



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

RASHTRASANT TUKDOJI COLLEGE CHIMUR

**KALYANJI NAGAR, WADALA PAIKU ,CHIMUR, TEH CHIMUR, DIST
-CHANDRAPUR,442903**

442903

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The very roots of Gandhi Seva Shikshan Samiti, Chimur are discovered in the persistent efforts of members of Shri Gurudev Seva Mandal in the period during and after the national independence. Chimur was a backward place in those days; there was no education facility here. In 1952 with the inspiration of the idea of the development of Gram or village and upliftment of common people as inscribed in the Gramgeeta of Rashtrasant Tukdoji Maharaj, activists of Shri Gurudev Seva Mandal with the personal blessings of Rashtrasant Tukdoji Maharaj himself, established Gandhi Seva Shikshan SamitiChimur which, then, started primary and high schools at Chimur , Masal, Gondeda, Jambhulghat and Mangalgaon. They were the first to enlighten the locality with the blessings of education to eradicate the eternal darkness of ignorance surrounding Chimur and nearby areas.

In those days, the students in the area could not pursue higher education in urban areas because of poverty and high expenditures at such places, and were often forced in the vicious circle of illiteracy, ignorance, backwardness and perpetual poverty. Therefore, in 1972 members of Gandhi Seva Shikshan Samiti laid the foundation stone of Rashtrasant Tukdoji College at Chimur in the district of Chandrapur in the state of Maharashtra. Our institute aims to offer quality higher education to the underprivileged people of Chimur and its nearby places. Our college is permanently affiliated to Gondwana University Gadchiroli. Our management also runs a junior college.

Vision

Vision of the Institute:

- Provision of higher education facilities for the underprivileged rural students and to empower them, especially girls.
- Homely academic ambience for the learners, especially for girls.
- Inculcating the value of 'Come to learn, go to serve,' adopted from Shri Tukdoji Maharaj's 'Gramgeeta', reminding students of their duty and moral obligation towards society and the nation.
- ????? ? ? ?????, ????? ? ? ????? ? ? ???? ?????? ?????, ????? ?????? ? ? -Rashtrasant Tukdoji Maharaj. It means bliss I receive in this humble abode of mine is rare to a king in his grand royal palace. The line mirrors our efforts of offering higher education facilities by maximum utilization of the minimum resources despite infrastructural deficiencies.
- Enlightening learners with human values and professional ethics

Mission

Mission of the Institute:

- Provision of quality education in students' friendly, safe and homely atmosphere, especially for girls.
- Special focus on value-based education
- Inculcating leadership abilities among students.

- Classes begin with assembly and 'Rashtra Vandana'
- Monitoring of teaching activities by students
- Participation of students in decision making process
- Cultivation of academic and career competencies among students
- Maintain effective and efficient valuation methods
- Allocation of excellent library facility for researchers & students
- Promotion of much-needed 'state-of-the-art educational technologies' among faculties and students
- Efficient and dedicated teaching and non – teaching staff committed to the vision and mission of the institute
- To cultivate critical attitude among faculty and students through a number of assignments, activities and encouragement in professional learning
- A strive towards academic excellence through SWOC analysis

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Provision of quality education in students' friendly, safe and homely atmosphere, especially for girls.
- The institute has effective curricular delivery through the university designed method
- Special focus on value-based education: The institute runs graduate and postgraduate courses and drives relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.
- Participation of students in decision making process
- Cultivation of academic and career competencies among students
- Effective and efficient valuation methods
- Allocation of excellent library with N-List facility for researchers & students
- Promotion of much-needed 'state-of-the-art educational technologies' among faculties and students
- Efficient and dedicated teaching and non – teaching staff committed to the vision and mission of the institute
- Cultivation of critical attitude among faculty and students through a number of assignments, activities and encouragement in professional learning
- First preferences to girls in admission to various courses run by the institute preventing their parents from marrying them at early age.
- The number of PhDs and PhD supervisors are six.
- Teachers are getting their articles published in the UGC CARE listed journals and Scopus enlisted journals.
- Teachers are the regular beneficiaries of seminars, conferences, workshops, faculty development programmes.
- Excellent performances by students in academic domains, in extracurricular and extension activities
- NSS, NCC programmes and working with NGOs and GOs
- Modern softwares are used in the office and the library.
- Even though the unavailability of limited resources and financial difficulties faced by our management, the body has been continuously striving to enhance and extend available infrastructure facilities.
- Feedback is also acquired from stakeholders.
- Scholarships and freeships, career counseling for students
- Students' grievances redressal system is available.
- Our students are qualifying different civil services and NET/SET examinations.
- Sports and Intellectual competitions are held to provide a platform for the hidden talents of students.

- Decentralization and participation in the institutional governance are maintained.
- Promotion of the value of service to humanity is the biggest service of all as encapsulated in the motto of the institute, “Come to Learn, Go to Serve”.

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Institutional Weakness

Weaknesses

- Not having good infrastructural facilities
- Computer Students ratio is low
- Maximum number of students are from rural background with limited financial support from the families
- Post-Graduate Section is non-granted
- Need a new building for improving infrastructural facilities
- Lack of industry interaction
- No science stream and professional courses
- No recruitments allowed by the government and hence services of part time and ad-hoc staff are taken

Institutional Opportunity

- Introduction of skill based courses, professional courses, training to rural students in collaboration with the local tourism industry that can result in many jobs for students.
- Career opportunities for students in banking and civil services
- Introduction of research centre in the institute

Organization of intercollegiate and university level sports competitions

Institutional Challenge

- Challenges of NEP-2020 with special focus on quality skill based education
- Preparing students for global competitions and fostering global values and professional ethics among them
- Creation of online courses for students
- Facing rapid changes in society and alternative technology and tools.
- Multiplying number of existing ICT classrooms

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute has effective curricular delivery through the university designed method including seminars, viva, unit test, project submission and regular attendance of students in addition to the addressing of crosscutting issues, professional ethics and human values. Student's grievances are addressed immediately. Feedback is sought from its different stakeholders.

The institution through IQAC is highly vigilant for the successful implementation of curriculum of Gondwana University through departmental meetings, strict adherence to time table and teaching plan, teachers daily diary are compulsory and moreover, each faculty member has a course file comprising of time – table, syllabi, teaching plan, assignments, internal exams and extra classes details. The achievements of course objectives and outcomes are checked properly. The issues of Gender, Climate Change, Environmental Education, Human Rights, etc., are well inculcated into the curriculum.

Critical attitude among faculty and students are promoted through a number of assignments and activities. We have molded our system of internal examination as per the university system and the system that we have thus varies as per subject and class. Practical and project work are compulsory for Military Science, Home Economics and Information and Technology in Commerce together with the mandatory laboratory work.

The end examination for the laboratory and projects shall be conducted with internal and external examiner appointed from the other colleges as decided by the University.

The institute runs graduate and postgraduate courses and drives relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

Teaching-learning and Evaluation

The institute has experimental learning, participative and problem solving methodologies. Students are engaged in community services. The number of PhDs and PhD supervisors are six. We have five ICT enabled Classrooms. A laboratory of computer is also available for learners. Teachers use ICT enabled tools for teaching and learning. Methods of E-Learning used by teachers help them to outsmart the barriers imposed by the Covid-19. Online available E-learning platforms were extensively used.

- a) Strict and mandatory adoption of the university decided criteria
- b) At the beginning of the semester, Students are apprised of the various conditions of internal assessment specific to their class or semester.
- c) Subject teachers along with the head of the concerned faculty rigidly monitor and evaluate the performance of students and the principal is informed accordingly.
- d) Submission of assignment and other methods of internal assessment are strictly time-bound.
- e) The marks obtained by the students in internal assessment components are displayed on the notice board.

f) The end examination for the laboratory and projects shall be conducted with internal and external examiner appointed from the other colleges as decided by the University.

g) In case of any grievances, students can approach to the Student Grievances Cell. Grievances are addressed immediately

Since programme outcomes and course outcomes are subject as well as course specific, their successful evaluation depends on observance of the methods of internal as well as external analysis by departments and by the university.

Research, Innovations and Extension

Teachers publish their articles in the UGC CARE listed journals. They are the regular beneficiaries of seminars, conferences, workshops, faculty development programmes. They have published books; their articles are getting published as chapter in books. Their research also addresses the local issues and problems of the people.

Students are sensitized to social issues. The college puts efforts to bring in community orientation and inculcates civic responsibilities among the students through NSS, NCC programmes and working with NGOs and GOs to bring better understanding and harmony among the members of various communities. Programmes like Development of Adopted Rural Village, sorting out Issues in in the Adopted Village National Unity and Maintaining of Social Harmony, Beti Bhacho, Beti Padhav, Awareness about Violence Against Women, no plastic use and river conservation are effectively implemented by the institute in which students of the institute actively engage themselves in community services. The institute has received a number of awards for extension activities.

