



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**GOPIKABAI BHURE MAHILA MAHAVIDYALAYA,
TUMSAR**

**DURGA NAGAR, HASARA ROAD, TUMSAR, DIST-BHANDARA
(MAHARASHTRA) 441912**

441912

sgbmmtumsar.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The college is herewith entering the second cycle of Assessment and Accreditation which is a proudful moment for it, and also an opportunity of seeking approvals for the improvements and enhancements it has brought about in the institution during the last few years. The college takes it as a learning opportunity, as the whole process brought a lot of changes in the campus. These changes and improvements changed the whole atmosphere of the college. The whole experience of working upon the NAAC Criteria had been of a great learning and developing itself for the faculties and the principal as well.

Ours is a college situated in the sub-urban area of Tumsar city which is itself surrounded by deep forests and mines. About 90% students of our college hail from remote and forest areas and even Tribal villages. But we are sparing no pains to provide quality education and the best opportunities to these students of rural background as it is the vision of our institution. However, it has been observed that the preparation of NAAC has proved to be an advantageous and fruitful process itself for both the teachers and the students, as it gave us an opportunity to look into what the college lacks and improve the same which benefitted all the stakeholders of the institution. The improvements brought in the academic, physical and infrastructural areas of the college during this process largely benefitted the students and the whole atmosphere has become healthy and cooperative. It must be mentioned here that the whole process of self-appraisal has been a productive contribution for further deepening the internal understanding as an organisation.

In this SSR, the institution is trying to provide glimpses of the above said improvements, enhancements and healthy changes the college has tried to bring in. It is also giving a representative reflection of the plans, actions and provisions it has made during the last assessment years. The SSR gives a reflection of the possible standing of the college at present.

Vision

Vision

The vision of the college is to bring about empowerment and enlightenment of the women by disseminating quality education to a maximum number of girls/women of the surrounding area of Tumsar.

Mission

Mission

The mission of the institute is to educate at least one girl from every family living in Tumsar and surrounding backward and remote villages with an aim of cultivating noble virtues with holistic education in our students and spreading and percolating “Excellence in Education” among the socially and economically deprived people of this rural and backward area. College has a strong commitment with students for their “All round Development”. Empowerment of women through academic excellence and contribution towards nation building are the goals. we are committed to move towards. To fulfil this mission, the college has following

objectives: -

1. To develop the academic and all-round competency of the students.
2. To inculcate basic ethical and moral values in student community for their perfect personality development
3. To hone skills of living in a technological globalized, ecologically aware, environment.
4. To ensure awareness of gender rights and gender justice.
5. To develop amongst the students a commitment to Society.
6. To promote life-long learning through proactive teaching and learning process
7. To develop in its culture a commitment to excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Most sought after college in the Tumsar Tahsil for girls/women's education
- Reputed history in the field of education of more than 30 years.
- Decentralized governance, participatory management, collaborative environment
- Strong management body with experience of running 6 schools and a college.
- High standard infrastructure and a large ground for indoor and outdoor activities and games.
- Spacious classrooms, well-equipped laboratory, resourceful library, and large space for office and other cabins.
- Wide range of programmes and courses organized for the holistic development of the students.
- Participative and curious students with strong zeal of learning and developing personality.
- Highly qualified faculty with doctorate degrees and more than 30 years' experience of teaching and research.
- Long-standing history and a positive institutional image among the masses.

Institutional Weakness

- Lack of post-graduation programs and value-added courses.
- Lack of professional courses for aiding the traditional course taught in the college.
- Lack of autonomy in curriculum designing.
- Economically weak students who lack resources to continue education.
- No access to Minor or Major research projects in absence of 2F and 12B status.
- Vacant posts of teaching and non-teaching staff.
- Big number of drop outs after first year of graduation.

Institutional Opportunity

- Scope to give a bigger access to higher education to the girls of rural area by introducing PG courses.

- Scope to reduce drop out percentage of the students by introducing professional and value-added courses.
- Scope to get funds for infrastructural development and establishing necessary amenities from UGC by getting the approvals of 2f and 12b status.
- Chance to develop more linkages and collaborations with outside institutions and agencies.
- Scope to raise funds from Alumni Association and donors.
- Chance of upgrading the status by facing NAAC.

