching and non-teaching staff for gradual/ step-wise promotions are forwarded to the concerning authority after the completion of stated qualification by them.
- The institution has developed mechanisms for its internal and external audit. The institution maintains utmost transparency in financial transactions.
- The institute monitors the effective and efficient use of available financial resources through a proper mechanism.
- The college has established an Internal Quality Assurance Cell (IQAC) which conceives plans, executes growth orientated programmes and keeps a critical eye over the functioning of all the components of the college.
- The Internal Quality Assurance Cell (IQAC) of the institution conducts frequent meetings of its members to discuss the implementation of several quality initiatives and the outcomes.
- Healthy relationship with social welfare organizations / institutions is maintained to organize collaborative extension activities.

Institutional Values and Best Practices

- Promotion of gender equity programmes has created healthy and safe atmosphere for girl students, increasing their enrolment in a remarkable manner. Women Empowerment and Gender Sensitization Committee, Women Redressal Cell for Sexual Harassment, Mentor-Mentee and Discipline and Anti-Ragging Cell are formed to maintain gender equity.
- All the classrooms and the whole campus are under CCTV surveillance which has generated feelings of safety and security among girls. A well-furnished Girls' Common Room with wending machine, sanitary napkins and mirrors is provided to them.
- Anti-ragging Committee, Sexual Harassment Committee and Grievance Redressal Committee are functioning actively to resolve related issues. The Complaint/Suggestion Box is available in the institution.
- Facilities for biodegradable waste management, Roof top water harvesting, Green Campus initiatives, restricted entry to the automobile vehicles, No Vehicle Day Observance, Pedestrian friendly pathways, Plastic-Free Campus, Tree Plantation in and out of the institution are regular practices of the institution.
- The Divyangjan-Friendly and barrier-free environment have succeeded in providing safety to the differently abled students and citizens.
- Efforts to create inclusive environment and harmony towards cultural, lingual, regional, communal, socio-economic diversities have created healthy academic competition among students.
- Observance of the birth and death anniversaries of great leaders and social reformers, celebration of national and international commemorative days and value-based programmes imbibe values and spread the message of Equality in Diversity.
- "Know Your College" programme is organized every year to welcome and acquaint the newly admitted students with their college. The book of Code of Conduct has been displayed on college

website, and is kept in the Central Library, staff room and in the administrative office of the college.

- The two Best Practices have their positive impact on academic and co-curricular activities in the college.
- The Practice of 'Felicitation of Meritorious Students with their Parents' has achieved immense success in creating atmosphere of healthy academic competition among students in the college.
- Various art forms are presented on the stage every year in Inter-Collegiate Activities every Year.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADARSH ARTS AND COMMERCE COLLEGE, DESAIGANJ
Address	Armor Road, Desaiganj (Wadsa), Dist- Gadchiroli
City	Desaiganj
State	Maharashtra
Pin	441207
Website	adarshcollegedesaignj.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shankar Gombumal Kukreja	07137-272554	9404818437	07137-27255 4	adarsh_desaignj@ rediffmail.com
IQAC / CIQA coordinator	Shriram Govinda Gahane	07137-273823	8275286388	-	shrigahane@gmail. com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi and Hindi Minority Education Institution
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Gondwana University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	07-03-2014	View Document		
12B of UGC	03-09-2021	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Armori Road, Desaiganj (Wadsa), Dist- Gadchiroli	Semi-urban	2	2367.49

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics Political Science Geography	36	XII	Marathi	760	83
UG	BA,Economics Political Science Home Economics	36	XII	Marathi	760	47
UG	BA,Economics Political Science Marathi Literature	36	XII	Marathi	760	39
UG	BA,Economics Sociology Geography	36	XII	Marathi	760	56
UG	BA,Economics Sociology Home Economics	36	XII	Marathi	760	33
UG	BA,Economics Sociology Marathi Literature	36	XII	Marathi	760	32
UG	BA,History Political Science	36	XII	Marathi	760	53

	Geography					
UG	BA,History Political Science Home Economics	36	XII	Marathi	760	26
UG	BA,History Political Science Marathi Literature	36	XII	Marathi	760	38
UG	BA,History Sociology Geography	36	XII	Marathi	760	83
UG	BA,History Sociology Home Economics	36	XII	Marathi	760	75
UG	BA,History Sociology Marathi Literature	36	XII	Marathi	760	53
UG	BA,English Literature Political Science Geography	36	XII	Marathi	760	11
UG	BA,English Literature Political Science Home Economics	36	XII	Marathi	760	6
UG	BA,English Literature Sociology Geography	36	XII	Marathi	760	11
UG	BA,English Literature Sociology Home Economics	36	XII	Marathi	760	7

UG	BCom, Fa Stbm Pm Be It	36	XII	Marathi	360	86
UG	BCom, Fa Stbm Pm Be Hrd	36	XII	Marathi	360	128
UG	BSc, Chemist ry Botany Zoology	36	XII	English, Mar athi	360	98
UG	BSc, Physics Chemistry Mathematics	36	XII	English, Mar athi	360	23
PG	MA, Marathi	24	Graduation	Marathi	160	62
PG	MA, Sociolo gy	24	Graduation	Marathi	160	46
PG	MA, Econom ics	24	Graduation	Marathi	160	35
PG	MCom, Com merce	24	Graduation	English, Mar athi	160	139

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				9			
Recruited	1	0	0	1	4	0	0	4	4	0	0	4
Yet to Recruit	0				0				5			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	5	1	0	6
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	0	0	2	0	0	6
M.Phil.	0	0	0	1	0	0	2	0	0	3
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	20	13	0	33
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	362	0	0	0	362
	Female	626	0	0	0	626
	Others	0	0	0	0	0
PG	Male	115	0	0	0	115
	Female	167	0	0	0	167
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	88	72	52	47
	Female	124	113	94	96
	Others	0	0	0	0
ST	Male	70	67	51	34
	Female	83	97	80	64
	Others	0	0	0	0
OBC	Male	221	175	194	167
	Female	394	384	311	306
	Others	0	0	0	0
General	Male	29	17	24	20
	Female	68	63	64	69
	Others	0	0	0	0
Others	Male	51	40	35	40
	Female	71	72	66	74
	Others	0	0	0	0
Total		1199	1100	971	917

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The New Education Policy-2020 emphasizes the need of multidisciplinary structure of higher education. The institution has developed itself in holistic multidisciplinary institution having Arts, Commerce and Science faculties, and offers multidisciplinary education to its students based on the CBCS pattern of the parent university. We offer 3 Programmes at UG level and 4 Programmes at PG level; we also have Research Center in two subjects for Ph. D. Scholars. To address the most crucial issue of the day, our institution offers a course in “Environmental Studies to first year and second year students. A Compulsory course in ‘Democracy, Elections and Good Governance’ for the students of first and</p>
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	<p>second year students helps develop our students in responsible and vigilant citizens of the country. 'Research Methodology' is a credit course for the third year students of Humanities. It creates research aptitude among our students and develops scientific approach among them towards research. Two of our teachers- Prof. Dr. Jaydeo Deshmukh and Dr. Shriram Gahane- are the members of the Task Force formed by Gondwana University, Gadchiroli for the effective implementation of NEP-2020. They attend the meetings of the Task Force and contribute in the process. We organized a National Webinar on "New Education Policy" on 10th December 2021 to highlight the features of the Policy. We have organized an orientation programme for students to make them aware of multiple-entry and multiple exit scheme. Mr. Nilesh D. Halami, Assistant Professor in Commerce, attended a National Conference on New National Education Policy at Chandrapur on 1st Sept. 2019. He also attended and presented a paper on "New Education Policy: Its Impact on Students and Teachers" in a Multidisciplinary National Conference on "NEP 2020: Its Implementation in Education" organized on 23rd Sept. 2022. Projects related to various social issues are given to the final year students.</p>
2. Academic bank of credits (ABC):	<p>We have already started creating awareness among students about Academic Bank of Credit. The Principal, IQAC Coordinator and few teachers attended the Workshops on Academic Bank of Credits organised by parent University. We have started the process of registration of students for Academic Bank of Credit. IQAC Coordinator, Dr. Shriram Gahane and Mr. Nilesh Halami have been deputed by the Principal to deal with the process of registration of students in the Academic Bank of Credits. They have deputed specific teachers for a group of students for this purpose. As on today, we have registered nearabout 1000 students in ABC out of 1270 students studying in the college. The remaining students of the college will get registered in Academic Bank of Credits soon.</p>
3. Skill development:	<p>The institution continuously caters to the need of skill development of its students and gives them opportunity to enhance their life skills, hobbies and respects their interests. Topics related to skill development are highlighted in the syllabi. Our</p>

	<p>curricular and extra-curricular activities mainly focus human values and ethics. Topics related to soft skill development in the syllabi are used to highlight importance of skills. Various personality development programmes and activities are organized for students by different departments. We also run skill-based certificate courses at the institutional level. The students are continuously encouraged to pursue their skills and develop them into the career. The Hobby Center in the college constantly inspires the students to use their creative skills constructively in preparing useful and beautiful items out of waste material.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution is continuously engaged in preserving and sustaining the rich cultural heritage of the region. Various aspects in curriculum related to Indian Knowledge System and culture are stressed. The region is filled with cultural and lingual diversity. Majority of our teachers use vernacular language apart from English language in the classrooms. Majority of our courses are in Marathi medium. Our English teachers use bilingual techniques in classrooms. Adarsh Tribal Pride, a group of schedule Tribe students and few interested teachers works for the upliftment of tribal students in the college. We also regularly organize folk-dance competitions to promote indigenous folk arts. A Glossary of Zadiboli-Marathi words has been prepared by the college. The intention behind it is to help local students who speak Zadiboli to understand and acquire Marathi without deviating from their indigenous lingual roots. A Recipe Book on the processes of cooking various locally found wild vegetables has been prepared by the department of Home-Economics, and has proved very useful for the girl students in particular. We have also initiated the process of preparation of Glossary of Gondi/Madia- Marathi-English Words to help tribal students heading towards modernization. Dr. Shriram Gahane presented the paper on “Preservation of Cultural Heritage Through Inclusion of Local Literature in Curricula” in a National Conference organized by Tribal Research Center of Gondwana University, Gadchiroli to create awareness among faculty about the endangered indigenous languages and local literature.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>We have prepared Outcomes for all the Courses and Programmes in the college; the students are informed</p>

