



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

## **SHRI SHANKARRAO BEZALWAR ARTS AND COMMERCE COLLEGE**

AT ALAPALLI ROAD POST AHERI TAL AHERI DIST GADCHIROLI 442705

442705

[www.sbcaherii.in](http://www.sbcaherii.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Shri Shankarrao Bezalwar Arts And Commerce, College one of the oldest colleges in the area, established in 1983, aims towards offering quality education to its students, in fulfillment of all the specifications laid down by the University Grants Commission, Gondwana University, Gadchiroli (the affiliating university since 2012), the Government of Maharashtra and the National Assessment and Accreditation Council, and ready to cope up with expectations laid down in the NEP 2020, and also is set to welcome the second visit by the NAAC Peer Team for its appraisal of this esteemed institution.

The institution is very much aware that the dimensions and quality of education keeps on changing with time and quality cannot be assessed by a single yard stick. Rather it can be monitored through the change in national and global trends in teaching and research. It is important for any centre of higher education to know that true service lies in imparting education, inculcating moral values and motivating young minds towards research for the future not only of our country but of the entire world. The NAAC has developed certain measures for continuous improvement of the quality of higher education. In the present report we tried our level best to meet the demands as laid down by NAAC. The college is committed to the core values of NAAC.

In light of these dimensions, the College attempts to nurture its competence and creativity through innovations in teaching-learning, research, and extension activities, including the adoption and promotion of knowledge output for human development, women's education, optimum use of human infrastructural facilities available, participation of all the stakeholders in the development of the College, creation of awareness of human rights, value system, culture, heritage, scientific temper, and environment. **since the beginning the college has been driving I the direction of achieving it set goals and vision**

### **Vision**

In 1983, Hon. Shantaramji Potdukhe, the famous social worker and academician of Chandrapur, established this College, to enable the students of the adjacent areas of Aheri tribal and naxal affected belt to pursue higher education. The College still upholds the ideals of its founding fathers with the following aims:

**Vision:** The vision of the institution is to achieve excellence in higher education, empowerment through knowledge, inclusive growth for socio-economic change and sustainable development.

### **Its Dream came True :**

The above focuses on a few important issues noticed by the founding father during his tenure as a member of Parliament and State Minister for finance in the central Govt. His sojourning in the tribal belt and deep forest

and the kind of life they were living made him feel the need to bring a change in their lot. Being a core hearted Sarvodayi and pure Gandhian realized the need of opening of HEI as they could not afford to go to Nagpur or Chandrapur for higher education. He decided to bring all type of education in these districts and thus found the Sarvodaya Shikshan Mandal in 1969 and first gave shape to Sardar Patel College at Chandrapur in his own house. Later on he turned to Engineering, law, management and social work education and opened them under the banner of SSM.

The Shankarrao Bezalwar Arts and Commerce College, was also his brain child. He, with the help of the local philanthropist Shri Shanakrrao Bezalwar, obtained his house and opened this college with the above vision as he found the place central to the South Gadchiroli areas.

The college, since its opening has been upholding the mission and working towards achieving he goals set by the founding father. The number of students of tribal and backward communities and the number of students placed during the years are a testimony to the mission goals. The colleges still face the challenge of educating the first generation learners. The Continuous Education wing of the college is also contributing in this respect through its student community.

## Mission

- **Keeping in view the vision of our founding fathers the college has devised a lengthy list of our objectives and aims in the form of the following mission goals. Hence the Mission:** The mission of the institution is: To provide greater access for higher education to all and in particular to the socially and educationally unprivileged youth upholding the principle of social equity.
- To promote academic excellence and innovation through state-of-the-art Undergraduate, Postgraduate.
- To enhance the status of Departments in the fields of knowledge generation and dissemination by pro-actively supporting cutting-edge research.
- To offer educational programmes catering the current and future needs of society, region and industries.
- To provide inspiring/conducive academic, social and cultural experience/atmosphere to the students, teachers and staff facilitating realization of their full potential and all-round development.
- To increase the efficiency, transparency and accountability in governance upholding the best interest of the students and the community.
- To reform examination system for improving standard of evaluation and weeding out systemic inefficiencies.  
To ensure continued adequate funding through knowledge enterprise and efficient resource management.
- To equip and empower students with relevant knowledge, competence and creativity to face global challenges.
- To achieve innovations in teaching-learning, research and extension activities to realize national goals, including the adoption and promotion of knowledge output for human development.
- To promote women's education.
- To facilitate optimum use of human and limited infrastructural facilities available for quality sustenance and improvement.
- To promote participation of all the stakeholders in the development of the College.
- To promote and practice inclusive growth.
- To create awareness of human rights, value system, culture, heritage, scientific temper and environment.

These are communicated through the official website of the College at [www.sbcaheri.in](http://www.sbcaheri.in), the College prospectus published every year at the time of admission, and through various meetings with the students, staff and other stakeholders (Teachers' Council, Non-Teaching Staff Association, Students' Union, Parents, Alumni).

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

### **Institutional Strength**

#### **1.Location:**

The collage is located on the land of 8 acres and has sufficient land to carry out all types of educational, academic and administrative functions of the college. The space, good lush green environment, healthy atmosphere, free from civil trouble is the area of strength.

#### **2.Environment:**

Its location not much away from the town makes it free from civil trouble giving various advantages like free from the noise pollution; green environment provides fresh air and oxygen as compare to high ranked institutes, keeping much cool even in summer days.

#### **3. Simplicity and Honesty of students**

The students are simple honest and hardworking. They never involve themselves in any illegal activities, ragging activities. Their simple varied culture and their unique culture and heritage are the things to appreciate. Especially the Gonds, Madia communities are famous for their culture and literature. The college exploits their unique culture and organizes activities to preserve it. The Tribal Culture preservation Mandal, in collaboration with The Tribal Research Centre, Gadchiroli, has been playing vital role in this regard.

#### **4. The number of courses and their role in regional development.**

The institution offers higher secondary, UG and PG education. Among them the important is the MCVC that offers skill development courses in auditing and accounting and many students have been placed in the past.

The institution has helped in curbing the naxal problem to some extent by means of education. Now the educated youths are being dissociated from the Naxal movement. The education provided by the college has brought about a lot of change in them and the movement is about to finish in the area.

#### **5. Grooming of students:**

The relationship between students and teachers, the free and fair environment, communicative and participative relation, teachers' commitment are the issues of much importance. The college tries to groom them and develop overall personality of the students by means of their association with NSS and NCC wings.

**6. Hardworking and supportive** staff always keeps the students' development on priority. They do what they can for their development.

## **Institutional Weakness**

### **1. Remote and Deep Tribal Area:**

As already stated, the location of the college itself weak point as it has been very difficult to run and bring the tribal youth in main stream. Most of the students came from very poor backgrounder educationally, socially and economically.

### **2. Multilingualism :**

Language has been a great problem of these students. As they speak their dialects and other influential languages, they focus on learning any one or two in better ways. The impact of telugu, is seen very much as they reside in the bordering villages of Telangana State or Andhra Pradesh.

### **3. Policy of Government of not filling the full time posts:**

The college is very much worried about the apathy of the Govt. regarding filling of vacant full time posts. Day by day the full time teaching and non -teaching staff are getting retired. The Maharashtra Govt's policy of recruiting new full time staff is affecting overall functioning of the college.. The college finds it a weakness in the way of enhancing quality of education.

**4. Poor educational Background of the students:** The students of the college belong to very poor educational background. Many of them are first generation learners, who, without proper educational background are tempted to turn to quit education and turn to manual work.

**5. Poor socio – economical background:** The socio economical background of the students always pose great problems in continuing education up to higher level. Hiring rooms and accommodation becomes beyond their reach affecting their daily attendance in the class and their regularity in the college and participation in activities.

**6 High dropout rate:** due to above reasons the dropout rate is quite high. Only fifty percent of students admitted in the first reach the final year and only 25 percent are able to get degrees.

**7. Lack of confidence level:** These backgrounds affect their confidence level

**8. They do not set higher goals.**

**9. Lack of all resources and opportunities** are the basic weakness of the area making the college also weak in providing employment.

The college finds these issues making it weak.

## **Institutional Opportunity**

### **Opportunities:**

- Despite the number of weaknesses and challenges the institution has been facing in carrying out its perspective plans the college is very much positive as it also has so many opportunities to work further in area.
- Considering the future needs of students and national building initiatives taken up by the governments to meet the global challenges the college is also preparing itself with the generous help of the management to bring about the changes.
- The number of students taking admission in the college has been constant with some variations, the number of tribal students are quite higher, that opens further opportunities for the college to educate the most backward and poor people to serve the most needed ones.
- The multilingualism basically found here can be exploited to make the students multilingual. So it can be taken as an opportunity.
- Scope for Dynamic Placement cell as the companies like Steel plants and Ore Mines are opening in the areas.
- Scope for Professional mentorship to attain higher academic goals
- Conduction of various sports activities, trains students to be vibrant and encourage interested candidates to opt for sports related career
- Unlimited scope for Researches and innovation and entrepreneurship in languages, culture, environment and geography.
- Scope of exploring tribal literature and culture.
- Preserving tribal dialects and culture
- Women empowerment through several governmental and social, activities like SHG. Cultural and national integration
- Giving education in local language and taking translation projects .
- Initiating Capacity building programs.
- Multiple entries and multiple exits introduced in NEP would be an opportunity to enter the national and international field.
- Bringing Social awareness among students through socio cultural and NSS programmes.
- Various cultural active ties to encourage students to go for a career related courses.
- Scope for extension of building second campus and opening of other streams

### **Institutional Challenge**

- Functioning well in the tribal naxal affected zone is itself a big challenge. The naxal menace occurred in the area because of injustice faced by the tribal people since the British Rule.
- The never allowed any development in this area as they too want the people to live in penury.
- Despite the efforts of state and central governments the condition of these people has not been developed. Lack of education resources, financial sources, traditional farming have lagged them behind in development ratio.
- The gross enrollment ratio in higher education of the district is only 19 percent in the state
- The tribal students who mostly attend the ashram schools in the area are educationally backward, and poor, they either stay in hostel or at home or attend the schools up to SSC or HSC schools.
- The standard of education in these ashram schools is not up to the mark. When they come to the college they haven't even attained required level. The complacency among them and various welfare scholarship schemes devised for their upliftment also pose challenges before the college.
- The college has to work hard to educate them and enable to be employable youth with developed graduate attributes.
- Lack of industrial development and creation of jobs has been a great problem before the youth creating

indifference in their mind which further affect their interest in perusing education. The ratio of girls, owing to many such reasons is increasing day by day and the unfortunately the ratio is only 19 % in the district.