Infrastructure and Learning Resources

The institute has adequate infrastructure including classrooms, laboratories, ICT infrastructure and sports ground, etc. Modern softwares are used in the office and the library. Even though the unavailability of limited resources and financial difficulties faced by our management, the body has been continuously striving to enhance and extend available infrastructure facilities.

- In the current situation our college campus is spread over 6.62 acres of land the total built up area of the college is 2560.13 sq. Mtr.

- Lecture hall, laboratory and ICT classrooms for UG and PG classes and ground facility for sport facilities are in the institute.

We follow the following for the Procedures and policies for maintaining and utilizing physical, academic and support facilities:

- Suggestions and feedback from the staff and students are collected and forwarded to the IQAC. Accumulated suggestions and feedback are, then, forwarded by the Principal to the Management Committee.

- The management discusses the requirements with the Principal and makes decisions
- Feedback is also acquired from stakeholders.

The staff keeps a strict vigil regarding the maintenance and upkeep of the instruments. Their repair, replacement or other required upkeep is fully undertaken in their supervision. The institution avails the services of electrician, plumber for the upkeep of electrical equipment and their maintenance. Our institute provides free Wi-Fi facility to teachers and students. This facility is used by teachers and students via computers and mobile devices for completing teacher's assignments, data collection and project making.

Student Support and Progression

Scholarships and freeships, career counseling, students grievances redressal system are available. Our students are qualifying different civil services and NET/SET examinations.

Alumni Association contributes to the vision and mission. Sports and cultural competitions are being held every year. The Alumni Association works for strengthening of the bond and future cooperation of our alumni in various initiatives of the college. They even promise to play roles in the progress and development of the institute and career related guidance programmes and events organized by the college. Our Alumni body has the following aims and objectives:

1. Sowing in the vision and mission of the institute.
2. To make alumni an integral part of the institute and its initiatives.
3. To strengthen the ties between alumni and the institute.
4. To acquaint alumni's of the new events by the institution and request them to be part of it.
5. To seek the assistance of alumni in offering career related guidance to students

Governance, Leadership and Management

Decentralization and participation in the institutional governance are maintained. Staff is the regular beneficiaries of leaves. Performance appraisal system exists. Audits are conducted regularly. IQAC is committed to the vision and mission of the institute. We had a Local Managing Committee headed by the President, Vice- President and Secretary and staff as members which is renamed as College Development Committee with the representation of students. The Committee plays an important role in the execution of top Management policies and in the infrastructure augmentation. The Committee meets the staff occasionally and encourages them to contribute their ideas in decision making. The college has a Staff Council represented by the Heads of Departments, senior faculty members and the Principal. The draft strategic plan of the academic year is chalked out by the Principal in consultation with the Staff Council and brought to the meetings of faculty. The departments and the various committees are asked to submit detailed annual action plans compatible with the strategic plan. These are then consolidated by IQAC according to importance, relevance and feasibility. Teachers consultations are always sought in relation to Curriculum, teaching-learning and assessment processes Non – teaching staff is also very cooperative and functions for the smooth running of the

administrative system.

The institution follows time to time the updated guidelines of the UGC, the University and the Government in recruitment and the promotion of teachers and non-teaching staff.

Institutional Values and Best Practices

Best practices include the preparation of students for NCC B and C certificate examinations and Engagement of Students through NSS in Community Oriented Services. The curriculum of Gondwana University Gadchiroli consists of values and ethics touching upon the gender equality which our teachers communicate to students through teaching-learning process. This is further supported by co-curricular and extra-curricular activities organized under NSS, NCC, Women's Cell, Students Welfare Association(Students Development Cell) from time to time. Our management believes in the idea of empowerment of women and so girl students are given first preferences in admission to various courses run by the institute so that their parents will not marry them early barring them from taking higher education. We have installed a Complain Box for prevention of sexual harassment of girl in the premises. A body of the Prevention of Sexual Harassment with representation of the Female Employees of the institute is in the institute. Common Room for girls is also available.

The birth and death anniversaries of national heroes and great souls who have rendered life-long services to the nation and the people of India are observed every year in the institute. National festivals like Independence Day and Republic Day are duly celebrated by us every year. We celebrate Annual day function and cultural festivals that display various aspects of India as a nation divided by cultures but united by feeling of oneness as being Indians

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RASHTRASANT TUKDOJI COLLEGE CHIMUR
Address	Kalyanji Nagar, Wadala Paiku ,Chimur, Teh Chimur, Dist -Chandrapur,442903
City	Chimur
State	Maharashtra
Pin	442903
Website	rtmchimur.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Prafull T Bansod	07170-265526	9545746110	-	rtmchimur@hotmail.com
IQAC / CIQA coordinator	H.t.gajbhiye	-	9049295428	-	hareshgajbhiye@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Gondwana University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	25-03-2009	View Document
12B of UGC	25-03-2009	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	Kalyanji Nagar, Wadala Paiku ,Chimur, Teh Chimur, Dist -Chandrapur,442903	Rural	6.62	2560.13

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA, Humanities	36	HSC	Marathi	620	540
UG	BCom, Commerce And Management	36	HSC	Marathi	360	288
PG	MA, Humanities	24	B.A.	Marathi	160	128
PG	MA, Humanities	24	B.A.	Marathi	160	58
PG	MA, Humanities	24	B.A.	Marathi	160	85
PG	MCom, Commerce And Management	24	B.COM	Marathi	160	129

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				14			
Recruited	0	0	0	0	0	0	0	0	11	0	0	11
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	4	0	0	4
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	0	0	4	0	0	7
M.Phil.	0	0	0	3	0	0	5	0	0	8
PG	0	0	0	4	0	0	7	0	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	3	0	12
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	3	1	0	4
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	
	0		0	
		Others		Total
		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	259	0	0	0	259
	Female	410	0	0	0	410
	Others	0	0	0	0	0
PG	Male	221	0	0	0	221
	Female	350	0	0	0	350
	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	54	50	45	60
	Female	129	118	106	108
	Others	0	0	0	0
ST	Male	70	84	98	110
	Female	186	181	212	246
	Others	0	0	0	0
OBC	Male	154	152	131	149
	Female	337	324	294	304
	Others	0	0	0	0
General	Male	12	12	6	12
	Female	29	29	21	27
	Others	0	0	0	0
Others	Male	41	42	39	50
	Female	89	94	80	89
	Others	0	0	0	0
Total		1101	1086	1032	1155

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>We are permanently affiliated to Gondwana University, Gadchiroli. Our university is being working on the effective implementation of National Education Policy-2020 for all the affiliated colleges. Workshops on the same are being conducted by the university. We are committed to implement the guidelines by the university when these come into effect. So far as our institute is concerned, we are already a multidisciplinary educational institute with Graduate courses in Arts and Commerce streams and Post-Graduate Courses in Commerce, Marathi, Sociology and Economics. The institute also runs a few certificate and value-added courses, one of the certificate courses, of NCC, is funded by the</p>
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	<p>government while others certificate courses are run by the departments from the perspective of holistic development of students. Credits are being provided by the university to students enrolled in the value-added courses. The undergraduate Arts faculty subject of Home- Economics falls within the category of skill-enhancement course and Military Science (NCC) is also a subject is beneficial to students to in-depth analysis of geo political and contemporary events and strategic issues concerning to national security. When the NEP-2020 will be implemented by the university for all the affiliated colleges, we will transform ourselves as a multidisciplinary institute in a real sense.</p>
2. Academic bank of credits (ABC):	<p>We have begun to digitally store the academic credits earned by our students in the Academic Bank of Credit (ABC) . The Academic Bank of Credit(ABC) will be used by students for accessing his or her credits earned so that the degrees from HEI can be awarded taking into account credits earned by the student. It will allow our learners to avail the benefits of multiple entries and exist during the chosen programme. Registration process on the ABC Portal has been started by the university in 2022. We do not have freedom to design the curriculum of these courses. After the implementation of NEP-2020, if the university allows it, we would be happy to do so. Up to now, it is not clear how the NEP-2020 will be implemented for all the affiliated colleges by Gondwana University, Gadchiroli. Curriculum designed by the university for all the subjects and faculties is already in harmony with the values and objectives of NEP-2020</p>
3. Skill development:	<p>At present we do have vocational courses, but the subject of Home- Economics, designed especially for girls, promotes the objectives of skill development analogues to any vocational course. The said subject is part of the main-stream curriculum. Similarly, the undergraduate subject of Information Technology, designed for undergraduate commerce students, also has the similar skill enhancement objective like any vocational course. The subject is proven helpful for learners to acquire computer and computing skill and knowledge. We are also seriously considering to start a few vocational courses when the NEP-2020 will be implemented by the university. We ensure that every student will take at least one vocational course before</p>