	<p>regarding these outcomes, and placed in the college website. The students are notified in the beginning of every session to get acquainted with these Course Outcomes and Programme Outcomes; the teachers are also notified to tell their students about the Course Outcomes and Programme Outcomes. The students are also appealed to visit college website for detail information regarding these outcomes. The attainment of Programme Outcomes and Course Outcomes is constantly evaluated by our institution. Our teachers teach as per the course outcomes. The institution takes feedback from students every year to know whether they are aware of these outcomes and whether the teachers teach accordingly. Class tests, Unit tests, Model tests, Seminars, Home Assignments, Practicals and University Theory examinations are the parameters to evaluate the outcomes. Six of our teachers are the members of various Boards of Studies in the University. They play crucial role in the formation of Course and Programme Outcomes.</p>
6. Distance education/online education:	<p>Our teachers have acquired necessary skills for online education during COVID-19 Pandemic. They have continued to impart lessons both through online and offline mode. Almost all teachers have formed WhatsApp study groups of their respective subjects. They share pdf texts, audios and videos through these groups for students. The students are facilitated with curricula, notes and model question papers based on University examination pattern so that they would be able to prepare for the examinations at their own pace and place. The practice helped our students face their examinations successfully during COVID-19 Pandemic when they were forced to stay at home. The institution also runs a recognized Study Center of Yashwantrao Chavhan Maharashtra Open University, Nashik for those students whom it is not possible to take admission in regular courses.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The college has been striving hard to create awareness regarding electoral literacy among its students. The Electoral Literacy Club has been set up in the institution under the flagship of 'Systematic
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	Voters Education and Electoral Participation' a campaign by Election Commission of India.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. A Coordinator teacher has been appointed as a Nodal Officer. A team of 15 student representatives from all the disciplines works to coordinate the activities of the Club. The Electoral Literacy Club is functional. It organizes various Voter Literacy Awareness Programmes for newly admitted students and encourages them to register as voters.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Coordinator of the Electoral Literacy Club inquires new comer students regarding their registration as voters if they are above eighteen years old. He distributes the registration forms among such students and asks them to submit the same to him. The Electoral Literacy Club is formed at the beginning of each session. The Club works to register new voters, organizes Training Camps for the voters in and out of the college, and celebrates National Voter's Day on 25th January by organizing various awareness activities for students. The Electoral Literacy Club organized a Quiz Competition for the students in collaboration with the local Tahsil Office on 25th January 2023 to spread awareness about election and voter registration. The winners were felicitated while all the participants were given Certificates of participation.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes. The Electoral Literacy Club takes initiatives to register new voters and spreads awareness about citizens' participation as voters during elections. The Club organizes Rallies in the town Oath Taking Ceremony, essay writing competitions for the student voters in the college. We organize special lectures on Voter Awareness during NSS Special Camps in the adopted village.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Nodal Officer appointed in the college strives every year to register new students as voters. Following number of newly admitted students were registered as voters during the last few years. 2019-20 - 100 2020-21 - 88 2021-22 - 182 2022-23 - 93

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1199	1100	971	917	1001

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 14

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	13	13

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
24.31	23.10	29.93	23.97	23.88

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Being private, affiliated institution we take and implement the curriculum provided by the affiliating university. The curriculum, provided by the affiliating university, is availed in the beginning of each academic session. Meeting of the faculty is held to discuss the change in curriculum, if any, availability of Textbooks, Reference books, and other means required for effective delivery of curriculum. The faculty members are asked to prepare teaching plan, including the plan of internal examinations and acquaint the students about the same. The faculty members are further asked to prepare the plan of relevant co-curricular activities to be effectively implemented in the session.

The institution has a curriculum vigilance and college internal examination committee to keep vigilance on the proper adoption and timely implementation and completion of curriculum, conduction of unit tests, projects, seminars, and workshops by the concerned faculty as per the guidelines of the affiliating university. Regular feedback on the completion of the course has been taken by the head of the institution. The above committee also collects subject-wise and semester-wise question papers, as per the examination pattern of the affiliating university, and supplies the same to the students, to make the students study according to the pattern of university examination. The same Committee asked the faculty members to provide study material to the students, appropriate to the mode of University examinations, question bank and conduct the unit-wise tests accordingly. Through the faculties the institution conducts, on regular basis, various internal examinations to evaluate the written skill, oral skill and presentation skill achieved by the students. The IQAC, and the head of the institution closely look into the matter and make necessary suggestions.

The daily teaching activity is recorded in the Daily Teaching Dairy and seen and signed by the Head of the Department, Head of the Faculty and finally by the Head of the Institution. The faculty members are asked, encouraged and dully appreciated for using effective, student-centric, innovative and participatory teaching methods. During the last five years the faculty members adopted and activated different modes of imparting information to the students through PPT, Blogs, Audio, Video, Google Classroom, broadcasting, Mobile Education and other electronic modes. The traditional mode of teaching was also used by the faculty, wherever necessary.

During Pandemic period the institution implemented online mode of teaching-learning, internal examinations and evaluation. The institution conducted four institutional level workshops to teach and train the faculty on E-content development and effective delivery of the same. The institution has availed Overhead Projectors and also trained the faculty to use them promptly as and when needed while imparting the curriculum.

Language and Literature Students' Study Council, Social Sciences Students' Study Council, Commerce Students' Study Council were formed every year. These councils planned and arranged fruitful, effective

co-curricular activities both in Online and Offline mode. Resource persons were being invited to deliver talk on important items of curriculum.

The academic calendar has been prepared and included in the prospectus of the college every year. The Notification-cum-academic-Calendar of the affiliating University has also been included in the prospectus of the college. The institution adheres to the academic calendar in the organization of various fruitful academic activities in the session.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 09

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2 Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 18.04

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
366	210	150	210	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

The college ensures that professional Ethics are strictly observed by the teaching faculty, non-teaching staff, and supporting staff. The faculty members are appreciated for their observance of human values by them and their concern for the environment, integration, sustainability, etc.

The college also aims to teach moral and ethical values among the students, to make them sensible and responsible citizens in all respect. To achieve this objective the curriculum of different subjects is skillfully and effectively used by the faculty.

During the last five years, the contents in the curriculum of Marathi, English, Marathi Literature, and English Literature were thoroughly illustrated by the faculty to inculcate human values like family bonding, love, concern, and equality, among the students and to make them socially responsible, patriotic, and also aware about their role as well as rights. They were oriented on environmental issues and their role in the protection of the environment, to avoid discrimination on the ground of gender, caste, class, religion, or nationality, to stop harassment of women, killing of female fetocides, respecting women, family disputes, etc.

The Course of Environment Studies is introduced and made compulsory for all the students of B. A. and B. Com., B. Sc., Through this course and the contents in the curriculum of the subject Geography, like Ecosystem, Geomorphology, Biodiversity, River, etc. the students were oriented about different natural resources, their importance, functions, hazards to the environment, the interdependence of nature and man. Through the curriculum of Economics, the students were guided on the imbalance of habitat due to the materialistic activities of man, overpopulation, industrialization, and the need to protect the environment. Through the History, Sociology, and Political Science curriculum, the students were guided on different social, historical, and political movements in the past, their consequences on contemporary society, and the importance of studying social sciences in the present time.

Institutional attempts to integrate crosscutting issues relevant to professional Ethics, Gender, Human Values, Environment, and sustainability into the curriculum -

Sr. No.	Subject	Curriculum	Issue/Issues
1	English Literature	Dramas in English – King Lear, Dance Like a Man, Ghasiram Kotwal	Family bonding, love, concern
2	English Literature	Short Story in English- The Thakur's Well, The Homecoming	Equality, brotherhood, maternal love
3	Compulsory English	Essays in English – Speech on Indian Independence, The Human Environment	Socially responsibility, patriotism
4	Compulsory English	Poems in English – Ecology, An Old Woman	Awareness of the Environment, Protection of environmental Concerns for old people
5	Marathi Literature	Novel in Marathi – Garanbicha Babu	Socially responsibility
6	Compulsory Marathi	The poem in Marathi – De Varachi Asa De, Naata, Akherache Kirtan	Humanity, Environmental Awareness, Social responsibility
7	Environment Studies (As per UGC guidelines) and Geography	Ecosystem, Geomorphology, Biodiversity, River, different natural resources	Relationship between nature and man, protection of the environment
8	Economics	Relationship between Environment and Population, Relationship between Environment and Economic Development, Types of Pollution, Environment Protection Act	Relationship between Environment and Economic Development, protection of the environment

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 23.6

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 283

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 59.47

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
549	516	605	477	529

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
980	980	980	780	780

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 74.37

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
374	340	401	303	320

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

2021-22	2020-21	2019-20	2018-19	2017-18
509	509	509	405	405

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 99.92**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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:**

We believe in the effectiveness of the student centric participatory teaching-learning methods. Our students belong to the diverse backgrounds. Accordingly, healthy student-centric learning environment has been created in the institution. Apart from the conventional pattern of teaching-learning, our teachers also offer experiential and participative methodologies that help our students expand their visions. Focused on the outcome-based teaching, the teachers relate the curricula with the actual life experiences of the students.