- These do pose challenges before the college.
- Lack of interest, funding and financial aid preparing for NEP would be challenging.
- Lack of facilities of Research and innovation in the college and in the nearby arrears.
- Lack of full time faculty and the policy of recruitment.
- Gender biased thinking is still found at par keeping away the girls from education
- Communication facilities, poor networking, poor power supply, environmental issues, Forest laws and special laws for tribal people are big challenges before the college.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Taking into considerations the needs of the youth of the area the college has been offering 2 UG programmes primarily. Besides, it runs 2 PG programmes considering the demands of the students on self -finance basis. The College provides ample opportunities to the backward classes, offering relevant courses like Geography, Home economics, Communicative English, Applied Marathi and MCVC etc which can develop their skills/practical knowledge. Some students have achieved glorious results in their examinations. For self-development, the faculty members proceed on deputation, to orientation/refresher courses and workshops on curriculum development/ examination reforms/quality initiatives/management issues.

The Academic Calendar of the college has the detailed programme of the lesson plans for every subject, including distribution of the syllabi among the teachers, enabling the teachers and the taught to prepare themselves for the lectures (including revision) and examinations. Moreover, problem solving exercises, field studies/visits, case studies, surveys and excursions including industrial visits, hands-on experience, and project works ensure skill development in relevant subject-areas of study as well as they all add much values to regular education.

The College facilitates innovative teaching-learning process through seminars/workshops based on the curriculum, audio-visual mode of teaching, study tour/excursion/field-work, project-work, survey-work, up-gradation of ICT based learning resources, use of library and modernization and up gradation of laboratories and blended learning or flipped learning by means of f the ICT tools like smart board and interactive board installed to facilitates the teaching and learning activities.

TThe college, in collaboration with the University and S. P. College Chandrapur, in the form of MoU and linkages for sharing research facilities for carrying out research and projects has proved highly beneficial as many of our full time and part time staff are pursuing PhD. The students of Commerce and EVS are also getting benefitted.

The MoU with the Hope Foundation has been fruitful for carrying out extension activities in the area. The NSS volunteers along with the volunteers of Hope Foundation are rendering important social service in the field of health and hygiene and Career –Cutta.

## **Teaching-learning and Evaluation**

With the aim of quality education and student empowerment, the website and prospectus provide all relevant information about admission / institutional facilities / rules / regulations / awards / incentives serving as guides to a transparent admission of students, which is made on the basis of merit in the previous qualifying examination through its website by posting important updates and via total management system, library management system etc. The College offers opportunities to SC/ ST/OBC/VJNT/ SBC, women/differently-abled/economically weaker sections/minority communities abiding by the directives of the Govt. of Maharashtra and the Govt. of India. The college tries to outreach the affiliating university's students welfare schemes like Earn and Learn scheme, whenever possible

The college also provides remedial coaching for SC, ST, and OBC, VJNT / SBC, Minority and Economically backward students to better their academic performance level. Free-ships and other concessions are available to the economically weaker sections. The detailed layout of the teaching plan is offered in the Academic Calendar.

The college has eligible and efficient faculty. Teachers participate in workshops/seminars/conferences organized by national/international/professional bodies, as delegates/resource persons/chairpersons. The faculty adopts innovative approaches to teaching- learning by introducing smart board//Internet/LCD Projector/OHP/field work/visits to industries/socio-economic health surveys. Academic support, personal and psycho-social support, and guidance services are provided to students.

The College library purchases books and subscribes to various journals/newspapers, with the funds granted. Books for preparation for competitive examinations/internet facilities are provided to the students. Syllabi/question papers of the College/University examinations are kept in the reference section. Almost all the departments have seminar libraries which complement the central library. The Career and Counseling Cell helps students to cope with the demands of competitive exams. Its collaboration with Maharashtra Government's flagship scheme called Career Cutta offers free career and competitive exam classes online and students have been reaping benefits in the college has signed an MOU with Career -Cutta, a flagship campaign of the Govt. of Maharashtra launched in order to provide a platform of competitive exams and coaching to the college students.

## **Research, Innovations and Extension**

The institution encourages and extends all help possible to promote research activities in the institution. Adequate infrastructure and human resources are provided by the institution for smooth progress and implementation of research schemes/projects and other research initiatives. Internet, LAN and journals and e-journals subscriptions are made available to all faculties to facilitate research activities in the college. Teachers are motivated in the department to pursue at least one minor/major research project in their area of specialization or one that is inter- disciplinary in nature.

Presently, three full time teachers and five part time teachers are involved in active research work in the institution. 02 Faculty Members have been awarded Ph.D. Degree by different Universities during the last five years. Most of the faculty members have presented papers in national and international conferences and seminars. Faculty have published and presented a large number of research papers in various National/International seminars in their individual capacity. During the post accreditation period, the faculties

have produced about 100 publications in peer reviewed journals. A few of them are in UGC CARE journals with good impact factor and published five books. Their DoI link and CARE link has been given in the related template. The Study Circle of the Teachers' Council holds interdisciplinary sessions for paper presentations by faculty.

The college has signed an MOU with Sardar Patel College Chahndrapur for sharing its research centre. As a result the about five teachers of the college have been admitted for PHD degree. The college has interdisciplinary study circle that help all the teacher research scholars to share their research and get updates about their progress. The PhD supervisor like Dr R. D. Hajare always provides guidance to them

The college has started on consultancy in communication, research, thesis guidance, which is ready to provide help and generate fund for the college development.

The college is encouraging teachers and students to go for the research projects and grant to the affiliating university. The centre for conserving tribal culture and literature is doing well in the area of research and has opened a new area for those who are interested in tribal research.

### **Infrastructure and Learning Resources**

The college boasts of excellent record of accomplishment with respect to extension activities in the different categories like Community development, Social work, Health and hygiene awareness, Health camp, Adult education and literacy, Blood donation camp, Environment awareness, Gender sensitization, Health education to adolescence, women's empowerment, sustainable development goals etc. A neighboring village has been adopted by the NSS Units of the College for creating health-care/hygiene/education awareness. Community orientation activities are reflected through blood donation camps/Dengue /AIDS /nutrition awareness, breast feeding programmes. Stakeholder's perception on the overall performance of the institution is solicited through students, parents, alumni. The NSS and NCC Units organize extension programs like cleaning/plantation/literacy mission/community health/ blood donation camps/prevention of drug addiction/women and childcare/sadbhavanarally/National Youth Day/relief work. The wonderful service done by the College during COVID 19 pandemic proved remarkable as our NSS program officer has been awarded District Best SS program officer, and promoted to regional programme officer. Even girl student Ku Saniya Pathan has donated blood in 2021-22 to the needy and poor. The COVID awareness programme conducted by the college by means of awareness tests, helping the poor and affected, sewing and free distribution of mouth covers in order to avoid spread of germs through mouth, supplying food grains to the most affected ones, helping the local Health center in immunization and visiting houses and creating awareness for immunization, cleanliness campaign are some of the them. The Women's Cell addresses issues regarding women staff/students, primarily fostering their social responsibilities and imparting information about sexual harassment. It takes initiatives for guidance/counseling of women students. Extension activities ensure the growth of students' awareness as responsible and human citizens. Several NSS volunteers like Ku Sneha Godshelwar, Rakesh Kambala have rendered service in disaster management during fair and festival at Markandadeo shrine and Chaprala shrine and confluence.

### **Student Support and Progression**

Collaboration includes Research work funded by various government/non-government agencies, research publication, seminars, counseling (Career Counseling (UGC), Career-Oriented Job Courses (UGC).

Collaboration and MoUs with HOPE Foundation Chamorshi, SEARCH Foundation, Gadchiroli in campaign against tobacco, local Sub District Rural Hospital in curbing malnutrition, health surveys, blood donation camp, immunization, COVID 19 immunization campaign, NSS unit of the college proves to have lasting service impact on holistic development.

The college has collaboration with several institutions, and service providers like S.P College Chandrapur for carrying out research work, and project work. The unwritten collaboration with the affiliating university in an integral part of it.

The college has partial online admission system for the convenience of the students community. As the college does not have its own Master Learning management system installed. But the college has planned to buy it this year. After installation of the software the college will be completely digital and it will be able to provide all online services to students and teachers.

We will be able to manage various works online.

The college also provides ramps and wheel chair to disabled students. The college building is only on ground floor so it does not need any escalator to be installed. The college does not make any discrimination among students on the basis of caste, gender or religion. It gives equal opportunities to all students and ensure equal development of all of them. The women cell of the college takes care that there will be no issue on the basis of gender and sex. The girls are given secured environment. The CCTV installed gives scope to security of all and monitors all activities in the college. The green campus and good air quality index in the college premises help to maintain health and hygiene. The programmes organised by the college on health help them understand the importance of health. The students in the area are quite healthy and sturdy having good immunity. Hence no casualty taken place during the COVID 19 pandemic. The services provided by the college have been appreciated on all levels and been awarded by the affiliating university.

## **Governance, Leadership and Management**

During the first cycle of accreditation half of the college used to hold in the old building and half in the new. But in the post accreditation period sufficient building to hold all the classes has been constructed.

There are 17 class rooms apart from the departmental rooms, administrative block. Most of the classrooms can accommodate approximately about 120 students. The big classrooms are well ventilated, with lots of sunlight, ideal for a crowded classroom. The College has a conference room with advanced audio-visuals multi-media facilities like LCD Projector, Laptop, and Computer with High Configuration of the Latest Generation with Internet connections to organize seminars, lectures and other academic activities and administrative meetings. The College Library utilizes a space of 700 sq. feet. With a Reading Room for free access of students, a Teachers' Reading Room. Total Library Books now stands at more than 8000 & 21 periodicals and journals at Complete Accession Numbering System & Cataloguing of all books and journals and user friendly. The LIBMAN and Enlist software help to make e books available at a click. The library is equipped with OPAC facility to help students find the required book easily

and download study materials, research papers etc. Separate Departmental Computer Laboratory for Commerce is made available. In all there are around 20 computers in the college. Thus, the college tries to extend

Computer facility to all students and staff. At present there are 03 internet connections. The library, staff room, IQAC room and administrative room have been provided with computers & Internet Connections. The computers/Laptops are also interfaced with LCDs to train and develop Power Point presentations for the Teaching. Adequate funds have been allocated in the budgetary provision for maintenance of infrastructure every year.

There is a full-fledged Maintenance Sub-Committee for maintenance of physical infrastructure. The maintenance of computers and scientific equipment is done by manufacturers or agencies under 'Annual Maintenance Contract' (AMC) and break down calls. Maintenance of toilets, bathrooms, service areas and security are done on contractual basis through various agencies. **Local Area Network (LAN)** using **LIBMAN** software have been procured for automating in-house activities and services of the library.