	<p>graduating. In this connection, we are trying to do MoU with the neighboring small scale local industries. Services of industry veterans and Master Craft persons to provide vocational skill will be taken with the implementation of NEP-2020 by the university. Also, we are competent to offer such courses even through ODL mode. Certificate of course completion shall be given to each student</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The university-designed curriculum is enriched by the faculties with expert talks and subject-associated activities. Curricular and extra-curricular activities have the core objectives of imparting such value-based education. Teachers explore values already inculcated in the university-designed curriculum, of the courses and the value-added courses, and the said values are imparting during the course of teaching-learning and co-curricular and extra-curricular activities. Active engagement of students through NSS and NCC enables us to foster civic responsibilities among them. Community outreach programmes are being promoted every year by the institute. All these have been useful for development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, non-violence, scientific temper, citizenship values and also life-skills, etc. Our teaching faculties are making experiments in the teaching-learning pedagogies. The promotion of ICTs and virtual tools come to their assistance. Thus in case of ODL we will not face any difficulty. At present faculties do not have freedom to design their own curriculum, they are enriching the curriculum by using the interactive teaching pedagogies in the classroom with the help of ICT tools. Some of the faculties have authored books on the university curriculum.</p>
5. Focus on Outcome based education (OBE):	<p>The university-designed curriculum is enriched by the faculties with expert talks and subject-associated activities. Curricular and extra-curricular activities have the core objectives of imparting value-based education. Teachers explore values already inculcated in the university-designed curriculum, of the courses and the value-added courses, and the said values are imparting during the course of teaching-learning and co-curricular and extra-curricular activities. Active engagement of students through NSS and NCC enables us to foster civic responsibilities among them. Community outreach programmes are being</p>

	<p>promoted every year by the institute. All these have been useful for development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, non- violence , scientific temper , citizenship values and also life- skills, etc.</p>
6. Distance education/online education:	<p>Our teaching faculties are making experiments in the teaching–learning pedagogies. The promotion of ICTs and virtual tools come to their assistance. Thus in case of ODL we will not face any difficulty. At present faculties do not have freedom to design their own curriculum; they are enriching the curriculum by using the interactive teaching pedagogies in the classroom with the help of ICT tools. Some of the faculties have authored books on the university curriculum.</p>

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
1240	1155	1032	1086	1101
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: 10

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
09	09	10	10	10

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
62.58408	51.53693	47.37735	74.94170	35.107337

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:

1) The IQAC maintains strict adherence to the academic calendar which is prepared well in advance every year. Our academic calendar clearly mentions the topics and number of working days allocated to successfully complete the syllabus given.

2. The institute follows strict method and way laid down by the

university for internal assessment: Seminars, viva, test, project submission, practical and attendance of students are the criteria laid down by the university differently for different subjects. The teachers have to follow them in the internal analysis of students.

3) The institution through IQAC is highly vigilant for the successful implementation of curriculum of Gondwana University through departmental meetings strict adherence to time table and teaching plan, teachers daily diary are compulsory and moreover, each faculty members has a course file comprising of time – table, syllabi, teaching plan, assignments, internal exams and extra classes details.

4) Critical attitude among faculty and students are promoted through a number of assignments and activities.

5) The issues of Gender, Climate Change, Environmental Education, Human Rights, etc., are well inculcated into the curriculum.

6) The achievements of course objectives and outcomes are checked properly.

7) The university has introduced the diverse subject specific internal evaluation system for each class and for each semester. We have moulded our system of internal examination as per the university system and

the system that we have thus varies as per subject and class. Practical and project work are compulsory for Military Science, Home Economics and Information and Technology in Commerce together with the mandatory laboratory work. The other subjects have also to follow the university determined criteria of home assignment, seminar, viva, regular attendance, behavior of students/discipline of students and test paper. Strict adherence to these and maintaining record of the internal

assessment are both compulsory for the teachers.

For the transparent internal assessment, we observe:

- a) Strict and mandatory adoption of the university decided criteria
- b) At the beginning of the semester, Students are apprised of the various conditions of internal assessment specific to their class or semester.
- c) Subject teachers along with the head of the concerned faculty rigidly monitor and evaluate the performance of students and the principal is informed accordingly.
- d) Submission of assignment and other methods of internal assessment are strictly time-bound.
- e) The marks obtained by the students in internal assessment components are displayed on the notice board.
- f) The end examination for the laboratory and projects shall be conducted with internal and external examiner appointed from the other colleges as decided by the University.
- g) In case of any grievances, students can approach to the Student Grievances Cell. Grievances are addressed immediately.

File Description	Document
Upload 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:

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format	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:

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
119	0	0	0	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:

1) As an affiliated college, we do not have freedom to introduce such values in the curriculum. However, the university-designed syllabus contains such values which are effectively implemented by us along with extension activities carried by various committees formed at the beginning. Teachers of the institute are well familiar with the values and ethics they have to target during the teaching learning process as the curriculum introduced duly consists of values of Gender, Humanism, Environment and Professional Ethics. These values are imparted to learners through their active engagement in teaching learning and curricular and extracurricular activities under departments. Moreover, value-added courses imparting transferable and life like Population Education, Women's Education, Democracy and Good Governance and Environment Study are also offered by the institute.

2) Under the banner of IQAC, a One Day Multidisciplinary International e-Conference on Interdisciplinary View on Socio- Economic, Educational, Environmental, Research and Sustainable Development in Covid-19 Pandemic Situation was successfully organized to address issues of environment and the issue of sustainability. A number of similar events on the life of national heroes and social reformers are being conducted every year to promote human values and ethics.

3) During the pandemic , NSS and NCC wings of our institute continue to raise Covid-19 and sanitization related awareness among the locals by observing standards protocols implemented time to time by the government.

Every year except the year -2020-21, our NSS volunteer worked on prevention of gender discrimination, problem of violence against women, menace of open defecation , environment conservation and the necessity of sanitization, national unity and social harmony. Campaigns are led every year in the adopted village. NSS also supports the local administration by working on issues like voter awareness programme and environment conservation. Every year students and faculties take part in the tree plantation drives in college campus and promotion of tree plantation activity in the nearby locality.

4) We have three faculty members on Board of Studies of the university.

5) Eminent persons are invited to guide students on such issues.

6) During the pandemic, our NSS volunteers supported the locale people with hand-made masks, food grain. Our teachers voluntarily contributed in the Covid-Relief Fund to strengthen the hands of government to fight against the Covid-19.

7) The institute runs graduate and postgraduate courses relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

File Description	Document
Upload Additional information	View Document

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

Response:

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

Response: 270

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:

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response:

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
543	551	527	510	532

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
660	660	660	660	660

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

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:

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
302	311	288	299	305

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
330	330	330	330	330

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

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:****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:**

1) Final year students of Arts and Commerce faculties, and also M.Com Second Year students are required to form groups as per the subject of their choice and submit research project work by following various methods and methodology prevailing in the academic research. Each teacher is assigned the task of guiding students. Even the Director of Physical Education is delegated the task of guiding students for exploring areas of sports and fitness as well. Students are thereby made familiar mostly with local issues and cultural and social aspects and traits and duly benefitted by expertise of teachers also working as PhD Supervisors in the university. Such critical enquiries have resulted in the accumulation of precious tested facts about the local community and their culture, problems and issues.

2) Seminars, Viva, Presentation and Home Assignment, Group Discussion Practical and Unit Test are part

of the university designed curriculum and are used by faculties for internal assessment of students.

3) Students are promoted and engaged on many committees created by the institute for exhibiting their talents and inculcating leadership qualities among them.

4) Through NSS and NCC, students participate in programmes such as

Swachh Bharat, AIDS Awareness, Gender Issues and problems of conservation that promote participative collaboration, team work and learning not limited to fixed curriculum but going beyond curriculum in the area of community-centered learning, social consciousness and value of the sense of obligation towards the society and nation in general.

5) Educational and environmental tours are taken to places of historical and cultural significance also for promoting experimental learning.

6) We have five ICT classrooms which are used by teachers. Subject contents are presented to students through ICT classrooms. Every teacher has PPT bank which is used for teaching learning purposes.