The teachers make various experiments in their teaching to bring innovativeness and effectiveness for the better utilization of what they teach.

Teaching Methodologies:

Experiential Learning:

The students are constantly encouraged to relate curricula with their real life experiences. Teachers involve their students in the learning process by inspiring them to prepare for the role plays, seminars, presentations and group discussions. They are inspired to exhibit various roles based on the syllabi.

Participative Learning:

Teachers encourage their students to participate in the teaching-learning process by giving them opportunities to ask questions. Activities like seminars, presentations, assignments and viva-voce avail lot of opportunities to the learners to express themselves. The students' study councils afford chances to students to take lead in student-centric organizations.

Problem Solving:

Our teachers focus on individual development of each student. They encourage questions in the class and try to solve students' problems instantly. Bridge Courses for newly admitted students and Remedial classes for slow learners create emotional bond between teachers and students. Our Hon'ble Principal personally interacts with students whenever he gets the opportunity, and inspires them to speak freely.

Laboratory Exercise:

Students initiate various subject related experiments in science laboratories. Likewise, students of Home Economics and Geography participate in different exercises under the supervision of their teachers.

Projects and Dissertations:

Projects and Dissertations are mandatory for the students of UG and PG respectively. The students participating in these academic activities observe scientific research methodology such as literature review, data collection, testing of hypotheses, data analysis, interpretations and findings. The process inspires students to get ready for research and gives them first-hand experience.

Use of Technology:

Use of technology and various ICT teaching-learning tools are used by teachers to create conceptual clarity. Almost all our teachers acquired necessary knowledge of various technological teaching tools. This has its impact on the learning as students find these new methods as more dynamic and effective because they too are well aware of such advances. During COVID period our teachers successfully engaged online classes and kept students busy in creative and constructive activities. They formed Google Classrooms, You Tube and Whats app study groups, and used Zoom, Google Meet, Gio Meet, Blogs and other such platforms to interact with students during lockdown period. They organized online quizzes and tests based on syllabi, prepared content-based audios and videos for students. The IQAC organized various sessions

for teachers to enable them to use various technological teaching tools. To encourage use of ICT teaching-learning tools the institution has availed stable and affordable wi-fi and internet connectivity in the campus.

The institution also organized many academic and cultural events via online mode during the Pandemic.

Outcome:

Students' understanding level was found enhanced. Many students acquired various technological learning devices and started using Mobile phones as learning tools. The number of students in University Merit list increased.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 88.57

2.4.1.1 Number of sanctioned posts year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	14	14	14

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 90.32

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise

during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	12	11

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

The Institution follows a very transparent and fair continuous internal evaluation system to assess and analyze students' learning and its outcome. The institution conducts tutorials, home assignments, unit tests, presentations, seminars, terminal exams, etc. to assess the performance of the students. The Curriculum Vigilance Committee of the institution keeps watch on the whole process of teaching, learning and evaluation, The examination committee executes internal exams in a very meticulous manner. In order to conduct practical exams, internal and external examiners are appointed by the affiliating university. The students are free to use the suggestion box to lodge their grievances regarding exams.

All the teachers prepare their teaching plans in the beginning of every session. They specifically mention how they would evaluate the students of their subjects. This is also conveyed to the students in the class. The students are specifically made aware of the evaluation system of the University. The students are told about Unit Tests and a Model Test based on university pattern of examination. These Unit Tests are held at regular intervals. They are evaluated and, to ensure transparency of the evaluation process, the outcome is discussed in the class by the teachers. The test papers are distributed to the students after every internal test. The students are asked to go through the answer scripts, check and acknowledge the marks secured and rectify any discrepancy in the paper with the faculty concerned.

The teachers give assignments to the students and ask them to submit the same by the end of every session. The students are also assessed through the seminars held by the teachers regularly. One to one viva-voce is

another robust mechanism of assessing students. As the teachers hold viva-voce in the class in the presence of all the students, they prepare for the same seriously. The students are also assessed in some subjects through study tours, field/factory visits, subject quizzes, case studies, activity-based learning, group discussions, role plays and online tests.

The Curriculum Vigilance and Internal Examination and Assessment Committee issues notices to the teachers and students regarding internal examinations and maintenance of the record related to question papers, evaluation scripts and notices issued in this regard.

Examination related grievances are handled with transparency. The students are provided with the corrected answer-scripts by the respective faculty. The doubts and enquiries of the students regarding the pattern of questions and answers are clarified by the teachers. If there is any tabulation related error in the assessment, corrections are duly made by the examiner and the corrected marks are allotted to the students.

Model test papers are checked by the teachers and explained in the class. The grievances of the students regarding evaluation are heard and disposed thereof.

The students are advised to apply to the university for the photo copy of the answer script and revaluation if they are not satisfied with their results. The concerned teachers remain in close contact with such students.

Outcome:

No examination related grievance occurs as teachers interact with students and deal with their grievances regularly. The University examinations are held fairly in the college.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Mechanism of Drafting POs and COs:

The institution follows the curricula prescribed by Gondwana University, Gadchiroli. The university has designed objectives for all the programs and uploaded on the university website.

The institution, through IQAC, took initiatives in preparing various program outcomes and course outcomes in collaboration and comprehensive discussion with the respective departments. The teachers

were asked to prepare the outcomes of their respective subjects in consultation with their seniors and fraternity. The IQAC also visited the university website for such outcomes, collected them and correlated them with the courses in the college. The Cell communicated all these outcomes with the respective faculty and displayed all the POs and COs of all the programs in the institution on the institutional website. There is a special committee to maintain and evaluate the outcomes.

Mechanism of Communication:

The College has clearly stated learning outcomes of the Programs and Courses. The POs and COs are displayed on the institution's website and are available for all stakeholders. At the commencement of every academic session, an induction program is organised to make the first-year students aware of the various aspects of their programme and course outcomes. They are also advised to convey these outcomes to their parents.

At the first meeting with the students of their class, the concerned teachers discuss the course outcomes and give them a brief idea about the topics to be covered during the semester and give them a list of reference books that they need to refer to. The objectives are supplied to the students while giving them the syllabus. The students are also informed about the possible career opportunities after graduation and post-graduation.

The hard copies of syllabi with Learning Outcomes of each Course are available in each department for the ready reference to the teachers and students.

The institution permits teachers to participate in workshops, seminars, conferences and FDPs to enrich them to attain the outcomes. 6 of our faculty members were the members of BoS (Board of Studies) of the affiliated university during the last five years. They actively participated in the process of preparing POs and Cos. Additionally, with the launching of the CBCS pattern, the institution organized workshops on the revised syllabus (CBCS) for all the subjects of the Faculty of Commerce and Management in collaboration with the university. The teachers in the institution actively participate in such workshops on the restructuring of the whole curriculum organized by other institutions of the affiliated university.

Outcome:

The students feel free to focus on their studies as specific directions are given to them. They try their best to achieve the outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

The institution takes serious cognizance of the process of evaluation of attainment of Program Outcomes and Course Outcomes. This is done through various methods at different steps. They are as follow:

- 1. Class Tests, Surprise Tests, Unit Tests, Home Assignments:** The learners are acquainted with the POs and COs and internal evaluation process as mentioned in the university syllabus. Accordingly, students are tested through the parameters such as class tests, surprise tests, unit tests, home assignments, seminars, viva-voce. They are continuously assessed and evaluated; the results are communicated to them with recognitions and necessary suggestions to lead them towards the attainment of Cos and Pos.
- 2. Organization of Subject-related Activities:** Almost all the subject teachers form subject-wise students' study councils every year. These councils consist of students from each class, with the subject teacher as coordinator. Guest lectures, role plays, quizzes, elocution competitions and other such activities are arranged to lead the students towards the attainment of POs and COs.
- 3. Practical Examinations, Projects, Field Visits:** These parameters are utilized to test on-the-field and practical knowledge of our students. They help students develop scientific approach and logical aptitude to pave the way towards the attainment of POs and COs.
- 4. University Examinations:** The university examinations held at the end of every semester are the most effective ways to evaluate the attainment of POs and COs. Students' performance in these examinations signify their journey towards the goal. The results are discussed in the class by each subject teacher. They review the strategies of evaluation for advanced learners and slow learners. The felicitation of meritorious students with their parents is a regular practice of the institution through which attainment of program outcomes are measured and checked. On successful completion of the final year of study, there is a cash reward system through which students are encouraged to excel in life.
- 5.** The parents of meritorious students are invited in the institution; they are felicitated and inspired to help their wards move to achieve the projected learning outcomes. Teachers arrange remedial classes for slow learners and help them academically.
- 6.** The institution keeps a track record of program outcome achievement through the quarterly meetings of Staff Council too. The University results of all subjects are discussed in the meetings of Staff Council and College Development Committee. The teachers are asked to remain focused and evaluate the attainment of POs and COs.
- 7.** One of the methods is by assessing the teaching-learning based on a feedback system. There is a special committee for feedback collection from the students. It provides the feedback forms to all and asks them to fill up these forms providing inputs on teaching-learning strengths, drawbacks, limitations, constraints and also merits of the department, its faculty members etc.

Outcome:

The attainment of POs and COs are evaluated with precision through various parameters. It has positive impact on the performance of our students and has resulted in increase of the number of our students in the university merit list.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3 Pass percentage of Students during last five years (excluding backlog students)**Response:** 91.14**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
296	309	147	220	159

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

2021-22	2020-21	2019-20	2018-19	2017-18
328	314	149	260	190

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.73

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Some Initiatives related to Innovative activities :

Glossary of Zadiboli-Marathi Words

The department of Marathi has collected number of spoken words from the local Marathi speakers' day to day communication which is known as "Zadiboli-Marathi", and created "Zadiboli -Marathi" Glossary. The said glossary contains the words that are used in the East Vidarbha region of Maharashtra, known as *zadipatti*. These words are not heard, used and understood by some other Marathi speakers in the area and other parts of Maharashtra state. Students find out the zadiboli words that are the part and parcel of village life and the faculty and students find out the meaning of these words in Marathi.