### **Institutional Values and Best Practices**

The Eco-Club of the College, named after the eminent scientist and educationist **Acharya Prafulla Chandra Ray** undertakes some activities in addition to the mentioned above, related to environment awareness in and outside the College. The club organizes seminars/lectures on contemporary environmental issues, regular science exhibitions and environmental health awareness camps in collaboration to increase the environmental awareness of the students.

Innovative practices cover the use of ICT in teaching-learning, a unique interdisciplinary **Study Circle** for academic paper presentations on various topics, which are then published in different magazines dedicated to interdisciplinary researches like UGC CARE journals, gurukul journal, SamajikAnusandhan, international peer reviewed journal, Sanshodhak Journal, and so on, conference proceedings, chapters in edited books and several outreach programs by NSS and NCC students.

The facility of the library has also improved following automation and installation of **OPAC** and **LIBMAN** With grant from the UGC, remedial coaching classes for the students of backward classes/communities will be introduced. Lectures, seminars and workshops are regularly organized by various departments on various subjects and topics. Field work is conducted by the Depts. of Geography, Economics and Home-economics. Health awareness, field work is done by the NCC wing and health unit. An exemplarily warm relation is shared between the staff and the taught. .

The best practices undertaken by the college unknowingly every year have given good positive results. The overall impacts of the practices have proved highly beneficial to the village and the students alike. Health related practices, mental health, sustainable development goals, , water conservation, environment preservations, sympathy towards flora and fauna of the region , efforts to protect tribal culture, and languages, Mann Ki Baat of the PM, tobacco free college, cleanliness campaign, No Plastic Zone, No Vehicle day, women's empowerment, COVID Awareness campaign ,online education mode, use of ICT in regular education , launching of flipped learning, well grooming of the tribal backward students and their recruitment in police department and many of them being self- employed, introduction of language lab, computer lab, building of bunds on stream, all share to prove its institutional distinctiveness and inculcation of values .



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHANKARRAO BEZALWAR ARTS AND COMMERCE COLLEGE
Address	At Alapalli road Post Aheri Tal Aheri Dist Gadchiroli 442705
City	Aheri
State	Maharashtra
Pin	442705
Website	<a href="http://www.sbcaherii.in">www.sbcaherii.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	P.g. Labhsetwar	7133-272027	9422832716	7133-272027	pmkatkar@rediffmail.com
IQAC / CIQA coordinator	Ravindra Hajare	7133-272028	8208493825	7133-272028	ravindrahajare150666@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Gondwana University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-05-2012	<a href="#">View Document</a>
12B of UGC	01-05-2012	<a href="#">View Document</a>

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	At Alapalli road Post Aheri Tal Aheri Dist Gadchiroli 442705	Rural	8	1600

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Ba	12	XII	Marathi	360	341
UG	BCom,Commerce	12	XII	Marathi	360	35
PG	MA,Marathi	12	B.A	Marathi	80	32
PG	MA,Marathi Sociology	12	B.A.	Marathi	80	33

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				0				12			
Recruited	2	0	0	2	0	0	0	0	4	2	0	6
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	2				0				6			
Recruited	2	0	0	2	0	0	0	0	6	0	0	6
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				6
Recruited	3	0	0	3
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	1	1	0	4
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	212	0	0	0	212
	Female	123	0	0	0	123
	Others	0	0	0	0	0
PG	Male	61	0	0	0	61
	Female	41	0	0	0	41
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	70	60	32	38
	Female	89	47	30	36
	Others	0	0	0	0
ST	Male	162	124	111	131
	Female	101	98	67	99
	Others	0	0	0	0
OBC	Male	45	16	14	24
	Female	36	14	12	19
	Others	0	0	0	0
General	Male	31	10	7	24
	Female	7	10	2	19
	Others	0	0	0	0
Others	Male	45	33	13	2
	Female	35	31	6	5
	Others	0	0	0	0
<b>Total</b>		<b>621</b>	<b>443</b>	<b>294</b>	<b>397</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<ul style="list-style-type: none"> <li>• In order to develop the all-round capacities of the students – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the college is preparing to include multidisciplinary subjects as per the National Educational Policy 2020.</li> <li>• Keeping in view the problems faced by the students, the college is planning to set up short term and vocational courses.</li> <li>• The aim is to make the students equipped, so that they don't need to rely on Government jobs but instead pave a way towards self-employment.</li> <li>• As the College is preparing itself to have more of multi-disciplinary subjects it tries to identify the programme learning outcomes along with courses and unit learning outcomes that define the</li> </ul>
--	---

specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal. • In order to provide the holistic academic growth among students, the college proposes to introduce interdisciplinary courses which give freedom to the student to choose their preferred options from the range of program offered by the institution. • The institution is aware of the fact that NEP 2020 proposes the integration of humanities and sciences with STEM. Since the college is an affiliated college it is mandatory to run the curriculum and policies devised by the university whatever approach it executes. • The institution has already introduced CBCS in its programs in 2017 and running the courses providing various choices to students in order to offer flexibility, innovative curricula, projects in the areas of community engagement and service, environmental education, and value based towards attainment of a holistic and multidisciplinary education. • The institution may like to integrate several disciplines into each other so that the students might have flexible choices as well as it would ensure the expected learning outcomes. As an example, environment science, research methodology, project works, already exists is an example of it. Some more introductions bring the issue home to maintain the rigor of learning. • The institution plans to introduce more project works, surveys, interviews, reports on various disciplines so that the students would be engaged I more multidisciplinary research endeavors to find solutions to society's pressing issues and challenges. • Introduction of CBCS in 2017 in all course and programs. • • The college already runs nine disciplines in BA programme and research methodology, good governance and environment science, project works. This shows that the college is not unknown to the approach. Introduction of some more courses will help implementing the core issue of the NEP.

2. Academic bank of credits (ABC):

Regarding the implementation of Academic Bank of Credits, the affiliating i.e. Gondwana university Gadchiroli has already launched a portal on its website and conveyed all affiliated HEIs to register on it. The students have been given a link for registration. The college has guided all the students regarding this and they also have registered

	<p>themselves. The pedagogical approach of the institution is student's centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the Students learning outcome.</p>
3. Skill development:	<p>It is important to empower students with skill-based training as the development of our economy depends upon them. Here's why skill development in colleges is important: ? The skill development process helps students think beyond grades. It helps them tap into their capabilities, develop real-life skills, and prepare themselves to be successful in the careers of their choice. ? Skill-based learning improves employability and helps the youth earn more. Furthermore, it improves the economy of a country and promotes its financial growth. ? Skill-based learning helps students develop problem-solving strategies and effective communication techniques. ? learning skill development promotes the leadership skills of students as it helps them become more altruistic. They learn to use their skills to organize and inspire their teams, which, in turn, create in them leadership qualities. ? It also helps students develop creativity, critical thinking, and analytical thinking as skill-based learning focuses on the evaluation and application of facts to real-life problems. Hence, the college would like to go for skill development courses in the next session.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Regarding the adoption of Indian languages, the college offers various Indian languages like Marathi, Marathi Literature subjects in degree and PG courses. Preservation and promoting of languages is one of the goals of the College. The may undertake a project on preserving tribal languages and culture. Dr Ravindra Hajare, has already taken initiative in this regard and translated tribal poetry into English. A course of it may be introduced to integrate Indian Knowledge in the regular education</p>
5. Focus on Outcome based education (OBE):	<p>The College also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the programmed</p>

	<p>outcomes of the students. The college along with the affiliating university will decide the leaning outcomes and will see that all the learning outcomes will be attained . All the courses will have learning outcomes.</p>
<p>6. Distance education/online education:</p>	<p>The College already has a study Centre of Yashvantrao Chavan Maharashtra Open University wherein about 300 students have been admitted. It has also offered vocational course on 10 plus 2 level. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Zoom, Google, using videos as teaching and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning</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
439	377	293	433	620

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

### 2 Teachers

#### 2.1

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

Response: 11

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

#### 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
06	08	09	09	11

### 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
4.25	4.77	4.86	9.86	24.12

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

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

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

GUG curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and leads to a strong value-based holistic development of students. Various activities are organized throughout the year as part of the curriculum that help in this endeavor.

**1. Gender Sensitivity:** Gender related courses are an integral component of various programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Free counseling services are provided through a Counseling Cell. Gender sensitization camps are organized in slums and rural areas of Gadchiroli district that include, women's rights, human rights, child rights, gender justice and gender equality. Compulsory core courses along with the wide range of community outreach programmes that include health and hygiene camps, village adoption, enable exposure to real life situations. The institution annually organizes seminars, conferences, guest lectures, exhibitions, street plays and literary activities in special or in cultural program that help in gender sensitization.

**2. Environment and Sustainability:** The college's strong community orientated work culture is based on the sustainable way of life, that involves integration of water quality, air quality, education and healthcare, agriculture and dairy practices, innovation and human values. The college has pioneered vocational and skill development education by introducing UG in Communicative English A compulsory core course on Environment studies is included in all UG programmes. Environment awareness camps, seminars, workshops, guest lectures, industry visits and field excursions are organized. Environment Day, Earth Day, Geography Day and Water Day are annually celebrated. The college accords great importance to research in inter-disciplinary areas focused on interdisciplinary topics and project works.

**3. Human Values and Professional Ethics :** The curriculum of all the courses have been designed keeping in view the issues as per UGC guidelines. Hence these crosscutting issues are integrated into the syllabi of all courses. Besides, some other value added courses have been introduced as audit courses as a part of CBCS.

The curriculum has the following compulsory core courses in all UG programs specially focused on the development of human values and professional ethics:

1. **Environment study** (for environment consciousness and its impact on everyday life)
2. **Democracy and Good governance** (to take pride in national ethos so that one may not lose one's moorings)
3. **Research Methodology** (to inculcate research ethics)
4. **Research projects:** (To practice the ethics)
5. **Social Service:** (to engender the spirit of brotherhood of man and to facilitate the establishment of casteless and classless society).
7. **Co-curricular Activities** (for all-round development of personality)
8. **Environment Studies:** (To inculcate sustainable issues )
9. **Disaster Management:** to imbibe humanity and human values by offering sources during disaster.

1. The Institute also has a **Model Code of Ethics** to curb various malpractices.

Links: <http://sbcaherii.in/wp-content/uploads/2023/05/Model-Code-of-ethics-for-1.3.1.docx>

2. National Social Service: Links- <http://sbcaherii.in/wp-content/uploads/2023/05/NSS-Action-Plan.pdf>

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 00

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

### Other Upload Files

1	<a href="#">View Document</a>
---	-------------------------------

### 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: 0**

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
00	00	00	00	00

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

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

GUG curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and leads to a strong value-based holistic development of students. Various activities are organized throughout the year as part of the curriculum that help in this endeavor.