7) We have five ICT enabled Classrooms. A laboratory of computer is also available for learners. Teachers of the institute use ICT enabled tools for teaching and learning. During the pandemic, learners are restricted to only virtual learning and so teachers of the institute as per direction of the IQAC acquire expertise in the use of ICT tools like Google Meet for live teaching sessions, Google forms/Quiz for test paper/unit test, Blogger , PDF Notes, Moodle Website, Google Classroom, Podcast. Departments use of methods of E-learning like Google forms/Quiz for test paper/unit test, Blogger , PDF Notes, Moodle Website, Google Classroom, Podcast. Some departments have created educational YouTube Channel wherein educational videos for learners are uploaded as and whenever required. Methods of E-Learning used by teachers help them to outsmart the barriers imposed by the Covid-19 situation resulting in the better results of students in the university examination. Faculty members of the college use ICT technology available in the institute to improve the teaching and learning process. Online available E-learning platforms were extensively used and students were encouraged to learn and practice through virtual interactive activities.

File Description	Document
Upload 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:

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
12	12	12	12	12

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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:

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
9	9	10	9	9

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

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:

We follow the university-designed mechanism for internal assessment of students which varies as per subject and faculties. For internal assessment, Home-Assignment, Project Work, Practical, Attendance, Group Discussion, Unit Test Performance, Responsible Behavior and overall performance are the university designed categories which are effectively and strictly observed by teachers. Students grievances are immediately addressed.

The university has introduced the diverse subject specific internal evaluation system for each class and for each semester. We have molded our system of internal examination as per the university system and the system that we have thus varies as per subject and class. Practical and project work are compulsory for Military Science, Home Economics and Information and Technology in Commerce together with the mandatory laboratory work. The other subjects have also to follow the university determined criteria of home assignment, seminar, viva, regular attendance, behavior of students/discipline of students and test paper. Strict adherence to these and maintaining record of the internal assessment are both compulsory for the teachers.

For the transparent internal assessment, we observe:

- a) Strict and mandatory adoption of the university decided criteria
- b) At the beginning of the semester, Students are apprised of the various conditions of internal assessment specific to their class or semester.
- c) Subject teachers along with the head of the concerned faculty rigidly monitor and evaluate the performance of students and the principal is informed accordingly.
- d) Submission of assignment and other methods of internal assessment are strictly time-bound.
- e) The marks obtained by the students in internal assessment components are displayed on the notice board.
- f) The end examination for the laboratory and projects shall be conducted with internal and external examiner appointed from the other colleges as decided by the University.
- g) In case of any grievances, students can approach to the Student Grievances Cell. Grievances are addressed immediately.

During the pandemic, virtual methods of teaching, learning and evaluation like Google Meet for live teaching sessions, Google forms/Quiz for test paper/unit test, Blogger , PDF Notes, Moodle Website,

Google Classroom, Podcast were used. For students not having access to tools of virtual learning, teachers offer them guidance personally as and when required and such students are allowed to visit personally to their respective teachers as and wherever possible following the Covid-19 directives and SOP.

Students were free to seek clarification from teacher at any time they want from phone or Whatsapp messages in the subject group. The results are shared with students and grievances, if any, were immediacy addressed by respective teachers via phone calls. The Principal and certain members of IQAC team were added in the Whatsapp group of each subject to maintain close watch over teaching learning activities carried by teachers.

File Description	Document
Upload 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:

We do not have freedom to introduce the curriculum. However, the university-designed syllabus contains values of Ethics, Gender, Human Values, Environment and Sustainability and Professional Ethics which are effectively integrated by us along with extension activities carried by various committees formed at the beginning into the Curriculum. Teachers have Time table and teaching plan, teacher's daily diary, a course file comprising of time – table, syllabi, teaching plan, assignments, internal exams schedule. Different subjects and faculties have different course objectives, some are designed and determined by the university and some are not. Our institute has updated course objectives and outcomes of different subjects. These objectives are communicated to students by their teachers in the beginning through direct teaching learning in the classrooms. Posters/wallpapers pasted on the wall magazine of college library are also a useful tool for us to communicate course objectives and outcomes to our students. Such objectives are also achieved through subject specific methods of internal analysis by the college. Special value added courses like Population Education, Democracy and Good Governance and Environmental Study are effectively implemented by the institute to target the inculcated values in each course and its effective delivery to learners through assignments, assessment and participation. The course outcomes are also made available on the institutional website.

Since programme outcomes and course outcomes are subject as well as course specific, their successful evaluation depends on observance of the methods of internal as well as external analysis by departments and by the university. Methods like Home Assignment, Unit Tests, Practical, Viva, Students Seminar, Project Work, Regular Attendance of Students are followed by teachers for internal analysis and semester wise examinations are conducted by the university to check accomplishment of such parameters by the institute. Expertise talks by visiting eminent personalities are also important method used by teachers. Participation of students in various cultural and social initiatives of the institute under the differ

departments is also an important method used by the institute.

Programmes outcomes and course outcomes are also displayed on the institutional websites.

File Description	Document
Upload Additional information	View Document

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

Response:

Since programme outcomes and course outcomes are subject as well as course specific, their successful evaluation depends on observance of the methods of internal as well as external analysis by departments and by the university. Methods like Home Assignment, Unit Tests, Practical, Viva, Students Seminar, Project Work, Regular Attendance of Students are followed by teachers for internal analysis and semester wise examinations are conducted by the university to check accomplishment of such parameters by the institute.

Expertise talks by visiting eminent personalities are also important method used by teachers. Career guidance is offered to students through such drives and activities.

Participation of students in various cultural and social initiatives of the institute under the differ departments is also an important method used by the institute.

Crosscutting issues and human values are being addressed effectively through curriculum by teachers through curricular and extracurricular drives.

Engagement of students through NSS and NCC towards community oriented services and social awareness drives also help us to achieve and evaluate programmes and course outcomes.

File Description	Document
Upload Additional information	View Document

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

Response:

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
357	329	285	281	208

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
396	339	295	330	287

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:**

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:

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
0	0	0	0	0

File Description

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:

We have established incubation center in the institute. Our teacher researchers are writing papers on local problems so as to address them and find out solution to them.

Students are provided projects on the various areas pertaining to research. They are supervised by teachers of the institute. These projects provide us much useful data and its analysis. We have not filled any patent.

File Description

Document

Upload 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:

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
8	4	2	0	0

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:

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
16	34	30	13	19

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	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

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:

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
07	15	04	01	01

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

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:**

The college puts efforts to bring in community orientation and inculcates civic responsibilities among the students through NSS, NCC programmes and working with NGOs and GOs to bring better understanding and harmony among the members of various communities. Programmes like Development of Adopted Rural Village, Sorting out Issues in in the Adopted Village National Unity and Maintaining of Social Harmony, Beti Bhacho, Beti Padhav, Awareness about Violence Against Women, no plastic use and river conservation are effectively implemented by the institute in which students of the institute actively engage themselves in community services.

Our NSS unit has adopted the village of Gondeda for five years. It is the same village where Rashtrasant Tukdoji Maharaj was said to have attained enlightenment. Through the NSS camp, the volunteer work on making roads, cleaning nullahs, digging toilet pits, counseling the villagers on open defecation and the necessity of hygiene. During the annual camp, every year, NSS volunteers work on such grave issues like gender. Local populations are awakened to these grave issues as by our Rashtrasant Tukdoji Maharaj through his sermons and bhajans.

1) Due to rising number of Covid cases during the session-2021-22 in Chimur, and in the nearby locality, activities and community interaction become almost impossible for us. However, our NCC volunteers contribute to community oriented services like cleaning of the river, water resources,

2) Corona Related Awareness Programme on 17 March, 2020 with one teacher of NSS actively participated.

3) NSS Department during the high pandemic stage the carried out the following activities:

1) 'Janta Curfew Awareness' on 19 March, 2020 with one teacher of NSS.

2) 'Janta Curfew Cooperation Awareness' as per the Requests of Shri Narendra Modi, Prime Minister of India, on 22 March, 2020 with one teacher of NSS.

3) On 26 March, 2020, Social Media Awareness Abhiyan

4) On 31 March,2020, Covid Related Pledge by Teachers and Volunteers virtually.

6) Hand-made masks and food grain distribution to the poor and needy people by NSS volunteers in their respective village.

7) Participation by volunteers in the University programme on mask making

8) Awareness on Preventive Measure on Covid-19 All these initiatives help us to inculcate community oriented services among our students.

File Description	Document
Upload Additional information	View Document

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

Response:

We have received the following awards and recognition :

The session -2017-18

- 1) Mr Praful Narule participated in the Republic Day Parade on 26 January 2018
- 2) The second prize in District Level Oratory Competition on 20/12/2017 to Our Student Ku. Monali Pundalik Thakare
- 3) Gondwana University Intercollegiate Cultural Competition, Oratory Competition in which Ku. Monali Pundalik Thakare won the second prize.
- 4) Tehsil Level Oratory Competition in which Ku. Monali Pundalik Thakare won the first prize on 16/11/2017.
- 5) The first prize in Tehsil Level Cultural Dance Competition by Press Club of Chimur on 31 January 2018.