Recipe Book of Traditional dishes and wild vegetables :

The Department of Home Economics has worked on another innovative Idea. The department has pointed out some healthy and nutritious, traditional recipes from villages, that are on the verge of extinction. We have preserved the making process of these recipes. This department has created Regional & traditional

Dish recipe book. This recipe book includes rare and traditional recipes from the region which have very high nutritional values. Attempts are made to promote healthy and nutritious eating habits, and to provide the information about seasonable edible Wild Vegetables known as RAN BHAJI (vegetables that grow naturally in the forest and agricultural land in particular seasons of the year) to the people of region. The department tries to convey these recipes to the students, girls in particular, regularly.

Innovative Social Survey Projects :

The college Conducts field visits, social-eco and geological survey and encourages the students to participate in research & innovation activities. The Department of Geography conducted Socio-Eco & Geography Survey in Chikhali Rith village. The Department of Economics conducted Vegetable vender and Bricks Labour Socio-Eco Survey in tehsil. Conceptual model exhibition is organized annually where students exhibit their research talent through models and projects.

Some students of the college participated in annual survey on Tobacco and Liquor expenditure conducted by SEARCH, NGO, Chatgaon, Dist- Gadchroli.

Our college encourages the students to participate in research, innovation and patent activities. One of our students from PG, secured 1 prize in Paper Presentation in post graduate students' webinar on "Impact of COVID-19 Pandemic on Unorganized Sector" organised by Department of Economics, C. P. & Berar E. S. College, Nagpur.

College has got recognition as IHLR & SS (Institutions of Higher Learning, Research and Specialized Studies) under Gondwana University, Gadchiroli in the faculty of Humanities and Commerce & Management, where 16 Students have registered themselves for Ph. D. work in Sociology (8 students) and in Commerce & Management (8 students). 9 faculty members have completed their Ph. D. and two are pursuing the same. Number of research papers have been written by the faculty and published them in various journals, conferences and seminar proceedings.

The college always encourages the teachers to pursue their M.Phil. & Ph.D. degrees and to publish their research papers in national and international journals. College has a research committee, which intimates the faculty about the innovative activities and other such events and also encourages them to be involved in research and publication.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 8

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during

last five years

2021-22	2020-21	2019-20	2018-19	2017-18
03	02	03	00	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 4.14**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	12	15	11	10

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 2.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	7	4	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Every year college organises various extension activities in the neighbourhood community with active participation of students of the college and the local citizens. Through these activities we also strive to sensitize our students about various issues of immediate relevance to the society and their holistic development.

The college organizes various extension activities through various department. The college has earned a reputation as an established institution of higher education with social concern. These activities are looked as the first window to observe life at the grassroots closely. They respond sensitively to the challenges in the society.

The Institution promotes Institution-Neighbourhood Community network through various extension activities-

NSS Special Camps: National Service Scheme (NSS) has proved to be the best medium to establish close bond between the college and the neighbourhood community. In its history of 34 years our college has organised NSS special camps in almost every village of the block. We have adopted a local village,

Gandhinagar and have been organising annual special camps there. These camps help bridge the gap between theoretical academic lessons our students learn in classroom and the actual life experiences in the community. Labour donation activities undertaken in these camps clear dust and dirt in the village and develop among students the sense of respect for labour. Street plays on various social issues aware the common villagers about social evils, superstitions, illiteracy, lack of proper sanitation, etc, and spread various government schemes for public welfare. The surveys, home visits and individual interviews make our students feel for ordinary villagers and give them opportunities to peep into the local social setup.

Charity Activities: Our NSS volunteers came forward voluntarily to help the flood-affected people of Kolhapur, Sangli districts and Bhamragad in Gadchiroli district, and collected cloths, grocery, medicine, grains, bedding material and other necessary material from the local market and donated it through University NSS department in August 2020.

Service During COVID- 19 Pandemic: Distribution of food kit to Divyangajans, Students of the college carried out corona awareness through reels, social media posts, distribution of facemask, awareness on use of Mask and Sanitization, CORONA preventive Vaccination awareness programme, covid-19 vaccination camps developed humanistic attitude among the students.

Woman Empowerment Related Activities:

Environmental Sensitization Activities: Initiatives such as Mass tree plantation, Vruksha Dindi, plastic free campus & City, water conservation, and save water, save the wild animals created love among students for nature and environment.

Cleanliness Activities in the Community: Cleanliness activity in the adopted village, campus, city, Vainganga river cleaning drive, cleanliness rally and street plays were organised in the adopted village and city. Pledge of cleanliness was also taken by the students. These activities created feelings of belonging to society among students.

Health Related Activities: Blood donation, AIDS awareness campaign, Health check-up camps, dental check-up camps, sickle cell check-up camps, programmes on healthy food eating habit, Yoga Camps, fit India campaign, Fit India Drive, 75 Crore Suryanamskar drive developed health awareness among students and the community.

All these and many more such extension activities organized by various departments in the college spread hygiene related awareness in the neighbourhood community and inspired the villagers to lead healthy life. They also sensitized the students to social issue for their holistic development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The college points out the social problems and tries to create awareness and sensitize the people and plan to solve the issues, the college always encourages the students to participate in extension activities for their holistic development. Efforts of the college to sensitize and problem-solving approach towards social issues have been appreciated widely and the institution has got some appreciation and recognition from Govt and non govt agencies.

2021-22

1. Received Appreciation from adopted Village Gram Panchayat, Gandhinagar for Labour Donation activities, awareness activities, orientation of villagers on various social issue, done by NSS
2. Received Appreciation from SANKALP Seva Samiti, Desaiganj (NGO) for Blood Donation & Corona awareness activities.
3. Received Appreciation from DESAIGANJ SEVA SAMITI, Desaiganj (local NGO) to work for Blood Donation & Corona Awareness Activities.
4. Our NSS Volunteer Miss. Arpita Thombare got 2nd place in National Level Speech Competition organised by Adarsh Arts & Commerce College, Desaiganj
5. Certificate of District Blood Bank for appreciation to Blood Donation Work.
6. Certificate received from Mahama Gandhi National Council of Rural Education Dept of Higher Education Ministry of education Government of India for Swachchata Action Plan Institution.

2020-21

1. Received Appreciation from Administrator, Gram Panchayat, Gandhinagar, (Adopted Village) for creating awareness & motivate villagers to take COVID-19 Preventive Vaccine.
2. Received Appreciation from Medical Officer, PHC, Gandhinagar, (Adopted Village) for helping PHC to aware and vaccinate the villagers by COVID-19 Preventive Vaccine.
3. Certificate of District Blood Bank appreciating Blood Donation Work.

2019-20

1. Received Appreciation Certificate from adopted Village Gram Panchayat, Sawangi Gandhinagar for Labour Donation activities, awareness activities, orientation of villagers on various social issues, done by NSS
2. Certificate from District Blood Bank appreciating Blood Donation Work.

2019-20

1. Received Appreciation Certificate from adopted Village Gram Panchayat, Sawangi Gandhinagar for Labour Donation activities, awareness activities, orientation of villagers on various social issues, done by NSS
2. Certificate from District Blood Bank appreciating Blood Donation Work.

2018-19

1. Received Appreciation Certificate from adopted Village Gram Panchayat, Sawangi Gandhinagar for Labour Donation activities, awareness activities, orientation of villagers on various social issues, done by NSS
2. Received Appreciation form SEARCH, NGO, Chatgaon for participation of NSS Volunteers and programme officer in Annual Tobacco and Liquor Survey.

Certificate from District Blood Bank appreciating Blood Donation Work.

2017-18

1. Our Student Mr. Sunil Gopi Kukreja got First place in **Block Level** Swachhta Mitra Karndak Competition (Speech Competition) organised by Water Supply and Swachhata dept. and Swachha Bharat Mission, Jilha Parishad, Gadchiroli
2. Our Student Mr. Sunil Gopi Kukreja got Second place in **District Level** Swachhta Mitra Karndak Competition (Speech Competition) organised by Water Supply and Swachhata dept. and Swachha Bharat Mission, Jilha Parishad, Gadchiroli
3. Our Student Mr. Gopi Kukreja got Second place in Taluka/block level Speech Competition under Rashtriya Grahak Din organised by Food Department and Consumer Protection dept. District Magistrate, Gadchiroli.
4. Received Appreciation Certificate from adopted Village Gram Panchayat, Sawangi Gandhinagar for Labour Donation activities, awareness activities, orientation of villagers on various social issues, done by NSS

Outcome:

The college has successfully created awareness in the society about various social issues through extension activities. Our college has created its image in local area as institution with social concern.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 76

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

five years

2021-22	2020-21	2019-20	2018-19	2017-18
19	08	21	15	13

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 07

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

It has been the prime focus of the institution to provide adequate infrastructure and adequate facilities for effective and fruitful teaching-learning process. Keeping in view the current requirements of effective teaching and learning and demands of new courses, the institution makes a policy to create and enhance new infrastructure and renovate the existing infrastructure. The policy is implemented by the C.D.C. The infrastructure maintenance committee is formed to maintain infrastructure.

The institution has developed a good infrastructure and beautiful and pollution free campus. Today there are 22 classrooms including one Smart room. There is 01 laboratory for Geography, 01 laboratory for Home-Economics and 01 IT laboratory with NET enabled 12 computers and a printer. It is also equipped with LCD projector. There are 4 laboratories for Science stream. The college has provided 04 extra LCD Projectors which are used by the faculty as per the requirement. The laboratories are used throughout the day for conducting practical, skill development courses and workshops.