**1. Gender Sensitivity:** Gender related courses are an integral component of various programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Free counseling services are provided through a Counseling Cell. Gender sensitization camps are organized in slums and rural areas of Gadchiroli district that include, women's rights, human rights, child rights, gender justice and gender equality. Compulsory core courses along with the wide range of community outreach programmes that include health and hygiene camps, village adoption, enable exposure to real life situations. The institution annually organizes seminars, conferences, guest lectures, exhibitions, street plays and literary activities in special or in cultural program that help in gender sensitization.

**2. Environment and Sustainability:** The college's strong community orientated work culture is based on the sustainable way of life, that involves integration of water quality, air quality, education and healthcare, agriculture and dairy practices, innovation and human values. The college has pioneered vocational and skill development education by introducing UG in Communicative English A compulsory core course on Environment studies is included in all UG programmes. Environment awareness camps, seminars, workshops, guest lectures, industry visits and field excursions are organized. Environment Day, Earth Day, Geography Day and Water Day are annually celebrated. The college accords great importance to research in inter-disciplinary areas focused on interdisciplinary topics and project works.

**3. Human Values and Professional Ethics :** The curriculum has the following compulsory core courses in all UG programs specially focused on the development of human values and professional ethics:

1. **Environment study** (for environment consciousness and its impact on everyday life)
2. **Democracy and Good governance** (to take pride in national ethos so that one may not lose one's moorings)
3. **Research Methodology** (to inculcate research ethics)
4. **Research projects:** (To practice the ethics)
5. **Social Service:** (to engender the spirit of brotherhood of man and to facilitate the establishment of casteless and classless society).

7. **Co-curricular Activities** (for all-round development of personality)

8. **Environment Studies:**(To inculcate sustainable issues )

9. **Disaster Management:** to imbibe humanity and human values by offering sources during disaster.

1. The Institute also has a **Model Code of Ethics** to curb various malpractices.

Links: <http://sbcaherii.in/wp-content/uploads/2023/05/Model-Code-of-ethics-for-1.3.1.docx>

2. National Social Service:Links- <http://sbcaherii.in/wp-content/uploads/2023/05/NSS-Action-Plan.pdf>

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 1.14

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

Response: 05

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

## 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:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 55.49

##### 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
158	158	119	174	290

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
340	340	240	340	360

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 46.05

##### 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
77	68	51	78	99

### 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
170	170	120	170	180

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 73.17

## 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:**

**.3.1: Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

All the Heads of Departments, in consultation with all faculty members, schedule an academic calendar before the commencement of the session.

#### **Teaching plan**

v The detailed layout of the teaching plan is offered in the Academic Calendar. The plans generally highlight the content and time schedule for completion of the chapters. This enables the students to know the academic programme and the components to be learnt and to give examination. Moreover, the teachers would know the time frame for teaching-learning process and ensure the total attention for the completion of syllabi and possible revision.

v Every teacher draws his/her teaching plan, broadly taking into consideration, the ability of his/her students. Monitoring and necessary mid-term corrections are made primarily by the Heads of the departments in consultation with respective teachers in the department.

#### **Evaluation Blue print**

Examination Sub-Committee based on their logistics, prepare the time frame for conducting the internal mid-term & test examinations (exam schedule, evaluation schedule, result announcement schedule, marks submission schedule). This enables the examiners and examinees to know the time frame for completion of the process of evaluation and results. Regular notification regarding examination is also a feature of the teaching-learning and evaluation process of the institution. Schedule of the College and University Examinations is given in the Prospectus at the beginning. Thus, the systematic planning, organization and implementation of teaching – learning – evaluation is possible within the total scheme of the university-schedule. It is rational, realistic and scientific.

- **Experiential learning:** All teachers try to give experiential learning experiences to students. Especially the subjects like Geography and Home economics have practical in which students get

experience of learning by doing. The practical is taken in addition to the regular periods and provision is made in the curriculum itself. Practical are taken regularly and before university examinations, marks are sent to the university.

- **Participative learning and problem solving methodologies:** Teachers are expected to make use of participative learning and problem solving methodologies. Teachers devise their lesson plans in such way that they encourage participation and interactions from students. They follow collaborative, constructivist methods that encourage their participation in learning. They feel that learning is for them. They are also encouraged to put problems and ask questions which show that they are inquisitive and curious to learn.
- **Learning experiences using ICT tools:** As per changing times and learning pedagogy teachers are encouraged to make use of blended learning concept or flipped class. Smart and interactive boards, ICT tools all are optimally utilized in order to make the concepts clearer. It helps to create interest among students and make teaching learning process easier, convenient and interesting and joyful, which ultimately increases attention and retention span of students and enhance learning.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

#### 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
06	08	09	09	11

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:** 69.77

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
06	06	06	06	06

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

A transparent, time-bound and efficient method is being followed in the college in terms of dealing with internal examination related grievances. Various internal examinations are being performed throughout the semester. Some of them are- unit-test1, unit-test 2, assignments, lab continuous evaluation, project evaluations, etc.

Internal examination schedule is reported in the calendar of the college and of each department. The calendar is displayed on the college's website and also in the prospectus of the college. Similarly, the students are informed before- hand about the internal examination process and schedule. It is part of regular examination and university evaluation process.

**Internal Assessments** (Test 1 and Test 2): Immediately, after the unit test, the solution of the test along with question wise marking scheme is displayed on notice board within an hour after the test to maintain transparency and uniformity in the assessment of the internal tests. The faculty evaluates the papers within a week of conduction of test. The evaluated answer sheets are shown to students in class and faculty undertakes individual grievances with a student on the paper if required by the student. At the end of the semester the average marks of both the unit-tests is calculated and verified with the students. If any discrepancies are reported by the students, then they are resolved by the faculty immediately.

**Assignments:** Faculty evaluates assignments based on the rubric which is also shared with the students. The rubric consists of criteria- timely submission, clarity, neatness, etc. The evaluated assignments are given back to students thus maintaining the transparency of the marks assigned and to resolve grievances is any.

**Lab practical:** The experiment performed in lab by the student is immediately evaluated by the faculty and the performance marks are assigned based on the lab rubric designed by the faculty. The lab rubric is given in the lab manual which is shared with the students well in advance before the lab is conducted. The lab submissions were taken online during COVID-19 pandemic period by the faculty are available to the students immediately, thus providing a transparent way for students to reflect on their strengths and areas of improvements.

**Project evaluation:** In a semester two internal evaluations of the project is conducted in front of the panel consisting of group of faculties. The rubric is designed for these two presentations having criteria- quality of problem formulation, literature analysis, presentation, team work, etc. With these systems in place, the S.B. College very well exhibits transparency in the mechanism of dealing with grievances related to the internal assessment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

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

The level of attainment of Program Outcomes, Program Specific Outcomes and Course Outcomes are measured using various indicators throughout the semester of the academic year. The faculty records the performance of each student with the help of the specified course outcomes through a continuous evaluation process. The faculty provides home assignments to students, conducts internal tests, viva voce, surprise tests, open book tests, quiz, projects etc. in order to assess the Programme Outcomes and Programme Specific outcomes attained by each student from time to time. Periodical tests and end tests as well as the University exam at the end of the semester and the performance of the students in the various exams prove these outcomes. These outcomes are also measured from their performance in the competitive exams and their performances in competitive examinations.

Some of the key indicators of measuring attainment are:

**1. End Semester University Examination:** Being a constituent college of Gondwana University, the students of S. B College are required to take examinations as per the semester and annual pattern set by the university, through which the institution measures programme outcomes based on the course attainment level fixed by the programme.

**2. Internal Assessment:** The Internal Assessment constitutes 25% weightage of the total marks (100) in each subject. The students are given assignments which are designed in alignment with Programme Outcomes of the respective subject. Additionally, internal/class tests, quiz, viva etc. are conducted repeatedly in a semester to judge the performance of students on a regular basis.

**3. Practical Assessment/ External Assessment:** It is evaluated by inviting external experts appointed by the university to evaluate each student by conducting Practical examinations, and taking Viva-Voce and evaluating the practical files.

**4. Result Analysis:** At the end of each semester, result analysis of each course is carried out using bar charts indicating the percentage of students falling in different categories of CGPA obtained. This is an effective indicator in order to evaluate the level of attainment of POs, PSOs and COs as specified by the

university.

**5. Internships and Placements:** Students are encouraged to take up internships, projects, fieldwork, etc. The Placement Cell of the college helps and polishes the students according to industry standards and provides ample opportunities for students to get placed in esteemed companies or e self-employed. This helps them to obtain necessary skills and practical experience in their chosen discipline.

### 2.6.2. Supporting Documents

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

2.6.2 Attainment of Programme outcomes and course outcomes are evaluated by the institution. The level of attainment of Program Outcomes, Program Specific Outcomes and Course Outcomes are measured using various indicators throughout the semester of the academic year. The faculty records the performance of each student with the help of the specified course outcomes through a continuous evaluation process. The faculty provides home assignments to students, conducts internal tests, viva voce, surprise tests, open book tests, quiz, projects etc. in order to assess the Programme Outcomes and Programme Specific outcomes attained by each student from time to time. Periodical tests and end tests as well as the University exam at the end of the semester and the performance of the students in the various exams prove theses outcomes. These outcomes are also measured from their performance in the competitive exams and their performances in competitive examinations. Some of the key indicators of measuring attainment are: 1. End Semester University Examination: Being a constituent college of Gondwana University, the students of S. B College are required to take examinations as per the semester and annual pattern set by the university, through which the institution measures programme outcomes based on the course attainment level fixed by the programme. 2. Internal Assessment: The Internal Assessment constitutes 25% weightage of the total marks (100) in each subject. The students are given assignments which are designed in alignment with Programme Outcomes of the respective subject. Additionally, internal/class tests, quiz, viva etc. are conducted repeatedly in a semester to judge the performance of students on a regular basis. 3. Practical Assessment/ External Assessment: It is evaluated by inviting external experts appointed by the university to evaluate each student by conducting Practical examinations, and taking Viva-Voce and evaluating the practical files. 4. Result Analysis: At the end of each semester, result analysis of each course is carried out using bar charts indicating the percentage of students falling in different categories of CGPA obtained. This is an effective indicator in order to evaluate the level of attainment of POs, PSOs and COs as specified by the university. 5. Internships and

Placements: Students are encouraged to take up internships, projects, fieldwork, etc. The Placement Cell of the college helps and polishes the students according to industry standards and provides ample opportunities for students to get placed in esteemed companies or e self-employed. This helps them to obtain necessary skills and practical experience in their chosen discipline.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 63.12

**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
59	35	52	25	19

**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
62	50	53	70	66

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.79

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

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

### 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:**

The College has created an ecosystem for Research and Innovation by

- (i) Recruiting and developing desirable human resource,
- (ii) Taking initiative for creation and dissemination of knowledge and
- (iii) Establishing state of the art infrastructure:

#### 1. Human Resource Development

At the entry level, the college recruits meritorious, dynamic and enterprising young faculty through an elaborate selection process that involves careful scrutiny of applications, testing of knowledge and teaching skills through seminars and selection interviews.