Institutional Challenge

- Raising funds for more convenient infrastructure and amenities.
- Introducing courses that would provide job opportunities
- Reducing the number of drop outs by helping the students earn while learning.
- Securing MoUs and Collaboration Agreements with eminent institutions.
- Securing 2f and 12b status for UGC.
- Strengthening of entrepreneurship and placement support system

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being affiliated to the RTM Nagpur University, Nagpur, the college works within the constraints of the university and consequently lacks the opportunity for developing curriculum and assessment process. However, it ensures effective delivery of the curriculum by raising awareness among the teachers and students about the program outcomes and course outcomes by planning the Academic Calendar according to the Pos and COs, by monitoring the teaching process, and by working upon the areas where students are weak through such schemes like Remedial and Bridge classes. The delivery of curriculum is attempted through traditional lecture method which is aided by the use of audio-visual aids, multimedia and online resources, and social media platforms. Online classes are also arranged on Google Meet whenever necessary. A range of teaching and assessment strategies like lectures, group discussions, student presentations/seminar, home-tests, home assignments, skill-based learning, group/ pair work etc are adopted. The progress of teaching and learning is regularly carried out through the CIE system of the college, though there is no part for the college to play in the university system of CIE. Two tests are held in a semester and their results are recorded. At the same time, with the help of teacher's classroom observations and student's feedback, decisions are made to bring about changes and improvements in the teaching learning process. To support the outcomes of this process, all the supportive academic facilities like spacious classrooms, resourceful library and laboratory, auditorium for indoor activities and a large ground for outdoor games, WiFi availability and computers for the use of students are provided. Experiential learning is also encouraged through educational tours and visits to industry, nearby monuments and excavations. The college also tries to integrate gender equity, environment conservation, human values and professional ethics into the curriculum in a variety of ways by conducting programs related with them. The college has a practical feedback system through which suggestions and feedbacks on the taught material and teaching-learning process is invited from the students. Feedback is then analysed and actions are taken by the authorities.

Teaching-learning and Evaluation

Teaching-Learning and Evaluation is a primary focus of the academic planning of the college and it reflects in the way it is designed. In order to improve the outcomes of the entire teaching-learning process, the teachers are advised to use as much audio-visual aids, online resources, and multimedia and ICT tools as possible for them. Two tests for each subject in a semester have been made compulsory and the results of these tests are analysed to decide the areas where the students need more help. Accordingly, the teachers try to address the weaknesses and needs of the students by categorizing them into the groups of weak and advanced students. Teachers support them through remedial teaching, extra classes, providing suitable materials and extra time beyond classroom hours and follow diverse ways of teaching. They try to make teaching interactive and interesting. PowerPoint and audiovisual aids, hands-on assignments, use of multimedia, task-based learning, quizzes and debates, laboratory experiments and many others resources are used to help the students. These are supported by the educational tours, visits to the industry or excavation site, skill-based activities and competitions, and guest lectures. Teacher-students engagements are established through social media groups (WhatsApp groups) and YouTube videos made especially for them. Though the college has to follow the assessment process of the affiliating university, still there is internal assessment system through which evaluation of the students' tests is carried out. There are a mix of conventional and non-conventional means of internal assessment. The college also promotes use of ICT and online assessment in internal evaluation. The internal evaluation mechanism is quite robust in frequency, variety and transparency. The college also has effective grievance redressal mechanisms to deal with assessment related concerns.

To carry out the whole teaching-learning process efficiently and proficiently, the college has an advantage of having highly qualified faculty members. Seven of them are Ph.D holders and other two are pursuers.

Besides, the college meticulously follows annual academic calendars, prepares POs and Cos reflecting the vision and mission of the college, and tries to measure their attainment in various ways.

Research, Innovations and Extension

The institute has a healthy and supportive environment for the research and innovations. It makes sincere efforts to promote research culture amongst the teachers and students by encouraging them to work on different areas related with their respective subjects and publish papers in reputed journals. They are also provided all the necessary help for publishing books. To upgrade the knowledge of the faculties, seminars, conferences and workshops are organized and guest-lectures of the outside faculties is also held. To carry out this, the Research Committee, Seminar/Conference/Workshop Committee and Career Guidance Cell has already been established in the college. To aid the teachers and students in their research activity, the college has excellent infrastructure of libraries, laboratories, workspaces for faculty members, technological amenities and administrative support. Access to computers and peripherals, wi-fi campus and high-speed internet connectivity, and thousands of e-journals and e-books is also available. The college supports through flexible work schedule, without pay leaves, relaxation in workload and office assistance and special leaves for research and project works. The college has highly qualified and academically active faculty members, many of whom are Ph. D. supervisors and advanced researchers in their own discipline. Moreover, the college also has inter-college library tie-up with S.N. Mor college Tumsar which helps the students and teachers alike in their studies.