The college has also provided Xerox Machines, Photo copy machine, scanner which are used by the faculty as per the need. The college has a spacious well equipped library with separate reading room for students, separate compartment for faculty, staff and other visitors, silent zone, journals, Internet, number of Newspapers, the books, reference books, journals, Employment Bulletin and other resources.

The institution has provided enough facilities for sports and Games, both indoor and outdoor. The institution has purposely kept a large open space for the grounds of different sports in front of the building. There are separate play grounds for different sports which can be used for practice of different sports simultaneously. There are play grounds for sports like Kabaddi, Kho-kho, Volley ball, Hand ball, Athletics, etc. Sports material is promptly provided to the students as per the requirement, Net practice session are held for cricket. Sports kit is provided to all players, taking part in inter college competitions. Water facility is also provided in the play field itself.

The institution has provided a separate room for the department of Physical Education with attached washroom. The practice of indoor games like Chess and Carom is being conducted in this room. Separate space for Gymnasium is also provided in this room. Different equipment and machines are arranged in the provided space for the exercise. The separate Storeroom for sports equipments has also been provided.

To promote cultural activities and to organize academic activities the institution has a Seminar Hall. International Yoga Day and Yoga camp has been organized by the institution in this hall.

Outcomes – Today the Institution has adequate infrastructure and other facilities of its own like classrooms, laboratories, computing equipment, smart class, LMS, facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium, etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 22.31

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
6.77	9.92	5.38	2.50	3.36

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The top management has provided good building to meet the requirement of the institute, particularly a large space with good infrastructure for central library of the institute. The central library has a good collection of text books, reference books, encyclopedias, dictionaries, journals, magazines and many other books on different subjects and areas. At present there are 10611 books in our library. Attempts are made to avail all the text books, reference books, prescribed by the affiliating university, for all the UG and PG programmes run by the institute. Attempts are made to increase library services and enrich the library with more reading material. The reading materials, newspapers, magazines, books are provided to the enrolled students for on the spot reading and to take out of the campus as per the scheme. Six NET enabled computers and a printer is also available in the library for the staff and the students. The institute has constituted a Library Advisory Committee.

As part of library upgradation, we have availed Library Management System. Integrated Library Management System is a computer-based system used to manage internal and external resources including tangible assets, financial resources, materials, and human resources. It performs library automation and collection development tasks broken down into different modules that are focused on simplifying tasks such as acquisition, cataloguing, and circulation commonly done in any library. It is built on a centralized database and normally utilizes an common computing platform and consolidates all library operations into a uniform and enterprise wide system.

Name of ILMS software :**MASTER SOFTWARE**

- Nature of automation (fully or partially) :**PARTIALLY**
- Version :**5.0**
- Year of Automation :**2006**

Outcomes:

A such constant attempts are made to enrich the library and make it more user friendly.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The institution, committed to provide quality education to the aspirants, has provided good

infrastructure/IT facilities to meet the current academic needs. The institute has one main Computer lab and several other computers are available at different places. The institute has available Broad Band Service. All the computers in the Computer Lab and central library are Net enabled. There are number of printers, Xerox machines, scanners. The campus is Wi-Fi enabled. The institute has available Over Head Projectors. The IT facilities, available with the institution are as under-

IT Infrastructure (2021-22)

Available Hardware :

1. Computer : (A) Teaching Department

Sr. No.	■	●	■
1.	Central Computer Laboratory	Assembled PC	1.
	●		1.

(B) Non-Teaching Department

Sr. No	■	●	■
1.	Principal Office	Assembled PC	1.
1.	General Office	Assembled PC	1.
1.	●	Compaq PC	1.
1.	1.	Assembled PC	1.
1.	Examination Room	Assembled PC	1.
1.	○	Assembled PC	1.
1.	Principal Office	○	1.

1.	◦	◦	1.
	•		1.

1. Printers/Xerox/CCTV/Scanner

Sr. No.	■	•	•	•	■
1.	■				
	1. Computer Laboratory	Leser Jet	1.	1.	1.
	1. General Office	Leser Jet	◦	1. 2.	1. 2.
	1. Examination	Leser Jet	◦	1.	1.
	1. Principal Office	Leser Jet	1.	SP 210	1.
	•				1.
1.	CCTV :	Dome & CP Plus Bullet		1.	
	1. All College Premises				1.
1.	Scanner:		Canon	1.	1.
	1. General Office				
	•	•			1.

1. Teaching Aids Hardware:

Sr. No.	•	■	Make	■
1.	LCD Projector	Conference Room	Benq Model-M5502P	1.
1.	LCD Projector	Computer LAB	Benq Model-M5502P/MX50 3P	1.
1.	LCD Projector	Room No.14	Benq Model-MW550	1.
1.	LCD Projector	Room No. 6	Benq Model-MW550	1.

1.	Amplifier, Speaker, wireless microphone, receiver Wireless Keyboard, Mouse	Conference Room		1.
1.	Digital Camera	Principal Office	o	1.
	•			1.

1. Licensed Software:

1. C M S Software of general office: **1**
2. Libman software for library Master Software 5.0 **1**

automation

1. Software: Quick Heal Antivirus: **21**
- 2.

1. Internet Connection

1. Broadband Office Edimax 100Mbps **1**
2. Jio Wi-fi All College ACME ≥ 50 Mbps **1**
- 3.
- 4.

1. Genset:

1. Genset **Honda Exk 2800 1**

1. Bio Matrix

1. Bio Matrix Principal office ESSL **K21 Pro 1**

The IT facilities are yearly updated, both software and Hardware. The process of updation includes PMS for registration of the students, Master Software for Library, Anti-virus, operating System, Cartage refilling, etc. There is an infrastructure Maintenance committee for maintenance and up keeping of physical infrastructure.

Outcomes - The institution, aware of the current IT based education, has provided enough-to-meet-the need infrastructure / IT facilities. Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 70.53

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 17

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 16.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.67	3.41	5.69	4.26	3.58

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 89.61

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1064	966	888	851	880

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2 Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 36.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
173	251	439	512	493

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 51.99

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
138	127	136	83	104

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
296	309	147	220	159

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	00	01	03

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

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

Response: 22.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
24	16	10	30	33

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The institution has registered and functional Alumni Association since 16.7.2021. Even before the registration the Alumni Association of the institution was functional. Two meetings of the Alumni Association were held annually in which alumni discussed on various issues like welfare schemes for the students, new services, schemes for the students, new programmes and courses to be initiated and continued, etc. The Alumni association used to plan, conduct and actively participate in the activities, discussed and resolved in the meetings.

The executive body of the Registered Alumni Association consists of 09 members. The prominent objectives of the association are-

1. To organize the meets of Alumni and educate them on various issues.
2. To assist the parent institution in the organization of student welfare and development activities.
3. To collect and donate fund to the parent institution for awarding prizes and scholarship to the needy students.
4. To felicitate the meritorious students from the institution.
5. To organize guidance camps for regular students on Competitive examinations, Personality development, different scholarships.
6. To organize Blood donation camps, Health check-up camps, Adult education camps, Women Empowerment camps, Skill development camps, Employment and self-employment camps, and run schemes like 'Earn and Learn.'
7. To organize programmes for overall development of students and society.
8. To organize conferences, workshops, lectures on education, culture and values and spreading the same.

The Association has been organizing various activities for the college students. The details of the meet of Alumni Association and some major activities, organized by Alumni Association are as under-

The meet of Alumni association with the head of the institution and teaching faculty was held on 15-9-2018.

The meet of Alumni association with the head of the institution and teaching faculty was held on on 2-2-2019.

The meet of Alumni association with the head of the institution and teaching faculty, in online mode due to pandemic situation, was held on 11.10.2020

The association took initiative in organizing Suryanamaskar Camp in association with the college. The camp was organized from 1.2.2022 to 7.2.2022 in the premises of the college.

During the session 2021-22, two meetings of Alumni Association were organized. The meeting of Alumni was organized on 22nd April 2022.

Responding to the call by the Government of Maharashtra, our institution organized Blood Donation Camp in collaboration with Alumni Association on 31st March 2022. In spite of the adverse conditions created by COVID-19 Pandemic, the Alumni took efforts to create awareness among students and citizens and encouraged them to donate blood. 107 donors donated blood in this camp.

The Association decided to provide financial aid to the aspiring students belonging to poor family background who are not covered in any scholarship/concession from state/central government. The association contributed Rs. 12,000 for Inter-college Scholarship Programme of the institution. The said amount was given to the poor and eligible students on 18-05-2022. The meeting of the Alumni was organized on 12th May 2022.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 *The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

Response:

Vision: The Vision of Nutan Shikshan Prasarak Mandal is 'To promote value based quality education'. It was kept as the vision of Adarsh Arts and Commerce College. The vision aims at revolving a skilled and value based resource professionals, to provide education without any social discrimination for 'enabling them to face the global challenge successfully and confidently through the quality education acquired from this institution.

Mission : To fulfill the above vision of Nutan Shikshan Prasarak Manadal, Adarsh Arts and Commerce College is committed to provide higher education to the students without any social discrimination and giving equal opportunities to all. We impart 'value based quality education' with all the physical resources and infrastructure to cater the needs of the boys and girls from rural backward and weaker section of the society. The students are nurtured to become socially aware and 'to transform the backward society into the modern knowledge -oriented society'. Students are equipped with academic, social, scientific and spiritual values, and made to eradicate superstitions, outdated customs from the area. The students are made to learn the art of governance and leadership skills are inculcated in them to promote national integrity. The students are given opportunities to take leadership under the guidance of faculty members in cultural events, academic events and other events. The college is very conscious about the employment and self employment for the students. For this purpose the college runs skill development/job-oriented courses along with the traditional courses.