The annual performance appraisal system encourages faculty to enhance their teaching, research and administrative skills, as well as social services to the desired level of promotion. Faculty members are encouraged to undergo professional development programs and organize and participate in Conferences, Seminars and Workshops. Leave is granted and financial support is

provided to participate in India and abroad. Teaching and non-teaching staff are encouraged to enhance their qualifications and pursue part-time PhD programs.

Multidisciplinary Research Cell is active in the college where the researchers of different disciplines come together and discuss their research output and experiences. is organized in the campus where all research scholars across the institute.

The Institute has identified its goals. The main objectives of these research divisions are to contribute to the society through their research. The research may not lead to publications but the research output will definitely help the society. SBCA is engaged in research for solutions. Some of the teachers are engaged in finding solutions to the economical backwardness of the tribal people, some in the implication of usefulness of the economic policies Shivaji Maharaj etc. Young faculty across the institute are encouraged to do research in multi-disciplinary and inter disciplinary areas. The research scholars are encouraged to apply for research grants to various agencies and Maharashtra Govt initiatives like BARTI, MAHAJYOTI for funding. Paper publication and travel grants for national and International travels. One CHB and PhD scholar named Ku Anita Mandhare , working under the guidance of Dr Ravindra D. Hajare has been selected for the research grants.

? Incubation and Innovation Centre: The college has recently started the Centre. It is encouraging the students with required skills to initiate ‘starts ups’ novel ideas, innovative thoughts so that it could send proposal to the affiliating university. The university also invites innovative ideas on behalf of its Centre. It organizes “ Innervate” programme to encourage innovations and incubation.3.3.1 Institution has created an eco-system for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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: 2**

**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
00	00	01	01	00

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

### 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:** 0.36

**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
01	02	00	01	00

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

#### 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:** 0.64

**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
04	01	00	02	00

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

**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 organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development.

The college runs effectively National Service Scheme and National Cadet Corps Units. Through these units, the college undertakes various extension activities in the neighbourhood community. NSS organizes a residential seven day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness , tree plantation ,water conservation through construction of Bandhara,road construction, Shramdan,Social interaction, Group discussion Eradication of superstition, Beti Bacho Beti Padhao, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health checkup camp, Veterinary guidance ,Farmers meet, Awareness about farmer's suicide etc.

The NCC unit of the college comes under 21 MAh.BN.NCC Wardha. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure and the ideal of self service. The NCC unit of the college organizes various extension activities as tree plantation, Road safety awareness,Ekta daud for health, Save fuel save country programme,Swachhta Abhiyan ,National equality awareness.

Other than NSS and NCC units, the various departments of the college is conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, No vehicle day, Jananisuraksha, Programme on female foeticide, organizing visit to Orphanages and Anganwadi, Voters awareness, Blood group detection, Health check -up camps, Blood donation camps, Dental checkup camp, etc. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

**Response:**

**3.4.2: Awards and recognitions received for extension activities from government / government recognized bodies**

**The NSS program officer of NSS has been awarded the Best Gadchiroli district level NSS officer for her outstanding service to humanity on 20 Oct 201**

**Certificate attached as additional document**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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: 18**

**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
03	04	03	04	04

<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 01

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



## 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:**

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

The college has a sufficiently -developed campus of 8.6 acres. It is equipped with modern facilities and learning resources to achieve academic excellence according to its vision and strategic objectives. The college has an outdoor sports ground at the back of the main building with a running track. It offers its ground for the outsiders too for practicing running and outdoor sports. The youth of the town aspiring to join the police department and defense services make use of the ground and tack. Hundreds of people from the town also use it for practicing yoga and walking as it at the outskirts of the town away from the town and its din and bustle surrounded by a number of trees offering serene beauty and natural good oxygen level. It is free from pollution and has very good air quality index.

The infrastructure facilities and learning resources are categorized as under:

(a) Learning Resources include resources and infrastructure required for library, laboratories, computer centre, class room teaching, events, meetings and conferences.

(b) Support facilities include canteens, convocation hall, seminar halls, sports grounds and open stage, seminar hall, indoor sports facilities, gym, library etc.

(c) Utilities include safe drinking water, restrooms and power generators like inverters in the office

Classes are scheduled for optimal utilization of the available physical infrastructure.

Sufficient equipment is available in the Home economics and geography labs to carry out practicals and availability is ensured by judicious time-sharing.

- Sharing of laboratory facilities is also encouraged between faculties. Apart from the central facilities, such as, Computer Center, Central Library, language lab, and smart room that caters to

students.

- The Institute continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching-learning environment.
- The Institute has a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment. Some of the recent initiatives taken are as follows:

1. Upgradation of IT infrastructure regularly in view of the recent developments and advancements in technology to meet the teaching–learning requirements.

2. Up gradation of Learning Management System (LMS).

3. Modernization and gradation of multimedia lab,

**Safety and Surveillance:** The College has installed *12 CCTV* cameras to monitor all activities. It also helps in maintaining a surveillance system in order to avoid any cases of theft or burglary. The college is walled and secured from all sides securing the entry from one side only. This is a proactive measure that helps personnel to respond to situations in time and prevent mishaps. Besides the above, there is also a Seminar Hall and Convocation Hall, each of which can accommodate 100 students, a restroom

**Soft Infrastructure Admission System:**

The college has its own partially indigenous admission system which handles new student applications, generation of admit cards,

**Course Management System:** The course management system is an indigenous system, which handles student course registration, evaluation and grading as well as the generation of mark sheets.

**Incubation Cell: The College plans to develop an incubation and innovation center.**

**Links:**

1. Facilities Available:<http://sbcaherii.in/wp-content/uploads/2023/09/Facilities-in-College.docx>

2. IT Enabled Facilities: Link<http://sbcaherii.in/wp-content/uploads/2023/09/Facilities-in-College.docx>

3. e-Content Developed by Teachers: Video links:

4. Digital Initiatives:

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:** 51.32

**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
00	00	0.56	00	24.00

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

**Data Requirement:** Provide a description of the library with

- **Name of the ILMS software:**
- **Nature of automation (full or partial)**
- **Version:**
- **Year of automation**

The S. B. College is one of the reputed institutions supporting the education in the field of Arts and Commerce from 1983. The facilities provided in the institution are meeting the expectations of the

academicians in the learning environment. The institution is having a good library which caters the needs of the faculty, students and staff in providing the required learning resources at the right time. The college library consists of a central library together with twelve departmental libraries which collectively support the teaching, research and extension programs of the institution. The library occupies 700 sq. feet area for books and 250 sq. areas for reading room. The central library is partially automated in the year 2017 with INFLIBNET software developed by INFLIBNET,

**Circulation Section:** Circulation Section is placed on the first floor equipped with two computer terminals for transactions, one RFID work station, One Issue Kiosk, One book drop box and two flap barriers. Loan Books, Issue of RFID ID cards, Issue and Return of books, collection of fines, User statistics etc. Users scan their ID cards on the Flap barriers and enter into library, drop the books in the Book drop box, issue books on the self-issue kiosk on their own.

Cataloguing and circulation is done by using this software.

The Library has installed OPAC to facilitate the search of books, e books.

For the use of online periodicals and e books and journals the library has subscribed to ENLIST.

The Users are allowed to access the computers and download data they want and e books they want to download. Photocopying facility is also made available in the central library.

**Periodical Section:** The Periodical section in the central library is well designed to sit for longer hours to refer the Journals, Magazines and Newspapers. Computer OPAC system is placed to search the catalogue of periodicals at the entrance of the section.

**OPAC (Online Public Access Catalogue)** Users after entering into the library, they can check the status of the materials available in the library through the OPAC module. Computer systems are placed near the entrance of the library for checking the status of the books and the user accounts on their own.

? Number of computers for student access (OPAC) – 03

? Number of printers for student access– 01

? Internet band width/speed – 100 Mbps

? Institutional Repository– Students Project Report

Years Question Banks, Faculty Publications (manuscript).

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

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

**Describe IT facilities including Wi-Fi with date and nature of updating within a maximum of 500 words:**

The institution has adequate IT facilities considering the number of students and the area in which it is located. The college has a computer lab of 10 computers and nodes to provide computer education to its students. One operator has been employed to look after the lab and provide computer education on regular basis.

The college also organizes training programmes for the staff and non-teaching staff to train and update them regarding the inception of IT in teaching learning.

The college has installed three projectors enabled with computer to provide the experience of blended learning and flipped learning. They are used by the teachers in their regular teaching work. They are encouraged to prepare their PPTs, videos, if possible, for daily instructions.

The teachers are also trained sometimes in the use of IT facilities and are encouraged to make use of them as per their needs.

The COVID 19 periods proved to be highly important for the use of IT facilities. At the college encouraged teachers to conduct online classes by means of Google class, Teams, Zoom, Google Meet etc. platforms and social medias.

In order to enable the teachers dealing with internet facility the college hired 2 WIFI of 100 mpbs in 2015 in the office, in 2016-17 in the library and 200 mpbs in 2022.23 in the lab. All the teachers are allowed to use WIFI service. Even the students are allowed to use WI-FI.

The college has established Computer lab linking each computer to WI-FI and The Computers provided to teachers in their individual rooms, common staff room have net facility.

The college sees that the internet facility provided to the staff or the students on campus is used wisely

and only for educational and good purpose.

The Wi-Fi in the library is allowed to use for searching and surfing e –books, e- journals or periodicals and downloading required material and logging to the various websites.

The college takes care that it is used only for carrying out constructive works, college works and research and project works.

All these activities are monitored through CCTVs installed in the campus.

The college intends to extend the facilities in the coming years provided the number of students and users increases.