The session -2018-19

- 1) State Level Selection Camp 1st January under Yuva and Khel

Ministry 1 student was selected.

2) Gondwana University, Gadchiroli Intercollegiate Cultural Competition from 25 to 26 September 2018 in which we have received the following awards:

- i) Third Prize in Classical Tann Vadya Competition
- ii) Third Prize in Classical Taal Vadya Competition
- iii) First Prize in Rangoli Competition
- iv) Second Prize On Spot Painting
- v) First Prize in Cartooning
- vi. First Prize in Poster Making

3) The First Prize in Oratory Competition : Tehsil Level on 27/09/2018 under Nehru Yuva Kendra Chandrapur

4) Second Prize in District Level Speech Competition on 9/10/2018

5) The First Prize in Oratory Competition : Tehsil Level on 19/12/2018

6) The Second Prize in District Level Oratory Competition

7) The Second Prize in Tehsil Level Group Dance Competition on 31 January , 2019

8) The Gold Medal in the intercollegiate level completion held at Gondwana University, Gadchiroli from 15 to 17 November 2018.

9) Our students represented Gondwana University Gadchiroli teams.

The session-2019-20

1) Our student Vaibhav Trivedi was selected in the Gondwana university team

4) Our student Pratik M. Shirbhayye was selected for the Gondwana University Volleyball Team and another student Shubham S. Jivtode was selected for the Gondwana University Kabbadi Team.

5) In the Gondwana University Intercollegiate Sports Competition Mlind L. Dharne came second in the 800 metre race and Sunil H. Khate came first in the 400 metre hurdle race while Akash Dohatare came second in the 400 metre hurdle race. Another student of our college Praful S. Shedame came third in the 200 metre race.

6) The following students of our college won prizes in Gondwana University intercollegiate sport competitions :

Ms Monali Dhok came second in the ten thousand metre race ; Ms Swati S. Dharne came first in the 20km walking competition; Ms Swati S. Dharne also came third in the 4 X 100 relay race; Ms Pratibha A. Jivtode came second in the individual high jump; Ms Pragati Thakare was third in the high jump competition.

7) Mr Praful Shedame participated in the Maharashtra Sport Festival, Parbhani in the 200 metre race .

8) Our students won prizes NSS university Camp ANC Warora

The session 2020-21

1) The second prize in Gondwana University Intercollegiate College Magazine Competition-2020-21

The session-2022-22

1) Second Prize in the Skit in the Indradhanushya Intercollegiate Cultural Competition Gondwana University Gadchiroli

File Description	Document
Upload 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:

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
3	5	3	5	6

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

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:

File Description	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

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:

The foundation stone of our college was laid down by Gandhi Seva Shikshan Samiti, Chimur in 1972 on the land donated by Shri Kalyanji Naik. Infrastructure problem always troubles the college and a number of new programmes or any extra section could not be added to the existing ones despite demands by the local people. The reason for this is none other than the inadequate facilities we have. Despite these hindrances, the college management has introduced Post Graduate degree courses in Marathi, Sociology and Economics as well as in Commerce for two reasons:

- The financial plight of local students who could not afford post-graduation in bigger metropolitan cities like Nagpur.
- It was a suggestion made in the first cycle to introduce post graduate degree courses.
- In the current situation our college campus is spread over 6.62 acres of land the total built up area of the college is 2560.13 sq. Mtr.
- Lecture hall, laboratory and ICT classrooms for UG and PG classes and ground facility for sport facilities are in the institute.

We follow the following for the Procedures and policies for maintaining and utilizing physical, academic and support facilities :

- Suggestions and feedback from the staff and students are collected and forwarded to the IQAC. Accumulated suggestions and feedback are, then, forwarded by the Principal to the Management Committee.
- The management discusses the requirements with the Principal and makes decisions
- Feedback is also acquired from stakeholders.
- Every year budget is prepared for providing requirements and extension of buildings due to expansion of curricular and extra curial activities and change in the university curriculum. Annual maintenance and restoration of the infrastructure is taken care of by the institution in a systematic manner. Regular maintenance is carried out by the staff appointed for cleaning and maintenance of the building. The laboratory equipment is maintained by the institution. The computers and electronic devices are maintained

through the funds available in the institution. We have work arrangements with local service providers to service, calibrate and repair the lab equipment time to time. If the instrument becomes unserviceable within its service warranty period, it is returned to the suppliers for calibration service or replacement. Most of the calibration is done by company representative. The institution specified places for the sensitive equipment like water purifiers, and other instruments. The staff keeps a strict vigil regarding the maintenance and upkeep of the instruments. Their repair, replacement or other required upkeep is fully undertaken in their supervision. Similarly, the institution avails the services of electrician, plumber and the other supporting staff if necessary for the upkeep of electrical equipment and their maintenance. For the supply of water, the institution has its borewell. The institution has enough number of overhead tanks and distribution network throughout the campus. To tackle the problem of sudden voltage fluctuation, the institution has a generator.

File Description	Document
Upload Additional information	View Document

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

Response:

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
9.80	28.74	17.90	36.07	11.52

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

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:

College Library has installed Master-Soft ERP Library management System software which completely automation and controls all the functions of a library. It effectively manages, track and perform daily library operations with ease. Software supports librarian to find books in an instant, issue return, reissue and handle countless books and manage all the data efficiently and orderly hereby saving a lot of time and effort.

- **Name of ILMS Software: Master-Soft ERP**

- **Nature of Automation: Fully**

- **Version: 2.0 Cloud based**

- **Year of automation : 2023**

The library software is user-friendly, and fully secured with back and recovery provision which has efficient library database management.

Modules of integrated library Management System (ILMS)

- **Acquisition & Cataloguing:** It supports librarian to select and buy books, journals and other resources and create a database of the same for easy book search.
- **Serial Control:** it controls processes such as renewals of books or their cancellations, subscription and produce accurate.
- **Circulation :** This module facilitate librarian for smooth circulation of books in library by creating and managing borrower types along with keeping a tab on their book issue date, return date dues and fines.

- **MIS Reports:** Management Information Systems enable librarian extract crucial data and information of all the library transactions at a few clicks.
- **OPAC (Online Public Access Catalogue) :** OPAC is digital catalogue offers powerful online search entering keywords such as the name of the book, its title, author's name , etc. through library catalogue. It saves precious time, work and money to access any reading resources.

M-OPAC (Mobile- Online Public Access catalogue):

- M-OPAC is a mobile based Smartphone app that enables students and faculties to search for any book via their smart phone by entering Keywords such as author's name, title.
- Footfall entry of students and teachers is records through scanning QR code for library through this mobile App.
- Dashboard of M-OPAC has various facilities and linked to N-List read e-journals, rare books.

File Description	Document
Upload 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:

Our institute provides free Wi-Fi facility to teachers and students.

This facility is used by teachers and students via computers and mobile devices for completing teacher's assignments, data collection and project making. This is helpful for students for finding new information updating them on new day to day information. The college has the necessary IT infrastructure which is used for teaching learning and evaluation of students. We have enough number of ICT enables classrooms and Classrooms with LCDs which are used by teachers as and when required. The institute also has a computer laboratory for commerce faculty for the subject of IT. However, we have also allowed its access to Arts faculty as well. The whole area has been made free Wi- Fi zone. Moreover, we have an electronic Podium with inbuilt system, microphone system and speakers which is used for curricular and curricular activities.

File Description	Document
Upload Additional information	View Document

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

Response:

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

Response: 19

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

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:

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
21.06	22.91	17.25	22.72	17.42

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

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:

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
1080	980	830	860	776

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 Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Institutional data in the prescribed format	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:

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:

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
456	00	59	71	58

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:

File Description	Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	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:

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
136	138	140	97	111

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
186	170	167	172	114

File Description	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

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

Response:

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
7	1	1	1	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View 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:

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
0	1	16	16	5

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:

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
0	1	18	7	10

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:

We have the Alumni Association. The Alumni Association works for strengthening of the bond and future cooperation of our alumni in various initiatives of the college. They even promise to play roles in the progress and development of the institute and career related guidance programmes and events organized by the college. Our Alumni body has the following aims and objectives :

1. Sowing in the vision and mission of the institute.
2. To make alumni an integral part of the institute and its initiatives.
3. To strengthen the ties between alumni and the institute.
4. To acquaint alumni's of the new events by the institution and request them to be part of it.
5. To seek the assistance of alumni in offering career related guidance to students.