The effective leadership is visible in various institutional practices such as decentralization and participative management. The institution encourages a culture of participative management by involving staff members and students in a number of administrative roles. Major committees comprise of teachers and many include non-teaching staff and students as well. The college has created a decentralized structure for decision making where departmental committees interfere their decisions with college committees or the staff council. Various committees are constituted by the staff council for managing various functions of the college. Time table, Cultural and Literary Activities, Curriculum Vigilance, Internal Examination, Students welfare, Gender sensitization and Woman empowerment, Employment guidance, Academic or faculty development, are some such committees, prepared for effective functioning of the college. Staff council, led by the Principal, chalk out the execution plans. Before the commencement of each academic session committees are formed under the guidance of the Principal. Committees have freedom to formulate their plan and decide execution strategies. Activities and decisions of various committees remain final. A report of yearly activities is presented to IQAC at the end of the session. Department representatives on IQAC committees interface at both the levels conveying ideas back and forth and hence enabling decentralized, yet participatory management of the college. Student representatives are nominated from Students Council every year for College Development Committee, Cultural Committee, National Service Scheme, Sports and Games Committee and Internal Quality Assurance Cell.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 *The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

Response:

The institution, run by Nutan Shikshan Prasarak Mandal, Desaiganj, is affiliated to Gondwana University, Gadchiroli. Hence it functions as per the rules and regulations of the affiliating University, as per the service rules of Maharashtra University Act 2020. The top management takes responsibility of providing adequate infrastructure as per the need of the institution and continuously monitors the quality of the institution at academic and administrative level. The Principal is the head of academic and administrative activities of the institution. The chief institutional bodies like College Development Committee (CDC), Staff Council, Internal Quality Assurance Cell (IQAC), which consist representatives from the management, teachers, non-teaching staff, alumni, students prepare the strategic plan of the institution, supervise its effective and efficient implementation and collect feedback on the outcomes.

The faculty, non-teaching staff members, supportive staff members are acquainted with the perspective plan of the institution and appealed to deploy the same effectively as per their respective role. Various committees, involving the teaching staff and other staff members, are formed for equal distribution of responsibilities. The committee members plan and execute the relevant multi-dimensional fruitful activities. The final report of various committees is prepared and submitted to IQAC in the end of the session. The action on the same report is taken by the concerning authority and conveyed to the concerning committee for improvement.

In the appointments of teachers and non-teaching staff the institution strictly follows the norms of UGC, Maharashtra University Act and affiliating University. The teachers and non-teaching staff members are given due promotions as per the existing norms. The proposals of the teachers for step-wise/gradual placements are seen, and scrutinized by the IQAC of the institution. The proposals of the staff, fulfilling the norms of promotion, are forwarded to the University and Joint Director, Higher Education, Nagpur for approval.

As such, the institutional perspective plan is effectively deployed and the functioning of the institutional bodies, reflected in its policies, administrative setup, appointment, service rules, and procedures, is effective and efficient.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution has adopted Annual Performance Index (API) system to measure the performance of its teaching staff. A teacher is evaluated under three categories – Teaching, Learning and Evaluation related activities, Professional Development, Co-curricular and Extension activities, Research, Publications and Academic Contribution. All the teachers are required to maintain the diary, containing his / her teaching learning activities. The said diary, seen and signed by the head of the department and the Principal, is finally submitted as one of the document of performance. All the teachers are required to submit documents of participation in professional development activities. They are also required to submit the copies research papers / articles published in academic journals and books. The institution assures that each faculty member qualifies on the criterion laid down under PBAS based on API. During last five years 09 teachers are promoted under CAS, based on API score as per UGC guidelines.

The institution also collects feedback from the students on the overall performance of the teachers at the end of the year. The feedback is analyzed and report is prepared by the committee. Similar feedback on the performance of non-teaching staff is taken regularly. The feedback is analyzed and the non-teaching staff is made aware of it.

The institution is enough sensitive and humanistic regarding the satisfaction, health and overall welfare of its teaching and non-teaching staff. It has adopted various welfare measures to satisfy as well as to motivate the faculty and the staff for better performance.

1. The institute provides pay scales and allowances as per UGC and Maharashtra Government rules as well as security of service to the permanent faculty and non-teaching staff.
2. All the admissible leaves are granted to the permanent faculty and staff. The faculty is granted leaves to attend professional development programmes.
3. All the admissible welfare schemes like L.T.C., Medical reimbursement have been made available by the institute for the faculty and non-teaching staff.
4. The institute has adopted the contributory provident fund scheme for the faculty and non-teaching staff, appointed after 2005. For all the faculty and non-teaching staff, appointed before 2005, the institution has adopted General Provident Fund scheme.
5. The institute has also sought the membership of Adarsh Vidyalaya Employees' Co-operative Credit Society for all its permanent faculty and staff.
6. The loan applications of the faculty and staff from GPF, above mentioned Society and various Banks are promptly granted and forwarded.
7. The faculty and staff on probation is continued on satisfactory performance.
8. The temporary faculty and staff are continued by the top Management on satisfactory performance. Their salary is increased.

As such, the Institution has adopted Performance Appraisal System. It has effective welfare measures for teaching and Non-teaching staff and avenues for career development /progression.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 22.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	04	02	04	02

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 22.22

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
07	05	05	03	02

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
06	07	08	08	08

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The annual budget of the forthcoming year, including the expenditure on maintenance, is prepared by the Principal and produced which is passed by the committee, constituted by the Management, after discussion.

Financial resources of the institute are the grants from the State Government and the fees collected from the students. The institute monitors the effective and efficient use of available financial resources through a proper mechanism. Funds are allocated to each unit as per the need with a close eye on income and expenditure. The urgent purchases are considered on priority level as per the availability of funds with the institute. The College Development Committee (C D C) finalizes the expenditure. Top Managing Body provides funds for major construction work.

The institute gets financial assistance from the state government in the form of salary grant. The salary grant is spent on the staff members accordingly as per the norms of the government.

The payment of scholarship is done as per the existing policy of the government. All purchases of equipments, books, stationery materials, maintenance of e-governance, infrastructural development, etc. is made through cheque / Net banking.

The institution has developed mechanisms for its internal and external audit. The Internal audit is carried out by the Principal and the Head clerk of the college periodically.

The institution appoints the registered Chartered Accountant who conducts external audit regularly. The external auditor verifies and certifies the entire income and expenditure of the institute every year. The external audit of the institution is up to date. The last audit has been completed in the last financial year 2021-2022 (31.3.2022).

In addition to it, the government auditors also conduct the audit of grants. The audit of grants has been completed up to 31st march 2016. There were no significant objections raised by the auditors during the audit of 2015-16.

The institution maintains utmost transparency in financial transactions. It also maintains all the records in an efficient manner in physical statements as well as computerized records.

As such, the institution has strategies for mobilization and optimal utilization of resources and funds from various government/nongovernment organization sources. It conducts its internal and external financial audits regularly.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Following the guidelines of NAAC the institution has formed the Internal Quality Assurance Cell (IQAC), consisting several of its stakeholders. Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews its teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and records the incremental improvement in various activities.

The IQAC, in its meetings, prepare the overall quality plan of the institution; closely observe its implementation and collects feedback of the same in its last meeting of the session. The quality initiatives undertaken by IQAC of the institution during the year 2021-22 are -

Year	Name of the Quality initiative by IQAC	Date of conducting activity	Duration (From ----To)	Number of participants
2021-2022	The IQAC organized a workshop on DG Locker	26.4.2022	01 day	105
2021-2022	The IQAC organized a workshop on Website development and maintenance	27.1.2022	01 day	22
2021-2022	The IQAC presented the format to teachers for yearly reports of co-curricular activities	28.06.2021	01 day	18
2021-2022	The IQAC asked the faculty to publish at	19.6.2021	01 day	12

	least 03 research papers in UGC CARE listed Journals OR Other reputed journals			
2020-21	Webinar for college students on “COVID-19 Vaccination Campaign”	12th May 2021	01 day	120
2020-21	Online Lecture of Miss Kriti Pahuja, a psychiatrist, from Aditya Birla Education Foundation, Mumbai on “Substances: True Story”	06/11/2020	9.30. to 12.00 p.m.	100
2020-21	Online Lecture of Miss Apurva Sing Verma, a psychiatrist, from Aditya Birla Education Foundation, Mumbai on “Social Media and Gaming”	02/11/2020	9.30. to 12.00 p.m.	100
2020-21	Online Lecture of Miss Apurva Sing Verma from Aditya Birla Education Foundation, Mumbai on “Relationship Management”	29/10/2020	9.30. to 12.00 p.m.	98
2020-21	Online Lecture of Miss Apurva Sing Verma from Aditya Birla Education Foundation, Mumbai on “Building Resilience”	26/10/2020	9.30. to 12.00 p.m.	100
2020-21	Online Lecture of Miss Kriti Pahuja from Aditya Birla Education Foundation, Mumbai on “Practicing Self-Care”	23/10/2020	9.30. to 12.00 p.m.	95
2020-21	Online Lecture of Miss Manasi Gokhale from Aditya Birla Education Foundation, Mumbai on “Creative Ways of Stress Management”	15/10/2020	9.30. to 12.00 p.m.	100
2020-21	Hands-On-Training Programmes for the faculty (Intimated the faculty with the format for yearly calendar of co-curricular activities)	28/06/2020	12.30 to 2.00 p.m.	18
2020-21	Hands-On-Training Programmes for the faculty	23/06/2020	12.30 to 2.00 p.m.	19
2020-21	Hands-On-Training Programmes for the faculty	20/06/2020	12.30 to 2.00 p.m.	19
2019-20	An Institutional level workshop on ‘New Annual Self Assessment based Appraisal system (PBAS)	12/07/2019	12.30 to 2.00 p.m.	15

Regular Meetings of IQAC :

Session	Date
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2021-2022	3.3. 2022	2.07.2021	
2020-21	27.02.2021	27.10.2020	04.07.2020
2019-20	22.2.2020	6.8.2019	
2018-19	30.4.2019	22.3.2019	25.8.2018
2017-18	28.4.1018	04.9.2017	
File Description		Document	
Upload Additional information		View Document	
Provide Link for Additional information		View Document	

6.5.2 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented
2. Academic and Administrative Audit (AAA) and follow-up action taken
3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Since its inception the institution has been providing co-education to the girls and boys belonging to the remote and backward part of this region. In an average, the number of girls in our college remains 65%. This tells the success story of the institution in providing safety and healthy academic atmosphere to the fair sex. Women Empowerment and Gender Sensitization Committee, Women Redressal Cell for Sexual Harassment, Mentor-Metee and Discipline and Anti-Ragging Cell are formed to maintain gender equity. The members of these committees keep watch on the students' behaviour in the college. Moreover, all the classrooms and the whole premises have been covered by CCTV cameras to observe any anti-social activity in the college.