The GEO Communication company has already installed its set up in the college and was to provide 50 MB data freely to all the users but the due to still it has not yet been started due to pending permission of Forest department to lay cable through the forest areas.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 73.17

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

**Response:** 06

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

#### 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:** 30.11

**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
0.09	0.04	4.30	9.86	0.12

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 29.69

**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
01	199	114	152	176

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 6.61

**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
20	30	28	35	30

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

### 5.1.4

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

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

**Response:** A. All of the above

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

## 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:** 0

**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
00	00	00	00	00

**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
59	35	52	25	19

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.93

**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
01	00	00	00	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	00	0	0	0

**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](#)

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

[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:** 3

**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
01	00	05	03	06

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

## 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:**

**5.4.1: There is an Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.**

**Describe contribution of alumni association to the institution within a maximum of 500 words**

The College has an alumni Association formed from those who are placed in nearby areas and placed in different departments and own businesses.

They serve many valuable roles, such as helping to build and grow an institution's brand through word-of-mouth marketing. For instance, positive posts on social media can create buzz and increase application rates. Colleges also rely on alumni to provide mentoring, internships, and career opportunities to students.

The college engagement of alumni is the level of Attraction, Connection, Affection, and Influence an alumnus has with their alma mater over time. Attraction is the first phase of engagement, and is often one of the biggest challenges for alumni organizations.

One of the main purposes of alumni associations is to support a network of former graduates who will, in turn, help to raise the profile of the university. Just like most other university student organizations, alumni associations aim to bring together like-minded individuals.

**The college has followed the following steps to form association:**

? Form an Interest Group. Meet informally with alums to obtain names.

? 1st Communication.

? Getting Organized.

? Prepare By-Laws.

? The Follow-Up Meeting or Event.

? Financing an Alumni/Alumnae Association.

**The college has kept good relationships with the alumnus for the following reasons:**

? Mentor current students to offer career guidance and opportunities.

? Act as ambassadors for your institution.

? Contribute money or sponsor.

? Volunteer or offer expertise.

**Encouraging Alumni Support:**

Alumni have been praised time and again for their active role in successful placements. Not only alumni have created a positive image of the institute in the market but also they prove to be a great help in terms of convincing their companies and HR department to run a recruitment spree in the campus.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

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

#### The VISION and MISSION of the Institution

In 1983, Hon. Shantaramji Potdukhe, the famous social worker and academician of Chandrapur, established this College, to enable the students of the adjacent areas of Aheri tribal and naxal affected belt to pursue higher education. The College still upholds the ideals of its founding fathers with the following aims:

**Vision:** The vision of the institution is to achieve excellence in higher education, empowerment through knowledge, inclusive growth for socio-economic change and sustainable development.

**Mission:** The mission of the institution is:

? To provide greater access for higher education to all and in particular to the socially and educationally unprivileged youth upholding the principle of social equity.

? To promote academic excellence and innovation through state-of-the-art Undergraduate, Postgraduate.

To enhance the status of Departments in the fields of knowledge generation and dissemination by proactively supporting cutting-edge research.

? To offer educational programmes catering the current and future needs of society, region and industries.

? To provide inspiring/conducive academic, social and cultural experience/atmosphere to the students, teachers and staff facilitating realization of their full potential and all-round development.

- ? To increase the efficiency, transparency and accountability in governance upholding the best interest of the students and the community.
- ? To reform examination system for improving standard of evaluation and weeding out systemic inefficiencies.
- ? To ensure continued adequate funding through knowledge enterprise and efficient resource management.
- ? To equip and empower students with relevant knowledge, competence and creativity to face global challenges.
- ? To achieve innovations in teaching-learning, research and extension activities to realize national goals, including the adoption and promotion of knowledge output for human development.
- ? To promote women's education.
- ? To facilitate optimum use of human and limited infrastructural facilities available for quality sustenance and improvement.
- ? To promote participation of all the stakeholders in the development of the College.
- ? To promote and practice inclusive growth.
- ? To create awareness of human rights, value system, culture, heritage, scientific temper and environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

## Institutional Strategic Goals

1. Efficient Teaching erudition procedure
2. Effective Leadership and Participative management
3. Constant Internal Quality Assurance System
4. Ensuring effective governance
5. Student's Overall Development through Participation
6. Employees Advancement & Welfare
7. Escalating Placements
8. Proper Discipline
9. Women/Student/Faculty Grievance
10. Financial Planning & Management
11. Encouragement of Budding Entrepreneurs
12. Constant Growth in Research and Development
13. Alumni Interaction and Outreach activities
14. Mounting Physical Infrastructure
15. Institute – Industry Interaction Cell

<p>Efficient Teaching Erudition procedure</p>	<ul style="list-style-type: none"> <li>• Academic planning and preparation of Academic Calendar</li> <li>• Preparation of teaching plan.</li> <li>• Preparation of Lesson Plan based on CO &amp; PO mapping</li> <li>• Constant assessment to measure outcomes</li> <li>• Use of more practical methods of teaching</li> <li>• Use of e- learning resources</li> <li>• Promote research culture &amp; facilities</li> <li>• Provide mentoring and individual support</li> <li>• Follow a transparent feedback system</li> <li>• Performance enhancement through workshops and seminars.</li> <li>• Implementation of best practices for students</li> </ul>
---	---

<p><b>Effective Leadership and Participative management</b></p>	<ul style="list-style-type: none"> <li>• Evaluation parameters and benchmarking</li> <li>• Following reporting structure of faculties</li> <li>• Decentralization of the academic, administration and student related authorities &amp; responsibilities</li> <li>• All the Heads of the Departments conduct faculty meetings every fortnight</li> <li>• Portfolio assignments</li> <li>• The minutes of the meetings are communicated to the Principal who in turn consolidates all the suggestions and submits them to the Management for approval &amp; reference.</li> </ul>
<p><b>Constant Internal Quality Assurance System</b></p>	<ul style="list-style-type: none"> <li>• Establishment of IQAC done</li> <li>• Develop, maintain and regularly update the QMS as the document of all the processes involved in the academic and administrative activities and the forms to implement the processes.</li> <li>• All the departments, with the teaching and non-teaching faculty carry out the activities as per the Processes and forms.</li> <li>• Stakeholder's satisfaction by collecting feedbacks from students, parents, alumni and actions are taken to ensure that the college satisfies all its stakeholders.</li> <li>• Internal Audit - Regular internal audits are conducted at planned intervals to check the effectiveness of the implementation, maintenance and improvement of the QMS.</li> <li>• Monitoring and measurement of processes and products Continuous measurement and monitoring of the processes are done to identify appropriate corrective action to ensure conformity of service.</li> <li>• External Audit</li> <li>• Framing of Quality Policy</li> <li>• Educating &amp; Training of all employees</li> <li>• Periodic check &amp; guidance for quality improvement</li> <li>• Establishment of audit team and process</li> <li>• Audit for remedial measures</li> <li>• Release of Annual report preparation &amp; submission</li> </ul>
<p><b>Ensuring Effective Governance</b></p>	<ul style="list-style-type: none"> <li>• To review the smooth running of the administrative activities of the college, discussing approval of new programs.</li> </ul>

	<ul style="list-style-type: none"> <li>· To review the budget allocated for different purposes and their expenditure etc.</li> <li>· Promotion of various faculty career advancement programs, Approval for posts, Study leaves etc.</li> <li>·To review the Placement activities, Collaborations with Industry and R&amp;D programs.</li> <li>· Reviewing the Performance appraisal of faculty backed with the discussion. &amp; suggestions given by Faculty for improvements in the college.</li> <li>· To provide support for conducting all kinds of activities: - Cocurricular and Extra-curricular.</li> <li>· To review the awards and scholarships for students based on the performance in co-curricular and Extra-curricular activities etc</li> <li>· Evaluation of Institute's performance and benchmarking</li> <li>· Institutional strategic goals setting</li> <li>· Institutional Strategic Planning</li> <li>· Monitoring and Implementing the Quality Management Systems</li> <li>·</li> <li>·</li> </ul>
--	--

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

*Institution implements e-governance in its operations*

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

**.3.1: The institution has effective welfare measures for teaching and non-teaching staff:**

The institution has effective welfare measures for teaching and nonteaching staff. Welfare measures taken towards the staff reflects on the output and selfless contribution towards tremendous growth of any Institution.

Sr Number	Particulars and supporting documents
1.	Our Institution Welfare measures
2.	Policy document for funds provided for paper presentation & workshops within and outside India.
3.	Sample Proof of Festival Advance
4	Sample proof for Group Insurance

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

In our Institution Staff welfare is given foremost importance. In connection with this, Existing welfare measure for teaching and non-teaching staff are itemized below:

- Health insurance.
- Medical Leave & Maternity leave for eligible staff members
- Faculty members are eligible for Earned Leave
- Advances for the school fee & festivals.
- Gym is also accessible for the staff..
- Medical expenditure reimbursement by state Govt.
- Rebate of tuition fees in income tax.
- As Institution has a multicultural environment in the campus, the management ensures the celebration of all the festivals together.
- Recreation centers are established for staff staying in campus.
- Staff quarters with no maintenance cost are available at affordable cost.
- Sponsorships to attend and present papers in conferences both in India as well as abroad and in academic bodies
- Internet and free Wi-Fi facilities are also available in campus for staff.
- Teaching and Non-Teaching Staff Club organizes tour, and sports activities for the staff.
- Faculty members have been provided with Individual cabin and system to facilitate good ambience.
- 30 days - Summer and Winter Vacations for faculty members
- Faculty development programs(FDP) for faculty members on regular basis

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 4.65

**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
00	00	00	01	01

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 15.49

**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
01	10	0	0	00

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	06	05	05

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

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

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections.

1. The Institution conducts internal and external financial audits regularly. The institution also has a strong financial advisory board for Management of accounts. All daily transactions are tallied by the head clerk and senior clerk. And later cash book is written. Then the cash book entries are as tallied with the entries in the pass book statement. All income and expenditure heads are matched as per the purchase and expenses on various recurring and non- recurring heads. The principal approves the expenses weekly.

2. **For External Audit-** The Management has appointed M/s.Mamidwar Chartered Accountant as the External Auditor of the college. At the end of every financial year, annual financial statements are prepared and presented for audit. The auditors review the financial statements, documents, vouchers and bills. They check statutory payments –TDS, Professional Tax, PF, ESI remittance etc. The auditors also check Fees Receipts, disbursement of Scholarship received from Government and other agencies. The auditors verify all financial transactions and submit a detailed report of observations. Based on the

observations given, the accountant of the college modifies the statements of accounts as required. In addition, Specific Grants , if any, are audited by competent authorities like UGC. Salary and Non-Salary Grants are audited by Joint Director; observations are shared and necessary actions are taken by college administration.

The institution has done all the five years internal and external audits regularly and they are produced as proof for expenses made on various heads.

The auditor pinpoints objections if the account is not maintained properly. These objections are taken as advisory instructions by the concerning clerks and followed strictly while preparing the other one.

The audit objections are taken seriously in order to maintain transparency and appropriation in the accounting.