In the meeting of the Alumni members, oral feedback is sought about their present perception of the institute and the past view about the institute. Members are made aware of the various quality initiatives by the institution, changes in functioning if any , changes in infrastructure and other facilities provided by the institute, performance of students in various examinations, their felicitation by the institute and about future plan in any. Their free suggestions on such are invited and followed by the discussion to implement them effectively. The institute always values the suggestions and recommendations of its all the notable alumni working in diverse areas in a successful way. Their views and opinions are keenly adopted and implemented by the IQAC. Some of the alumni are promoted by the management in the College Development Committee.

File Description	Document
Upload 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 of the Institute:

- Provision of higher education facilities for the underprivileged rural students and to empower them, especially girls.
- Homely academic ambience for the learners, especially for girls.
- Inculcating the value of 'Come to learn, go to serve,' adopted from Shri Tukdoji Maharaj's 'Gramgeeta', reminding students of their duty and moral obligation towards society and the nation.
- "????? ?? ?????, ?????? ??? ?????? ?? ???? ??????? ?????, ?? ?????? ?????????? -Rashtrasant Tukdoji Maharaj. It means bliss I receive in this humble abode of mine is rare to a king in his grand royal palace. The line mirrors our efforts of offering higher education facilities by maximum utilization of the minimum resources despite infrastructural deficiencies.
- Enlightening learners with human values and professional ethics

Mission of the Institute:

- Provision of quality education in students' friendly, safe and homely atmosphere, especially for girls.
- Special focus on value-based education
- Inculcating leadership abilities among students.
- Classes begin with assembly and 'Rashtra Vandana'
- Monitoring of teaching activities by students
- Participation of students in decision making process
- Cultivation of academic and career competencies among students
- Maintain effective and efficient valuation methods
- Allocation of excellent library facility for researchers & students

- Promotion of much-needed 'state-of-the-art educational technologies' among faculties and students
- Efficient and dedicated teaching and non – teaching staff committed to the vision and mission of the institute
- To cultivate critical attitude among faculty and students through a number of assignments, activities and encouragement in professional learning
- A strive towards academic excellence through SWOC analysis

Our institute is democratic in structure for all the members – teaching, non – teaching and students participate through their ideas and viewpoints. Decisions taken always influence by all these. We had a Local Managing Committee headed by the President, Vice- President and Secretary and staff as members which is renamed as College Development Committee with the representation of students. The Committee plays an important role in the execution of top Management policies and in the infrastructure augmentation. The Committee meets the staff occasionally and encourages them to contribute their ideas in decision making. The college has a Staff Council represented by the Heads of Departments, senior faculty members and the Principal. The draft strategic plan of the academic year is chalked out by the Principal in consultation with the Staff Council and brought to the meetings of faculty. The departments and the various committees are asked to submit detailed annual action plans compatible with the strategic plan. These are then consolidated by IQAC according to importance, relevance and feasibility. Teachers consultations are always sought in relation to Curriculum, teaching-learning and assessment processes Non – teaching staff is also very cooperative and functions for the smooth running of the administrative system.

File Description	Document
Upload 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:

Our Management at the top most tiers in the organizational structure of the institution. It supervises the overall functioning of the institute and directs the Principal whenever necessary.

We have College Development Committee (CDC) constituted as per the norms laid down by the Maharashtra Public Universities Act, 2016 (which was earlier known as Local Managing Committee).

The committee has representation of students along with staff members on it. The Committee plays an important role in the execution of top Management policies. The Committee meets the staff occasionally and encourages them to contribute their ideas in decision making. Preparing budget and financial statements, recommending creation of teaching and non-teaching posts to the Management, discussing academic and other progress of the college are the primary functions of the CDC. The institutional decisions are made by the Principal in the consultation with management. Faculty and various committee/cell in-charges are directed by Principal.

The college has a Staff Council represented by the Heads of Departments, senior faculty members and the Principal. The draft strategic plan of the academic year is chalked out by the Principal in consultation with the Staff Council and brought to the meetings of faculty. The institution has a Students' Council elected democratically in the parliamentary mode consisting of Chairman (Principal), Convener, Sport Director, NSS Coordinator, Secretary of Students' Council, Class representatives, Ladies representatives, NSS representative, Sport representative and Cultural representative. Teachers and non-teaching staff members are appointed as per the UGC and the government norms respectively. Services of teachers on clock hours basic as well as honorarium basis, especially of nonteaching staff members are taken by the institute.

The institute has constituted committees as per the norms of regulating authorities and also additional committees for internal coordination and monitoring of the activities. The Principal monitors functioning of every committee. Smooth conduct of all the committees is ensured by him. Various institute and department level committees are constituted to take discuss issues and take decision up to their scope.

File Description	Document
Institutional perspective Plan and deployment documents on the website	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:

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

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:

We provide the following facility to the Teaching Staff :

Our institute promotes healthy working atmosphere for teaching and non-teaching staff that constitute the key force of our organization. Their welfare is thought to be of paramount importance for their efficiency and consistent performance by the management.

1) Our staffs receive all the benefits of salary, medical leaves, LTC facility and maternity leave, etc. Duty leave faculty is also granted whenever applicable

2) Access to the excellent library with large number academic and reference books for the teachers researcher.

3) Yoga and Meditation for work stress relief

The following facilities are provided to Non-Teaching Staff :

1) Our staffs receive all the benefits of salary, medical leaves,

LTC facility and maternity leave, etc. Duty leave faculty is also granted whenever applicable.

2) Access to the excellent library.

3) Yoga and Meditation for

work stress relief

The institution follows time to time the updated guidelines of the UGC, the University and the Government in recruitment and the promotion of teachers and non-teaching staff. API scores are proposed for teaching related activities, domain knowledge, participation in examination and evaluation, contribution to innovative teaching and new course, etc. Self-assessment score is based on objectively verifiable criteria whenever possible and finalized by the screening/selection committee. The university is required to detail the activities and in case institutional specifications require, adjust the weightages, without changing the minimum total API scores required under different categories.

In case of non-teaching staff, confidential report is written by the Principal and forwarded, through the College Development Committee, and later to the Office of Joint Director of Higher Education for promotion.

Teaching and non-teaching staff are felicitated time to time by the management for their services to the institute.

File Description	Document
Upload 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:

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	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:

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
4	8	7	8	1

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
4	4	4	4	4

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by 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:

- 1) We receive Tuition fees and other fees from students

2) A budget is prepared well before the beginning of the academic year and the expenses are received by the governing body. The budget includes day-to-day operational and administrative expenditure and the maintenance of the fixed assets. Fees collected from students is utilized for salary of non-permanent staff and academic and administrative requirements.

3) Funds are also allocated and utilized towards social service activities as a part of social responsibility.

4) Fees collected from students is deposited in banks and are utilized for the payment of recurring expenses like salaries of nonpermanent members of staff , electricity expenses, and infrastructural maintenance etc., and towards the development .

5) Before buying the equipment, each one is compared with different quotations received from different vendors (suppliers) and based on the cost and quality parameters, the institute utilizes the resources available at its disposal.

The annual accounts of the Institution are subject to external audit by qualified Chartered Accountant appointed by the management. The accounts of the college are audited by chartered accountant as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels.

The Local Management Committee (LMC) (now it is called ‘College Development Committee’ (CDC) since 2017 onwards as per the Maharashtra Public Universities Act, 2016) of the college evaluates audits reports and seeks compliance form the accounts section, on the queries reported by the auditors, if any.

File Description	Document
Upload 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:**

1) The foundation stone of our college was laid down by Gandhi Seva Shikshan Samiti Chimur in 1972 on the land donated by Shri Kalyanji Naik. Infrastructure problem always troubles the college and a number of new programmes or any extra section could not be added to the existing ones despite demands by the local people. The reason for this is none other than the inadequate facilities we have. Despite these hindrances, the college management has introduced Post Graduate degree courses in Marathi, Sociology and Economics as well as in Commerce for two reasons:

i) The financial plight of local students who could not afford post-graduation in bigger metropolitan cities like Nagpur.

ii) It was a suggestion made in the first cycle to introduce post graduate degree courses.

2) The institute has decided use to MasterSoft Software which is cloud-based software that automates all major processes of an Educational institute.

3) IQAC Cell is vigilant of the teaching learning process, curriculum planning and its effective implementation and outcomes based results through IQAC meetings and interaction with departments. IQAC cell for the promotion of quality culture has been motivating faculties and departments to conduct conferences, seminars and workshops.

We have organized the following conferences and seminars as part of our quality initiatives:

1) Interdisciplinary Webinar On Mental Health & Stress Management on 29th June,2020 by Department of English with a famous psychiatric Anant G. Gulakshe

2) Two Days National Webinar on 'Corona Virus and Rural

Economy' by Department of Economics & 'Role of Women in the

Medieval History of India' and 'Contribution of Rajmaata Jijabai

Bhosale in the Foundation of Hindvi Swarajya' by the Department of History on 27th and 28th May,2020.