A. Safety and Security: - Fenced premises, CCTV surveillance facilities.

B. Counselling: - Specific committee for women empowerment & Gender sensitisation, and women redressal for sexual harassment.

C. Girls Common Room:- Girls common room furnished with Wending machine, Sanitary Napkins, washroom, mirror etc.

The Internal Quality Assurance Cell and Feedback Analysis Committee in the college conducts Gender Equality Audit by collecting feedback from girls and boys students in the college, The committee gives its recommendations for further improvement.

The Gender Equity and Sensitization in Curricula:

The University, through its curricula, promotes gender equity and sensitization on concerned social issues. Topics related to gender equity, gender discrimination and gender equality are included in the curricula of various subjects such as English language and Literature, Marathi language and Literature, English and social sciences. Lessons and poems on various social issues are included in the curricula. These topics focus on the ill treatment given to the fair sex in the contemporary Indian society, gender discrimination, their suppression in family and in society, career according to gender, restrictions on women in male-dominated Indian society, women's struggle to search for their individual identity, their achievements when give opportunities, etc. Our teachers highlight these issues in the class and relate them with the reality in the society to create healthy atmosphere among students. They focus these issues and try their best to sensitize the students on them. Students are appealed to pay respect to all genders, and judge persons according to their qualities and not by their gender.

The Gender Equity and Sensitization Through Co-Curricular Activities:

Many activities are carried out in and out of campus on gender equity and sensitization. Programmes on

legal guidance, Tarunyabhan: Life Education, Women Empowerment, Sex Education, Women safety, Rights and duties of Citizens, Birth Anniversaries of Savitribai Fule and Rajmata Jijau, Constitutional Obligations, etc. are regularly organized to create gender equity among students. The scientific knowledge related to human body and life sciences is given to the students through such programmes regularly. The girls are made aware of not only their rights and opportunities but also their responsibilities. The boys are also sensitized and taught to create healthy atmosphere in society so that everyone would get equal treatment.

Outcome:

The number of girls students has constantly increased in the college. They feel safe and get healthy academic training that lead to their all-round personality development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The intention of the Management while starting the college was to provide quality higher education to the poor and backward students belonging to all castes, creeds and religions. Accordingly, the college has maintained its rich heritage of tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities.

The students in the college belong to agricultural and labour background from four districts of Maharashtra, i. e. Gadchiroli, Chandrapur, Bhandara and Gondia.. Communally and linguistically speaking, they belong to diverse backgrounds, and speak various local languages such as Gondi, Madia, Sindhi, Urdu, Bangali, Hindi and Marathi Zadiboli. The region is filled with Zadipatti Natya Mandals and specific cultural activities.

The institution organises variety of cultural activities throughout the session to inculcate values of tolerance and harmony towards cultural, communal and linguistic diversities in the region. We try to involve all students belonging to diverse backgrounds in these activities and encourage them to perform their indigenous art forms. We have developed such a harmonious cultural, communal, linguistic, socio-

economic and inclusive environment in the campus where our students express freely in their own languages and dialects having exclusive pronunciations and tones. We rather encourage them to do so.

The birth and death anniversaries of national heroes and martyrs belonging to various creeds and religions are observed to imbibe patriotic feelings among our students. National festivals, awareness rallies, government campaigns and other such activities are celebrated to propagate constitutional obligations among students, employees and citizens. The cultural department and National Service Scheme department constantly organise rallies, street plays and special camps to create awareness among citizens about their rights, duties and responsibilities. Special sessions are arranged in these camps on farmers' issues, voters' responsibilities in general elections and other socio-economic issues in the society.

The institution observes Marathi Rajbhasha Din, Vaachan Prerna Din, Marathi Sawardhan Fortnight to maintain linguistic harmony.

Routine of the institution begins with National Anthem everyday, and it is sung at the end of every major programme in the college.

International Literary Day is observed in the college on 8th September.

The Constitution Day is celebrated on 26th November every year and the Preamble of the Indian Constitution is read out collectively.

Lokshahi Pandharwada (Democracy Fortnight) is celebrated every year from 25th January to 10th February. Voter awareness rallies, guest lectures for students, essay competitions, voter registrations are done in this fortnight.

International Yoga Day (21st June) is celebrated in the institution to create awareness among the staff and the students about the ancient tradition of yoga for healthy life where *Asanas*, *Yoga*, *Pranayama* and various *Yoga Mudras* are demonstrated by the invited expert.

Communal Harmony Fortnight is observed during 20th August to 5th September.

Blood donation camps are regularly organized by the institution.

A committee is formed to register new voters at the time of admission. The committee fetches the voter registration forms from the election office, gets them filled by newly admitted students, and submits them to the concerned authorities annually. This practice has created lot of awareness among our students toward democratic values.

o

The student of the institution follow the rules, respect elders and other cultures, and live a disciplined life.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

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

Response:

Best Practice-01

1. Title of the Practice :

Felicitation of Meritorious Students with their Parents

2. Goal :

The practice aims at creating healthy academic competition among the college students. The practice also aims at establishing the institution as the institution with social concern.

3. The Context :

Our college belongs to the remote area of Gadchiroli district. Most of the students in the college are the first generation learners of university education. The executive members of our institution wanted to honour the parents of the meritorious students as they felt that the parents are a great inspirational force for these victorious students. Accordingly we decided to start this practice in the college in 2011.

4. The Practice :

All the students securing highest marks in each subject are given cash prizes by the concerned teachers. The faculty toppers are also given cash prizes by the teachers as well as the Institution. Recently we decided to honour the parents of the meritorious students by inviting them in this function. The parents are given warm welcome and special treatment in the function. They are invited on the stage with their ward with due respect. These are the most emotional moments not only for the parents who are honoured but also for those who watch them being honoured in such a grand function.

5. Evidence of Success :

The practice has achieved immense success in creating atmosphere of healthy academic competition among students in the college. The management applauds the efforts of parents in the function and gives due credit to their efforts. The practice has established a kind of close emotional attachment between the institution and the parents of the students learning in the college. This in itself is a reward for the institution.

In 2021-22, 70 meritorious students were felicitated with their parents in the institution in a grand Felicitation Programme organized on 11th Oct., 2022.

In 2020-21, 66 meritorious students were felicitated with their parents in the institution in a grand Felicitation Programme organized on 17th Dec., 2021.

In 2019-20, 57 meritorious students were felicitated with their parents in the institution in a grand Felicitation Programme organized on 17th Dec., 2021.

In 2018-19, 41 meritorious students were felicitated with their parents in the institution in a grand Felicitation Programme organized on 12th Sept., 2019.

In 2017-18, 41 meritorious students were felicitated with their parents in the institution in a grand Felicitation Programme organized on 15th Sept., 2018.

6. Problems Encountered and Resources Required

The only problem that we face in the implementation of this practice is that the common parents feel shy to come on the stage in front of the dignitaries. Lack of awareness among the parents about academic progress of their wards is another hurdle.

Teachers enthusiastically and spontaneously contribute for this promising activity. The executive body of the management decides the amount of rewards and other necessary things to honour the parents.

Best Practices-02

. 1. Title of the Practice :

Organization of Inter-Collegiate Activities every Year

2. Goal :

The practice aims at providing wide platform to the students who have interest in various extracurricular activities, stage arts in particular. The activity also provides an opportunity to the college students to get acknowledged with various art forms.

3. The Context

Desaiganj is the centre of Zadiipatti Drama and has lot of scope for the artists. There are more

than fifty drama companies in the town. They perform dramas in Gadchiroli, Chandrapur, Bhandara, Gondia and Nagpur districts and in adjacent States like Madhya Pradesh and Chhattisgarh from Diwali to Holi. These companies need singers, dancers, artists, music players, script writers, etc. every year. We felt that the college students can build their future as professional artists.

4. The Practice

The students from different colleges and universities are invited to participate in these competitions. Various artists from Zadiipatti Rangabhoomi are also invited as Chief Guests on. The students of various colleges from all over India respond enthusiastically and present their ideas in elocution and debate competitions, and present their arts in stage programmes such as group dance and solo dance competitions. The prizes for these competitions are sponsored by various social workers, industrialists, well-wishers of the institution. The college honours and felicitates the winners with cash prizes, attractive trophies and certificates. Certificates of participation are given to all the participants. The juries for different competitions are invited from various professional bodies to make fair judgments.

5. Evidence of Success

Many issues and various burning topics have been covered in these activities till now.

In 2017-18, we organized University level Gondi Group Dance Competition on 31st January 2018. 25 teams participated in it.