The management also monitors the expenses done by the college as no financial transaction is made without approval from the management or the authorized signatory.

The institution conducts audits of salary, scholarship, building, PG, UG, junior college separately.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

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

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections.

1. The Institution conducts internal and external financial audits regularly. The institution also has a

strong financial advisory board for Management of accounts. All daily transactions are tallied by the head clerk and senior clerk. And later cash book is written. Then the cash book entries are as tallied with the entries in the pass book statement. All income and expenditure heads are matched as per the purchase and expenses on various recurring and non- recurring heads. The principal approves the expenses weekly.

**2. For External Audit-** The Management has appointed M/s.Mamidwar Chartered Accountant as the External Auditor of the college. At the end of every financial year, annual financial statements are prepared and presented for audit. The auditors review the financial statements, documents, vouchers and bills. They check statutory payments –TDS, Professional Tax, PF, ESI remittance etc. The auditors also check Fees Receipts, disbursement of Scholarship received from Government and other agencies. The auditors verify all financial transactions and submit a detailed report of observations. Based on the observations given, the accountant of the college modifies the statements of accounts as required. In addition, Specific Grants , if any, are audited by competent authorities like UGC. Salary and Non-Salary Grants are audited by Joint Director; observations are shared and necessary actions are taken by college administration.

The institution has done all the five years internal and external audits regularly and they are produced as proof for expenses made on various heads.

The auditor pinpoints objections if the account is not maintained properly. These objections are taken as advisory instructions by the concerning clerks and followed strictly while preparing the other one.

The audit objections are taken seriously in order to maintain transparency and appropriation in the accounting.

The management also monitors the expenses done by the college as no financial transaction is made without approval from the management or the authorized signatory.

The institution conducts audits of salary, scholarship, building, PG, UG, junior college separately.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

**Gender Equality:** The concept of gender equity refers to “fairness of treatment for both women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities” Education deals with formation of habits of human beings. If so, we need education seriously to focus on promoting the equal participation of women and men in making decisions; reducing enrolment gap between women’s and men’s access; giving equality in learning process, educational outcomes and external results; and providing equal benefits for both sexes.

The College shows gender sensitivity through various initiatives and actions for creating safe, Secure and healthy atmosphere in the campus. Sensitization of the students is done through special lectures and functions.

#### **Specific initiatives with respect to key areas are as follows:**

1. Safety and security Safety of girls is a top priority at every college campus.
2. Safe and supportive campus community is accepted as both an obligation and a challenge for college administrators and students.
3. Women safety at any college campus is a serious concern now.
4. Students are given regular lessons about sexual assault and its prevention from the school level itself so that they become more aware and alert and do not hesitate in taking preventive and safety actions in case such disdainful circumstances are encountered in future.

#### **5. CCTV installation:**

1. 24 hour CCTV surveillance is maintained in the college. It helps to keep a check on antisocial activities. Students and other employees in the college too remain cautious about the surveillance. Discipline is also maintained and it also provides a sense of security to the students and even their guardians.

2. **Visitor register:** The institute keeps visitor log register to record the details of any person entering the college premise takes good care of the students in every aspect.

**3. Discipline in campus:** There is a Discipline Committee in the institution to take care of safety and security of the students. It also keeps an eye on the working of all the employees as well as the activities of the students within the institution.

**4. Parent teacher meeting:** Regular parent-teacher meetings are organized to bring the students –parents and teachers together. Updates are provided about the overall development and performance of the students.

## **2. Counseling:**

2.1 Faculty Advisor Faculty advisors are assigned the responsibility of mentoring and counseling of the student's boys and girls both. Each faculty advisor looks after the matters of a group of 10 to 15 students.

2.2 Anti Sexual Harassment Committee: Anti Sexual Harassment Committee is also active in the college. It organizes various events on awareness issues.

### **Photo: Constitution of Anti Sexual Harassment Committee**

<b>SHRI SHANKARRAO BEZALWAR ARTS AND COMMERCE COLLEGE AHERI</b>		
<b>ANTI SEXUAL HARRASSMENT COMMITTEE</b>		
<b>Sr No</b>	<b>Name</b>	<b>Designation</b>
<b>1</b>	<b>Dr. P. G. Labhsetwar</b>	<b>Off. principal</b>
<b>2</b>	<b>Dr P. B. Kamble</b>	<b>Lecturer</b>
<b>3</b>	<b>Prof. M. D. Bansod</b>	<b>Lecturer</b>
<b>4</b>	<b>Prof. C. N. Gaurkar</b>	<b>Lecturer</b>
<b>5</b>	<b>Ku Vaishnavi Khobre</b>	<b>Girls' representative</b>

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

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

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

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

### 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:**

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

Our Logo signifies our commitment towards the development of society with continuous traditional values

Let us together be protected and let us together be nourished by God's blessings /

Let us together join our mental forces in strength for the benefit of humanity /Let our efforts at learning be luminous and filled with joy, and endowed with the force of purpose/Let us never be poisoned with the seeds of hatred for anyone / let there be peace and serenity in all the three universes. –

Invocation from Taittiriya Upanishad To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, Fresher Party ,teacher's day, orientation and farewell program, Induction program, rally, oath, plantation, Youth day, Women's day, Yoga day, festivals like Diwali Mela celebration, Holi Milan celebration, New Year celebration, Lohri celebrations, etc. religious ritual activities are performed in the campus.

Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students.

In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

The place known as Aheri is the seat of Gond Dynasty, who have been ruling the land since long time.

They and their tribal celebrate Dasra festival with unique zeal and enthusiasm. It has provided unique

recognition to the cultural fervor of the city and the area.

The college has a large number of tribal students who are allowed to exhibit their cultural activities in the college cultural programmes and gathering.

Durga festival and Navratri is another cultural identity of the area. Since the tribal people worship Durga they are involved in the celebration on large amount.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

**SHRI SHANKARRAO BEZALWAR ARTS AND COMMERCE, COLLEGE AHERI DIST. GADCHIROLI**

### 7.2 -Details of Best Practices

#### 1. Mobilizing Youth Power for Sustainable Development

**Motto:Developing Together (Vikasshilah Sambhuya)**

#### 2.Objectives/ Goals:

1. Making the students aware of the concept of sustainable development.
2. Using the youth power for sustainable development.
3. Imbibing the concept through various programs.
4. Working together for common goal.

**3. Context:**"Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."

The concept of sustainable development can be interpreted in many different ways, but at its core is an approach to development that looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society.

Living within our environmental limits is one of the central principles of sustainable development. One implication of not doing so is climate change. But the focus of sustainable development is far broader than just the environment. It's also about ensuring a strong, healthy and just society. This means meeting the diverse needs of all people in existing and future communities, promoting personal wellbeing, social cohesion and inclusion, and creating equal opportunity.

#### **4. The Practice:**

A sustainable development approach can bring many benefits in the short to medium term, for example:

Health & Transport - Instead of driving, switching to walking or cycling for short journeys will save you money, improve your health and is often just as quick and convenient. With an end to this the institution implemented the practice throughout the year and tried to obtain its set goals.

#### **Key themes for practice:**

- Access to safe water, adequate health care, and education are fundamental priorities for rural populations.
- Resource efficiency.
- Environmental cleanliness.
- Building favorable environment.
- Commitment to future sustainability.

**5. Evidence of Success:** The youth of the college realizing the importance of working together for sustainable development. They have understood that, “The way we approach development affects everyone. The impacts of our decisions as a society have very real consequences for people's lives. Poor planning of communities, for example, reduces the quality of life for the people who live in them.” For this purpose the NSS and NCC wings of the college worked day night and practiced the motto through their various annual programs.

1. Tree plantation: 20.9.2022-50 students, 10 teachers participated.
2. Cleanliness drives: 28 Nov. 2022, 45 students and 06 teachers participated
3. Community services: Building bund on stream for water management and increasing ground water, 23.02.2022
4. Awareness rallies: 24.2.23, 90 students and five teachers participated.
5. Health Awareness programs: 25.2.23, 90 students and five teachers participated
6. Water management: 23.02.2022, Bund built on stream. About 60 students and 10 teachers participated

7. Access to healthcare facilities: health checkup camp: Local team of Govt. hospital checked, BP, Sugar, Sickle cell, HB, women's ailments etc. were checked, diagnosed and medicated.

8. Agricultural counseling camp: 24.2.23

The practice has provided an approach to making better decisions on the issues that affect all of our lives. By incorporating health plans into the planning of new communities, for instance, we can ensure that residents have easy access to healthcare and leisure facilities

## 2. Voters Awareness Program

### 1. Title : My Vote- My Future Campaign

**Motto:** '?????-????????????'

### 2. Objectives/ Goals:

1. To build a truly participative democracy.
2. Spreading voter awareness and promoting voter literacy in India.
3. Encouraging all eligible citizens to vote and make an informed decision during the elections.
4. Channelizing youth power to nation building through awareness.

### 3. Context: *Greater Participation for a Stronger Democracy*

Systematic Voters' Education and Electoral Participation program, better known as SVEEP, is the flagship program of the Election Commission of India for voter education, spreading voter awareness and promoting voter literacy in India. Since 2009, we have been working towards preparing India's electors and equipping them with basic knowledge related to the electoral process.

SVEEP's primary goal is to build a truly participative democracy in India by encouraging all eligible citizens to vote and make an informed decision during the elections. The programme is based on multiple general as well as targeted interventions which are designed according to the socio-economic, cultural and demographic profile of the state as well as the history of electoral participation in previous rounds of elections and learning thereof.

**4. The Practice:** We are always looking forward to achieving the aim of building a stronger democracy through greater synergy with Civil Society Organizations, Media and Corporate Houses and even greater queries, suggestions, and participation from individuals. The college's NCC and NSS units along with the community served a better channel to carry out our set goals. The college organized rallies, voters' day, Savvidhan Day, Azadika Amrit Mahotsava, poster completion and rangoli competition on the themes as a part of practice.

1. National Voters Day 2023: National Voters Day was celebrated on 25 January to encourage the youth to participate in the vote in the electoral process. Shri Ankit Sir, IAS, SDM Aheri was invited specially to guide the students. Shri Okant Awtare Sir, Tahsildar Aheri, and Date Naib Tahsildar was also present.

About 53

2. Poster Competiton:24 January 2023, Taluka level competition, about 80 students participated.

3.Rangoli Competition: On 24 January 2023 Rangoli Competition , about 53 students participated, three student of the college bagged prizes.

4.Voters' Awareness Rally:24.2.2023 Rally was taken out in the NSS camp. About 100 students participated in the rally.

5. Speeches/ Seminars: Three students participated in the Speech contest on 24 .1.2023. Two students of the college bagged prizes.