To carry out the extension activities and initiatives planned by the government and UGC, there are departments like NSS, Cultural Department and Lifelong and Extension Department which organize a large number of programs every year on a regular basis to give an extra-curricular experience to the students. Through the programs and activities organized by these departments, issues like national integration, nature conservation, disaster management, gender sensitization, Swachha Bharat mission, women empowerment, etc. are

addressed. These activities includes rallies and campaigns, village adoption, plantation, cleanliness drives, expert presentations, blood donation camps, health camps, literacy programmes, yoga camps and trainings, small and specific studies or surveys, collection and distribution of materials, field visits, etc. Teachers and students are actively involved in these undertakings right from the planning stage to actually implementing and sustaining the activities.

Infrastructure and Learning Resources

With a view to realize the dreams of our founder and fulfil the vision of the institute, a large college building with spacious classrooms, laboratories and special cabins for administrative office, principal and staff members have been built to carry out the whole teaching-learning process. The college has a large green campus replete with trees and plants of all sorts. There is a playground which accommodates all the outdoor games and activities. The Auditorium of the college is large enough to hold seminars and indoor programs. There is a well-equipped laboratory for Home Economics which is spacious enough to hold practical and exams. A well-stocked library provides all the necessary study materials to the students. E-resources are also made available to the students through a website of the library. A Large space for administrative office with several cabins has also been built so that the office work runs smooth and no rustle and bustle is created.

Entire campus is WiFi supported and separate computers are also made available for the students use in the reading room. A strong BSNL Internet connectivity is made available with 100 MBPS speed which makes all the online works and research works possible. For special screening or programs, LCD projector has also been made available so that PPT presentations or a greater learning experience could be imparted to the students. Sports facilities include ground facility, courts for Kabaddi, Kho-kho, short-put, and cricket. The availability for external coaches and trainers is also provided in the college for the teams of Kabaddi, Twaikando and boxing. The teaching faculties have their own Staff room in which tables and separate Almiras have been provided to each department. A computer has also been provided with internet access for the academic and other use of the teachers. At the same tie, for the IQAC and NAAC work, a separate cabin has been given. The utilization and maintenance of all these academic, physical and support facilities is carried out as per the policy of the institute. Funds are raised and allocated for the maintenance of the same every year.

Student Support and Progression

The college has very effective mechanisms and systems of student support. A large number of students are benefitted every year from freeships and scholarships under different government schemes, with additional support from the college, staff members, and eminent donors. Security measure include college gate, prohibition for the outsiders without Id card to enter the college, and support systems like Ramp for disabled, Ro water, separate washroom and Common room, Women's Grievance Committee, Discipline Committee and Anti-Ragging Committee are there to help the students. With a great track record of extra-curricular activities, cultural programs and extension activities, the college has become a platform for several students to achieve laurels in state and national events. Several of our students successfully made their reach to National level competitions in sports.

At the same time, due representation is also given to the students through such schemes like Students Representative's Council. Every year, class representatives, representative of cultural and NSS departments, OBC and minority representatives and a university representative are selected from the students. Due representation is also given to them in the College Development Committee and their views on a related topic

are heard in every meeting. Though the Alumni Association is not registered, the college has Alumni Organization which holds their meeting once or twice during the year and made some valuable suggestions for the improvements to be made.

Every year, more than 60% students pass out from the college and seek further education in other institutes, as we don't yet have PG courses. The number of students progressing to higher studies is quite good, given the fact that a majority of students come from poor families and need to start earning quickly. The percentage of students clearing competitive examinations is low in spite of the fact that the college regularly organizes workshops and programs for competitive exams.

Governance, Leadership and Management

The college believes in efficiency, transparency, participatory management and internal autonomy which is reflected in the system of governance in the college. The governance of the college is decentralized through various bodies, committees, cells, and wings. The perspective plan of the college reflects this decentralization and adherence to the vision and mission of the institution. Academic planning acts as a reflection of the perspective plan which promotes quality education and quality of services. Various committees work collaboratively and contribute to the overall smooth governance and functioning of the institution. The college also has a range of welfare measures including Study Leave, Earn Leave, Duty Leave, Casual Leave, Special Leave for projects and conferences. There is also a system of concession to the wards of the employees who seek admission in the college. In times of emergency or payment delay, the needy staff members are provided advance payments.