In 2018-19, an elocution competition was organized on “Social Media and Today's Youth”. 30 participants from different colleges expressed their views on this topic of national interest.

In 2019-20, University level Solo Lawni Dance Competition was organised on 13th February 2020. 21 participants from various colleges under Gondwana University had participated in it.

During 2020-21 the lockdown was declared by the government due to COVID-19 Pandemic. However, We organized series of such activities during the session-

1. The University level Elocution Competition on “Need of Mahatma Gandhi’s Thoughts in Present Scenario” was organized on 12th Oct., 2020.
2. The University level Solo Dance competition was organized on 12th Oct., 2020.
3. The State Level Essay Writing competition was organized on “Education of Rural Women: Challenges and Opportunities” on 12th January 2021.
4. The National level Online Story Writing Competition was organized in July 2021.
5. The Commerce Talent Search Examination for the students of faculty of Commerce and Management was organized on 3rd January 2021. 511 students from 14 universities of seven States had participated in this exam.

We continued this momentum in 2021-22 and organized variety of such competitions at various levels.

1. The National level Elocution Competition on “Transition in Women Development During 75 years of Indian Independence.” was organized on 8th March, 2022.
2. Late Lata Mangeshkar Memorial State level Solo Singing competition was organized on 28th April, 2022.

6. Problems Encountered and Resources Required

Initially, we had to struggle hard to find the juries to judge the contestants fairly. Likewise, we faced problems in finding sponsors for the competitions at the early stage

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

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

Response:

The college was established in 1989 with a specific objective to provide the facility of higher education to the students of backward classes from Gadchiroli and nearby districts. Accordingly, the institution has been functioning since its establishment. We strive to enrol each and every student of the backward classes in the region every year. More than 95 percent of our students belong to Schedule caste, Schedule Tribe, Other Backward Classes, Special Backward Classes, Nomadic Tribes, and minority categories. The institution avails all kinds of scholarships and other financial support sponsored by the government to these students. The authorities had long back recommended the government for the hostel facility for the students of schedule tribe who come from the remote areas of the district to fulfil their aspirations.

Regular and student-friendly classroom teaching, proper guidance regarding government subsidies and scholarships, special classes for slow learners, regular interaction with hostel authorities and healthy physical training to ST students have proved fruitful to attract the students from the most neglected sections of the society. For the last few years the number of students from reserved categories in the college exceeds the number of seats reserved for them. The credit goes to our top management who have captured the confidence of poor parents and have convinced them to allow their wards to go for higher learning. They constantly visit the college and appeal the administration as well as the staff to deal with the issues of such students with priority. They personally interact with parents on the day when the meritorious students are felicitated with their parents and try to know what their expectations are. We see these parents overwhelmed by the respect and hospitality they get in the college. Naturally, they take the message of mutual understanding and family bonding with the institution to the society.

Our Management has tried to keep pace with the changing circumstances. Keeping in mind the persistent demand of parents for the postgraduate departments in the college, the Management decided to start postgraduate courses in Marathi, Sociology and Economics. We further requested the authorities of the government hostel to reserve some seats for the PG students. To fulfil the need of B. Sc. faculty in the institution, the management applied in 2019 for B. Sc. and M. Com. in English medium. Thus, the students from backward community for whom it was not possible to go to far off cities for higher education in science stream enrolled themselves in the college. Today, many of our students from backward communities enrol in the college for graduation and continue till they complete their post-graduation.

As mentioned above, we prefer the students from backward communities in spite of lot of adverse situations. We strive hard to find girl students and inspire them to aspire for higher education. We extend every possible facility and help to such students from poor family background. When we came to know about the fact that the students, particularly girls, living in villages surrounded by dense forest, could not travel to the college by their own vehicles from nearby villages, we requested the concerned authorities and arranged the bus facility for them. Our college is situated at the centre of the town; it is very close to the bus stop and railway station. Hence, majority of our students walk on foot from station to the college.

Our management constantly encourages the staff to work devotedly for the welfare of backward students in the area. For this we visit each and every Junior college and village after the declaration of HSSC results. We personally contact each of the students in the villages and try to solve their difficulties and obstacles in their way to higher education. The poor and illiterate parents are mostly hesitant to send their wards to the college for higher education. However, we convince the parents to send their wards, girls in particular, to the college and assure them about the safety and security of their wards. The trustees in the management are well-known for their social service. This also helps us when we reach the parents. At times, we give concession to such students in admission fees and examination fees. The result of all these genuine efforts is that the number of students from reserved categories is constantly increasing in the college.

We strive to create very healthy and conducive atmosphere in the college. The newly admitted students from backward communities feel shy and hesitate to interact with teachers and other students. However, the mentors approach such students and raise their confidence. The utmost care of girl students in the college is taken. Their representation in various decision making bodies such as College Development Committee, Students Council and Internal Quality Assurance Cell develops confidence among them. Their voice is heard and suggestions are taken from them by various other co-curricular and extra-curricular departments. The message that Adarsh Arts and Commerce College is the college with

social concern has built strong bond between the institution and the parents of the students from backward and minority communities.

In the course of time these students shine academically and show their talent through various co-curricular and extra-curricular activities. They perform the most indigenous art forms on the stage during annual cultural festival, play games like Kabaddi and Kho-Kho very skilfully and also perform well in University examinations. Most of the meritorious students who find place in the University Merit List belong to these categories.

Thus, our mission to educate students from the most backward communities gets fulfilled as we give topmost priority to such students. Our college has become centre attraction for the students from backward communities in the region.

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

5. CONCLUSION

Additional Information :

Apart from the brief criteria-wise summary, our institution follows some best practices. They are as follow-

- **Institutional Scholarship:** Majority of our students belong to backward communities and get various scholarships from the government. However, those who do not qualify for any government scholarship are taken care of by the institution. We offer financial aid to such students every year.
- **Hobby Center:** The department of Hobby Center encourages students to work on their hobbies and organizes the exhibition of artistic hand-made show-pieces made of the waste material by the students.
- **Project Exhibition:** The departments of Commerce and Economics organize Project Exhibitions every year. The students prepare projects on various topics related to financial, agriculture, industrial and administrative sectors and demonstrate them in these exhibitions.
- **Science Carnival:** The Faculty of Science and Technology has started a unique practice of organization of Science Carnival. They invite students from nearby Science Junior Colleges and demonstrate various scientific experiments to them.
- **Financial support to students aspiring for competitive exams:** The department of Employment Guidance and Competitive Examinations Cell has developed a practice in which we give financial support to the needy students who wish to get guidance for competitive examinations.

Concluding Remarks :

Our institution is situated in one of the most backward and remote districts of Maharashtra. However, we have constantly been striving to reach to the local citizens through various schemes and activities with the help of government and non-government agencies. Our visionary Management continuously encourages us to meet all kinds of needs of the students and parents. We aspire to promote value-based quality education to the students from rural and tribal area enabling them to face the global challenges and be a productive resource for the society and nation. To achieve this, we explore every possibility at various levels.

The systematic academic and co-curricular planning has its positive and promising impact on the overall functioning of the college. The number of students in the merit list of the University has increased, and many of the students represent the university and our college in various events organized at state and national level by different departments.

This year, 1270 students are pursuing their UG and PG education through variety of courses under above programmes, while 16 research scholars have got registered under the research centers. Adhering to our vision and mission and the recommendations of the last NAAC Peer Team, the college has started a few programmes and a wide range qualitative activities to enhance quality culture in the institution and to meet holistic development of our students.

Our teachers are actively engaged in framing curricula as members and Chairpersons of various Board of Studies of Gondwana University, Gadchiroli. **Dr. Shriram Gahane**, Associate Professor in English, has been honoured as **The Best Teachers- 2021-22** by the University, **Prof. Dr. Jaydeo Deshmukh** has been elected to the Academic Council of the University, while **Dr. Hitendra Dhote** (English), **Dr. Vitthal Chavhan** (Sociology), **Dr. Shriram Gahane** (English), **Prof. Dr. Jaydeo Deshmukh** (Commerce) have been

elected/nominated to respective Boards of Studies. Their representation adds extra benefit to the development of our students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 09 Answer After DVV Verification :09</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1199</td> <td>1100</td> <td>971</td> <td>917</td> <td>1001</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>549</td> <td>516</td> <td>605</td> <td>477</td> <td>529</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2120</td> <td>2000</td> <td>1800</td> <td>1600</td> <td>1600</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>980</td> <td>980</td> <td>980</td> <td>780</td> <td>780</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1199	1100	971	917	1001	2021-22	2020-21	2019-20	2018-19	2017-18	549	516	605	477	529	2021-22	2020-21	2019-20	2018-19	2017-18	2120	2000	1800	1600	1600	2021-22	2020-21	2019-20	2018-19	2017-18	980	980	980	780	780
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1103</td> <td>1020</td> <td>883</td> <td>828</td> <td>831</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1103	1020	883	828	831																														
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
374	340	401	303	320

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1103	1040	936	831	831

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
509	509	509	405	405

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

2.4.1.1. Number of sanctioned posts year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	14	14	14

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
03	13	07	17	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	12	15	11	10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	15	10	04	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	7	4	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.5.1 *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

Answer before DVV Verification :

Answer After DVV Verification :07

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.2 *Following capacity development and skills enhancement activities are organised for improving students' capability*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	04	02	08	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	04	02	04	02

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
07	12	13	04	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	05	05	03	02

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	00	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
06	07	08	08	08

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 12 Answer after DVV Verification : 14</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>14</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>13</td> <td>13</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	12	12	12	14	14	2021-22	2020-21	2019-20	2018-19	2017-18	12	12	12	13	13
2021-22	2020-21	2019-20	2018-19	2017-18																	
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