3) One Day Multidisciplinary International e-Conference

On Interdisciplinary View on Socio-Economic, Educational,

Environmental, Commerce and Management, Literary Research and Sustainable Development in Covid-19

Pandemic Situation by IQAC on 6 February, 2021:

4) 'Rashtrasant Tukdoji Maharaj: Personality and Work' on 13th June, 2020 . Research articles are invited and published in the Referred Journal.

5) Critical Inquiry into the life and works of Dr. B. R. Ambedkar on his 130th Birth Anniversary by inviting research articles on his life and work.

6) National Conference on Reformatory Policies of Rajarshi

Chhatrapati Shahu Maharaj on 26 June 2021.

7) Online National Conference on “ Mahamanav Samjun Ghetanha” on 1 August, 2021 on the occasion of Birth Anniversary of Lokshahir Anna Bhau Sathe

8) IQAC Sponsored One Day Multidisciplinary National E-Conference on

75 Years of Indian Independence on 1 November 2021.

9) Two Days International Multidisciplinary Conference on

Perspective of Ambedkarism in Joint Collaboration with Dr. Ambedkar

College of Arts, Commerce and Science, Chandrapur & Karmavir

Mahavidyalaya, Mul on 25 & 26 June 2022

10) Organization of Covid-19 Vaccination Drive Camp for students on 28 October 2021

11) Teachers have written their papers in reputed UGC-CARE listed and SCOPUS enlisted journals. They have written academic books. Six faculties are with Ph.D and the rest are doing PhD. We have six PhD Supervisors.

File Description	Document
Upload 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:

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	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:

The curriculum of Gondwana University Gadchiroli consists of values and ethics touching upon the gender equality which our teachers communicate to students through teaching-learning process. This is further supported by co-curricular and extra-curricular activities organized under NSS, NCC, Women's Cell, Students Welfare Association from time to time. Promotion of girl cadets in the NCC unit has brought gender equity for us. Our NSS unit is made of large portion of girl students who represent us in number of sociocultural drives, along with their male counterparts, and competitions organized at different levels. Programmes on women's rights, domestic violence, and female feticide killing, etc. are organized by the NSS to create awareness among the people about the equal rights of women.

Felicitation of female employees on the birth anniversary of Krantijyoti Savitribai Phule has set the example for us the necessity of women's active role in any organization. Our management believes in the idea of empowerment of women and so girl students are given first preferences in admission to various courses run by the institute so that their parents will not marry them early barring them from taking higher education. We have installed a Complain Box for prevention of sexual harassment of girl in the premises. A body of the Prevention of Sexual Harassment with representation of the Female Employees of the institute is in the institute. Common Room for girls is also available.

The birth and death anniversaries of national heroes and great souls who have rendered life-long services to the nation and the people of India are observed every year in the institute. National festivals and days of national importance are celebrated with great joy and enthusiasm in the institute. Students are engaged actively in these events. Guest speakers are also invited to guide students on the life of great figures. Students voluntarily participate in all these events.

National festivals like Independence Day and Republic Day are duly celebrated by us every year. We celebrate Annual day function and cultural festivals that display various aspects of India as a nation divided by cultures but united by feeling of oneness as being Indians. Various cultural, intellectual and creative competitions like Oratory, Singing Competition on Patriotic songs, Nooka Bachao, Rangoli Competition and Dish Decoration are always held at college by the Cultural Department and Students Welfare. We observe the birth and death anniversaries of great national figures and events of national and international importance. The 16th August is celebrated as the August Revolution Day at Chimur and at our institute; we pay our obeisance to the martyrs who laid down their lives for the freedom of India. Oath to abide by the constitution is taken every year on the Constitution Day.

File Description	Document
Upload 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:

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

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:

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

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:

Our institute is deeply rooted in the nationalist inclusive philosophy of brotherhood and peace among different castes, religions and communities as enumerated in the life and philosophy of Rashtrasant Tukdoji Maharaj. Feeling of oneness is strengthened among the students through celebration of national festivals, training by NCC, community oriented activities by NSS. During the pandemic, our NSS volunteers supported the local population with food grain and hand-made masks.

The girl students are provided with safe and secure environment in the institute. Facilities like a special cell to address their issues, common room, complain box, etc are readily available in the institute.

During the pandemic time, our institute promoted the ideas of Rashtrasant Tukdoji Maharaj by organizing national webinar on his life. Special articles are invited from researchers and thinkers are published in the Ajanta journal. In the same way, various department of the institute conducted webinars to promote harmony of various types. They also address the issues of socioeconomic disparity created by the Covid-19.

A special volume on the life and works of Dr. B. R. Ambedkar was published by the institute to promote the nationalist ideas of Ambedkar.

The 16th August is celebrated as the August Revolution Day

Classes at our institute start with RashtvaVadana and the National Anthem. The motto of our institute is ‘Come to Learn, Go to Serve’ which is taken from the Gramgeeta of Rashtrasant Tukdoji Maharaj which highlights commitment to society and the nation as the biggest commitment upcoming generation should have. Through NCC, students are being trained and prepared for the recruitment in the Indian Arm Forces and a result many of our NCC cadets are able to serve the nation in military and paramilitary forces. Chimur is the same village that revolted against the British Empire and freed itself during the tumultuous 1942 revolution. The supreme sacrifices made by people of the land are passed on the next generation in the August Revolution Day Celebration. This year our NSS volunteers carried out Covid-19 awareness drives and distributed food grain and hand-made masks to the poor and needy people in their respective villages. The institute has implemented number of initiatives to raise awareness about the right to education as mentioned in the competition. The events like the constitution Day, Voter’s Awareness Campaign, value-added course like Good Governance and Democracy and Election, etc help us to promote these ideas

File Description	Document
Upload 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:

1. Training the youth of Chimur for 'B' and 'C' certificate examinations for their dream of joining the Indian Arm forces

Objectives of the Practice

Chimur is the land of martyrs who scarified their lives for freedom in 1942. These generations of students have the legacy of those martyrs and patriots, and are willing to serve the nation. To fulfill their dream, the institute has formed NCC unit that offer military training and guidance to the youth. Every year, number of cadets qualifies the NCC 'B' and 'C' certificate examinations that let them direct entry into the arm forces. We proudly mention that our students are currently serving as soldiers in a number of arm forces.

The Context

1) The main issue in the successful implementation of this is the use of language used in such examination is English which students usually find difficult to understand.

2) Our students are from the poor background. Their family income is meager and therefore despite strong will they could not go through rigorous NCC training and dropped in the middle.

3) In case of girl cadets , parents do not wish to send their girls in outstation NCC camps out of fear. We have sorted out this problem with counseling of parents.

The Practice

This practice is unique since it helps students get direct entry into the arm forces which they could, in all other cases, have to avail by paying exorbitant fees of training academies. The availability of NCC in the institute has facilities this training and preparedness at almost no cost to these rural students who are then trained in number of army attachment camps and prepared accordingly. This is beneficial for rural girls also who dream of joining arm forces.

Physical fitness acquired through NCC training also helps our students to enhance their performances in sports in intercollegiate and university level competitions as well.

Training offered in NCC inculcates the value of patriotism among cadets

We gradually face the following constraints in this practice which we strive to overcome every year :

1) The main issue in the successful implementation of this is the use of language used in such examination is English.

2) Our students are from the poor background. Their family income is meager. .

3) In case of girl cadets, parents do not wish to send their girls in outstation NCC camps out of fear. We have sorted out this problem with counseling of parents.

Evidence of Success

Every year, many NCC students qualify 'B' and 'C' certificate. The strength of our unit is 52. A number of students qualify different examinations for various positions in the Indian Arm Forces and Paramilitary Forces.

Every year a number of NCC students represent our institute in intercollegiate and university level competitions and won prizes for us.

Training offered in NCC inculcates the value of patriotism among cadets who can then perform their obligations and duties towards society and can be as ideal citizens of this nation.

Problems Encountered and Resources Required

1) This practice can be implemented more successfully if students get financial support /scholarship/boarding facility so that they can have access to nutrient food and prepare themselves accordingly.

2) Counseling of parents of girls cadets has proven a useful tool to ward off their fear and anxiety that prevent them sending their daughters in outstation army attachment camps.

3) Training of students to acquire excellent communication skill in English is another useful way to enhance their performances in the NCC 'B' and 'C' certificate examinations.

2) Community Services and Civic Responsibilities among Students through NSS Activities

Objectives of the Practice

Engaging students in community oriented services through NSS is always our prime motto as seen in our motto 'Come to Learn, Go to Serve' so this year our institute organized NSS camp at College.