6. Demonstration of voting process with ballot papers taken on 30.09.2022.

7. Voter's oath.-25 1 2023taken by the students.

8 Rally on 25 1 2023 on Voter's awareness.

**5. Evidence of success:**As evidence of the practice implemented in the college and nearby villages helped to create awareness about the right to vote. The students as well as the villagers understood importance of the voting and how it helps them to secure their future.

**Principal**

**Dr P. G. Labhasetwar**

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 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:**

**Institutional vision and its implementation.**

**Institutional distinctiveness**

The institution was established in 1983 when the Hon. Late Shantaramji Potdukhe was the MP of the area and Hon. Minister of state for finance, Govt. of India. In those days, the area in which the college is located was completely backward without any higher education facility available. Those who were rich could only afford education and could go to the places like Chandrapur and Nagpur for higher education. It was in this condition that he decided to open doors of higher education to the poor and backward people of this area with the following vision:

**‘Uplifting the tribal, backward people socially, economically, culturally and educationally and provide standard education to them and bring them into the main stream.’**

- Despite the oddities and problems and constrained of naxalism, the college has been striving to achieve its goal, vision and mission.
- The college has been striving by providing best available education and been instrumental in changing the condition. Though the learners are mainly the second generation, the first generation has brought about a lot of changes in their standard of living by getting job, being self employed and thus contributing to the change in society.
- Due to education provided in the area about five talukas have been benefitted.
- The college’s NSS and NCC unit and other extension activities have been realized their role in the change and have been playing vital role in form inculcating social awareness, human values and life skills.
- The college does not boast of it as it realizes it is our duty. The schemes of govt. and policies are being implemented and the college contributes on its own level in them to outreach benefits to the society and help achieve the vision.
- The college promotes teacher to undertake social researches that could bring out social issues and help the government to make beneficial policies for the welfare of the people.
- The college takes help of the parents, alumnus and those who are rich, in development of wards/ students.
- Parents and other stakeholders are duly invited to help the college to inculcate graduate attributes among the students so that they would be better citizens empowered to serve the nation.
- The college organizes career guidance classes for those who want to take part in the competitive examinations.
- The college provides scholarship facilities to SC/ST/OBC/NT/VJ/Minority students who are in major number in the area.
- The college fulfills the vision of social justice very well by means of outreaching all schemes to the students.
- The college has strove in the field of sports also. Every year students are sent to participate in the sports and culture. During the session two of our students have represented university and played at Guntur on national level.
- The activities of women’s cell for ‘gender equity’ have helped to create gender equality among students.
- The college has contributed in saving environment by taking up regular plantation and other measures to curb carbon emission.

These things have made the institution a distinct one in the area.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

---

### Additional Information :

The college likes to add some other additional information to this SSR in the form of some point which are not included in the above criteria and points.

Some of the major points are:

1. There is variation of the number of students admitted in each year.
2. Running the college without non salary grant has been a great issue because of which, the running of the college has become a great barrier and introducing new course.
3. Online courses are available in large number but the indifference in the students and their aimless education pose problem in introducing new courses.
4. Lack of sufficient infrastructure for carrying out more courses doesn't become viable. The management also does not all time support if the course do not run and accepted by the students.
5. The college knows that at present most of the students are turning towards science education and want to go for technical and skill based education and the future of the arts colleges will be in dark, but the number of poor, backward students do not prefer due to lack of resources.
6. Hence the college welcomes the scheme like PM USHA that may help many institutions to be able to face these challenges and fill the gaps.
7. The introduction of Bridge Course in English has much helped to minimize the skill gaps.
8. The celebrations of national and international days, organization of several capacity building initiatives, ICT trainings, ICT enabled teaching learning are also helping to solve the problem to much extent.
9. The college could see desired change taking place in future.

### Concluding Remarks :

. The environment and lush green atmosphere add a lot to beauty of the campus to maintain good air quality index. Though not done green or formal energy audit, it has been trying to preserve environments through its wings of NSS and NCC. The volunteers too join hands with the institution in this service of humanity. Though a small college the number of research papers, FDPs, capacity building programmes done is sufficiently well, placement is also done to some extent, students mentoring is also done, number of workshop, conferences for faculty development and quality education is good, the college has been rendering its services to humanity by means of its NSS and NCC activities. It has been doing well in inculcating nationalist fervor by celebrating a number national and international days, continuous education, provides correspondence education through YCMOU Nasik study centre,

Providing necessary facilities to all, taking care of the need of the differently abled ones, taking care of girl students, sensitizing the students regarding gender issues, organizing sensitizing programmes, are definitely rendering commendable service in the backward area. Despite several problems the institution has been doing well in all the areas of development Its preparedness for NEP and its introduction will open new opportunities. It believes more in quality of education and grooming of students rather than well equipped and furnished physical infrastructure. It may undertake new project of creating more physical infrastructure with the support of the management and if granted, by PM- USHA scheme. Overall the college and all the staff members are

committed to taking the college to further heights with all time supports of is all stakeholders. The college fared well in the 1st NAAC cycle and hoping to do same in this cycle too.

The library of the college is quite good and it is providing several services to all students and also loan facility. The book bank facility is the project appreciable. The students are encouraged and oriented to make optimum use of library resources.

The MSART room developed recently and well equipped computer lab is ready to provide further ICT services and develop their ICT skills.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :00</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>154</td> <td>94</td> <td>92</td> <td>113</td> <td>231</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	154	94	92	113	231	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
154	94	92	113	231																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	00	00	00	00																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 50</p> <p>Answer after DVV Verification: 05</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
1.4.1	<p><b><i>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</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p>																				

and communicated to the relevant bodies

Remark : As per clarification received from HEI, DVV input is recommended.

### 2.1.1 Enrolment percentage

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
158	158	119	174	290

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
158	158	119	174	290

#### 2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
340	340	340	340	340

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
340	340	240	340	360

Remark : As per clarification received from HEI, DVV input is recommended.

### 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*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
339	290	223	354	600

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
77	68	51	78	99

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
170	170	120	170	180

Remark : As per clarification received from HEI, and number of the students admitted should not be more than the number of the seats earmarked, and data for the metric i.d. 2.1.2.2 be according to state reservation policy of the data for the metric i.d. 2.1.1.2, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	9	11	12	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
06	08	09	09	11

Remark : As per clarification received from HEI, DVV input is recommended.

#### 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)

##### 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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	09	11	11	12

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, DVV input is recommended.

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

**2.6.3.1. Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	20	49	30	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
59	35	52	25	19

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
62	65	50	45	58

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
62	50	53	70	66

Remark : As per clarification received from HEI, DVV input is recommended.

**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)****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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5.0	1.56	1.42	293	246

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	1	1	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, DVV input is recommended.

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	6	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and Publication in the current UGC CARE with ISSN will only be considered, thus DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	01	00	02	00

Remark : As per clarification received from HEI, DVV input is recommended.

**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
05	05	05	05	05

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5.0	1.56	1.47	2.93	1.64

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	0.56	00	24.00

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification : 15

Answer after DVV Verification: 06

Remark : As per clarification received from HEI, DVV input is recommended.

4.4.1	<p><b>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</b></p> <p>4.4.1.1. <b>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)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>508364</td> <td>156752</td> <td>14710</td> <td>293260</td> <td>164100</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.09</td> <td>0.04</td> <td>4.30</td> <td>9.86</td> <td>0.12</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	508364	156752	14710	293260	164100	2021-22	2020-21	2019-20	2018-19	2017-18	0.09	0.04	4.30	9.86	0.12
2021-22	2020-21	2019-20	2018-19	2017-18																	
508364	156752	14710	293260	164100																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.09	0.04	4.30	9.86	0.12																	
5.1.1	<p><b>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</b></p> <p>5.1.1.1. <b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1214 1046 1348"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>198</td> <td>210</td> <td>22</td> <td>254</td> <td>300</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1429 1046 1563"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>199</td> <td>114</td> <td>152</td> <td>176</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	198	210	22	254	300	2021-22	2020-21	2019-20	2018-19	2017-18	01	199	114	152	176
2021-22	2020-21	2019-20	2018-19	2017-18																	
198	210	22	254	300																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
01	199	114	152	176																	
5.1.2	<p><b>Following capacity development and skills enhancement activities are organised for improving students' capability</b></p> <ol style="list-style-type: none"> <li>1. <b>Soft skills</b></li> <li>2. <b>Language and communication skills</b></li> <li>3. <b>Life skills (Yoga, physical fitness, health and hygiene)</b></li> <li>4. <b>ICT/computing skills</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>																				

Remark : As per clarification received from HEI, DVV input is recommended.

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

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	20	25	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	30	28	35	30

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
55	30	49	20	19

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58	45	50	65	62

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
59	35	52	25	19

Remark : As per clarification received from HEI, and data for the metric i.d. 2.6.3.1 should be equal to the data for the metric i.d. 5.2.1.2, and appointment orders for the metric i.d. 5.2.1.1 are not

provided, thus DVV input is recommended.

**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)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
09	00	07	30	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	05	03	06

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

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

4	14	7	1	01
---	----	---	---	----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	10	0	0	00

### 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
06	06	06	05	05

Remark : As per clarification received from HEI, DVV input is recommended.

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**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions
----	--------------------

1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>401</td> <td>397</td> <td>294</td> <td>443</td> <td>621</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 465 986 577"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>439</td> <td>377</td> <td>293</td> <td>433</td> <td>620</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	401	397	294	443	621	2021-22	2020-21	2019-20	2018-19	2017-18	439	377	293	433	620
2021-22	2020-21	2019-20	2018-19	2017-18																	
401	397	294	443	621																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
439	377	293	433	620																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 14</p> <p>Answer after DVV Verification : 11</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 898 986 1010"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>9</td> <td>11</td> <td>12</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1093 986 1205"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>08</td> <td>09</td> <td>09</td> <td>11</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	8	9	11	12	14	2021-22	2020-21	2019-20	2018-19	2017-18	06	08	09	09	11
2021-22	2020-21	2019-20	2018-19	2017-18																	
8	9	11	12	14																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
06	08	09	09	11																	
3.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1364 986 1476"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>508364</td> <td>156752</td> <td>14710</td> <td>293260</td> <td>164100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1559 986 1671"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4.25</td> <td>4.77</td> <td>4.86</td> <td>9.86</td> <td>24.12</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	508364	156752	14710	293260	164100	2021-22	2020-21	2019-20	2018-19	2017-18	4.25	4.77	4.86	9.86	24.12
2021-22	2020-21	2019-20	2018-19	2017-18																	
508364	156752	14710	293260	164100																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4.25	4.77	4.86	9.86	24.12																	