The Context

Since the camp is an outstation camp in the village of Gondeda situated in the vicinity of TATR forest area, menaces of wild animals to their lives was always high. NSS coordinator and his associate teachers have to be on constantly vigil.

The second important challenge is the security of girl student in such camps. We have therefore appointed female teachers to stay with the girls and guide them accordingly whenever possible. However, we have received complete cooperation from the villagers in every initiative.

Practice

During the annual camp, every year, NSS volunteers work on such grave issues like gender – discrimination, domestic violence against women, female foeticide, superstition, sanitation, tree plantation and water- management, etc. Through awareness rallies and cultural activities local populations are awakened to these grave issues as once did by our Rashtrasant Tukdoji Maharaj through his sermons and

bhajans. As a great reward to our efforts, our NSS volunteer Supriya Ashok Bhope was awarded the Indira Gandhi National Award for the Best Volunteer by the President of India in 2012. The motto of our college is 'Come to learn, go to serve,' adopted from Shri Tukdoji Maharaj's 'Gramgeeta.

Evidence of Success

NSS volunteers work on such grave issues like gender – discrimination, domestic violence against women, female foeticide, superstition, sanitation, tree plantation and water- management, etc. The idea of ideal 'Gram' is enumerated in the life philosophy of Rashtrasant Tukdoji Maharaj and his Gramgeeta, dedicated to Gramnaath or farmer, whose development and social upliftment provides the core ideas to our NSS' vision and mission in the village.

Problems Encountered and Resources Required

Since the camp is outstation camp in the village of Gondeda situated in the vicinity of TATR forest area, menaces of wild animals to their lives was always high.

Despite that, our camp became successful and we were able to accomplish the socio-cultural and awareness drives on our agenda due to strong will and determination of our coordinator and volunteers.

The second important challenge is the security of girl student in such camps. We have therefore appointed female teachers to stay with the girls.

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

Our vision is: "The institution strives to provide higher education facilities to the poor, the underprivileged girls in the rural areas". The institution has also introduced Post – Graduate degree courses in Marathi, Economics, and Sociology and in Commerce, alongside the already existed undergraduate degree courses in Arts and Commerce to stop migration of students for pursuing such courses in urban places that often incurs excessive financial stain on their merge family income. The families do not want their sons and especially daughters to go to educational institutes in urban places. Management decided to facilitate Post-Graduate degree courses in the institute. The best beneficiaries of that are the girl students who are therefore able to pursue such courses in a safe environment. Today we have the booming number of girl in UG and PG Courses of the institutes taking education in the safe and homely atmosphere of the institute.

Not only this, but as a great reward to our efforts in empowering, through education, of the poor girl students of this area, our NSS volunteer Ku. Supriya Ashok Bhope was awarded the Indira Gandhi National Award for the Best Volunteer by the then President of India in 2012.

Our teachers communicate gender equality to students through teaching-learning process. This is further supported by co-curricular and extra-curricular activities organized under NSS, NCC, Women's Cell, Students Welfare Association from time to time. Promotion of girl cadets in the NCC unit has brought gender equity for us. Our NSS unit is made of large portion of girl students who represent us in number of sociocultural drives, along with their male counterparts, and competitions organized at different levels. Programmes on women's rights, domestic violence, and female feticide killing, etc. are organized by the NSS to create awareness among the people about the equal rights of women.

Felicitation of female employees on the birth anniversary of Krantijyoti Savitribai Phule has set the example for us the necessity of women's active role in any organization. Our management believes in the idea of empowerment of women and so girl students are given first preferences in admission to various courses run by the institute so that their parents will not marry them early barring them from taking higher education. We have installed a Complain Box for prevention of sexual harassment of girl in the premises. A body of the Prevention of Sexual Harassment with representation of the Female Employees of the institute is in the institute. Common Room for girls is also available.

Our management does every possible measure for the welfare of girl students so that they can pursue their dreams like male students and would be able to compete in healthy and fearless atmosphere.

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

5. CONCLUSION

Additional Information :

Along with the value education, the institute, from its very establishment, has focused on gender equality and sensitisation programmes in education, initiated social campaigns to promote the equal rights of girls. Even today its programmes, visions and mission are predominantly concentrated on the upliftment of girls in the locality by convincing and encouraging their parents to let their daughters complete education and not force to marry them before that. Our management therefore primarily has focused on providing first preferences to girl students in the admission to various courses run by our college so that their parents will not marry them at early age.

It is not just classroom learning that we expect from our teachers, for the holistic development is possible with the learning inside and outside the classrooms as well. We have truly accomplished that during the course of this long journey as our students continue to excel in different areas - sports, NCC, NSS, Cultural Activities and Social Campaigns and Awareness Drives- and brighten the name of this institute and Chimur region simultaneously.

In 2012 our NSS volunteer Ku. Supriya Ashok Bhope received the Indira Gandhi National Best NSS Volunteer Award at the hands of the then President of India. In 2017 one of our NCC students Mr.Praful Narule proudly participated in the Republic Day Parade in New Delhi. During the session 2020-21 our college magazine *Aakar* won the second prize in Gondwana University, Gadchiroli Intercollegiate College Magazine Competition. During the session 2022-23 our Skit team won the Second Prize in the Skit in the Indradhanushya Intercollegiate Cultural Competition Gondwana University Gadchiroli.

Our teachers are successful in inculcating the value of service to humanity as the biggest service of all, and so our motto, 'Come to Learn, Go to Serve' is an accomplished fact for us. Many of our former students have garnered success in their life and career and work in different sectors whether that be business sector, educational sector, bureaucracy, government sectors, and significant number of them, we are truly proud of that fact, in national security forces like army and its allied wings.

Concluding Remarks :

This humble abode of us, despite not having big infrastructure facilities, has been successful in keeping pace with the changed time.

Our teachers are doing research and their articles are getting published in UGC-CARE listed, Scopus Enlisted and Peer-Reviewed reputed national and international Journals.

Our faculty members are the members of the Board of Studies and the Academic Council , and work on different academic and extra-curricular bodies of Gondwana University, Gadchiroli.

The institute has a clean drinking water facility; it has an open air gymnasium as well indoor gymnasium which is used by students and people in the vicinity. The library and administrative section are well-equipped with the advanced software facility for enhancing work efficiency. The hostel facility is provided to outside students.

In the end, like a line from the Jeevan Shiksha of Gramgeeta, a line which was there in the minds of founders of this institute and which still reflects our commitment to contribute to the development of this region:

?????? ???? ???? ???? | ???? ?? ???? ???? ???? |

???????? ???? ???? | ?????????? II32II

“The village pupils should preferably be taught and trained in how to make their village an ideal one. While imparting such education & training, they should actually enact using their practical knowledge and skills and make the village ideal”. (the Gramgeeta, Chapter 19, Jeevan Shikshan)

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>14</td><td>14</td><td>14</td><td>14</td><td>14</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>12</td><td>12</td><td>12</td><td>12</td><td>12</td></tr></table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	14	14	14	14	14	2021-22	2020-21	2019-20	2018-19	2017-18	12	12	12	12	12
2021-22	2020-21	2019-20	2018-19	2017-18																	
14	14	14	14	14																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
12	12	12	12	12																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>28</td><td>34</td><td>30</td><td>13</td><td>19</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>34</td><td>30</td><td>13</td><td>19</td></tr></table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	28	34	30	13	19	2021-22	2020-21	2019-20	2018-19	2017-18	16	34	30	13	19
2021-22	2020-21	2019-20	2018-19	2017-18																	
28	34	30	13	19																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	34	30	13	19																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>12</td><td>16</td><td>4</td><td>1</td><td>1</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	12	16	4	1	1										
2021-22	2020-21	2019-20	2018-19	2017-18																	
12	16	4	1	1																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	15	04	01	01

Remark : DVV has made the changes as per shared clarification.

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.***

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	8	8	9	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	3	5	6

Remark : DVV has made the changes as per excluded days activities.

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 :2

Remark : DVV has made the changes as per shared clarification.

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: C. 2 of the above

Remark : DVV has made the changes as per shared report by HEI.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made the changes as per shared report by hei.

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made the changes as per shared report by HEI.

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
5	8	8	8	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	7	8	1

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
0	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

	Remark : DVV has made the changes as per shared clarification.
6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared clarification.</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per shared clarification.</p>

2.Extended Profile Deviations

Extended Form Deviations

ID	Extended Questions																				
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 14 Answer after DVV Verification : 10																				
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>10</td><td>10</td><td>11</td><td>11</td><td>11</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>09</td><td>09</td><td>10</td><td>10</td><td>10</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	10	10	11	11	11	2021-22	2020-21	2019-20	2018-19	2017-18	09	09	10	10	10
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	10	11	11	11																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
09	09	10	10	10																	