Regular appraisal of teaching and non-teaching members is carried out in a variety of ways including submission of PBAS and API forms. Accounts and financial transactions are kept in record strictly as per the discipline and policy of the institution. Internal audits are regularly done for checking and validating these accounts and transactions. The college mobilizes funds through internal revenue generation and optimum utilization of resources. The IQAC makes significant contributions to institutionalizing various processes and strategies including documentation and record-keeping, monitoring, and institutional planning, etc. The IQAC works collaboratively with teachers and students to raise quality awareness of stakeholders, and to make teaching-learning more innovative and effective. The college conducts a periodic review of teaching learning processes and learning outcomes. Regular feedback is collected from different stakeholders and inputted to planning and decision making. Feedback is collected formally through feedback instruments and informally through interactions and observations.

Institutional Values and Best Practices

Being a girls'/women's college, the students seek admission in the college with a high expectation of safety, security and environment convenient for women. These expectations are fulfilled by the college by providing high security facilities like WIFI services, and committees like Women Grievance Cell committed for their help. For the comfort and convenience of the girl-students of the college, a Common Room, separate lavatories, Sanitary Pad Vending Machine and urgent medical help have also been provided. Near about all the programs and activities in the college focus on gender sensitization, women empowerment, ethics, professional and traditional values, etc. These effectively transpire a strong environmental awareness and eco-friendly practices. Mechanisms for waste management and rain water harvesting are resorted to as a measure for sustainable environment. The campus has been made plastic free and use of bicycles are encouraged. All the students put

this policy into practice. The campus is surrounded from inside by lush green trees and flower plants. On both the sides of the college entrance, spaces are left for the lawn and garden. For saving the electricity, LED lights and bulbs are used in the college and care is taken that minimal over use is made. The college regularly holds a variety of programmes and activities to promote moral and ethical values, to commemorate important national figures, to nurture civic sense and social commitment. Transparency in all aspects including financial, academic, administrative and auxiliary functions is also maintained. The college adheres to the established norms, standards and practices of regulatory and monitoring authorities and ensures that there are adequate redressal mechanisms in the institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOPIKABAI BHURE MAHILA MAHAVIDYALAYA, TUMSAR
Address	Durga Nagar, Hasara Road, Tumsar, Dist-Bhandara (Maharashtra) 441912
City	Tumsar
State	Maharashtra
Pin	441912
Website	sgbmmtumsar.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Youraj Y. Selokar	07183-299066	8551888126	-	sgbtumsar@gmail.com
IQAC / CIQA coordinator	Vikas Meshram	-	8551888126	-	vksmeshram310@gmail.com

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

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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	Durga Nagar, Hasara Road, Tumsar, Dist-Bhandara (Maharashtra) 441912	Semi-urban	2	1232

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Political Science Sociology English Literature,	36	H.S.C.	Marathi	460	374
UG	BA,History Sociology Marathi Literature,	36	H.S.C.	Marathi	460	374
UG	BA,Economics Sociology Home Economics,	36	H.S.C.	Marathi	460	374
UG	BA,Economics Political Science English Literature,	36	H.S.C.	Marathi	460	374
UG	BA,History Home Economics Marathi Literature,	36	H.S.C.	Marathi	460	374

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				1				4			
Recruited	1	5	0	6	0	1	0	1	2	0	0	2
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	4	3	0	7
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	5	0	0	1	0	0	0	0	7
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	1	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	109	0	0	0	109
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	9	9	11	14
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	18	18	15	22
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	59	59	59	71
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	45	16	107	117
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	19	7	22	28
	Others	0	0	0	0
Total		150	109	214	252

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	To impart a holistic education with multidisciplinary approach, the institution provides BA course in about 9 subjects which include, Marathi, English, Sociology, Political Science, History. Economics,
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	<p>Home Economics, Marathi Literature, English Literature. As our college is a special college for women, these subjects cater to the needs of the girls and women of surrounding area. Subjects like Home Economics, Sociology and Literature are among the most preferred by the girl students as they fulfil the intellectual hunger of the students or this area. Moreover, the physical activity and sports abilities of the girl students are also taken special care in the institution. With a special objective of making the girl students physically strong and competitive in games and sports, various sports activities are arranged and organised in the college. At the same time, regular practice of such games like, Kabaddi, Short Put, Running, Long Jump, Kho-Kho, etc., is also taken as a preparation for the University level and State level games. Thus our institute take all care to impart multidisciplinary education to the students so that the student's holistic development could be achieved.</p>
2. Academic bank of credits (ABC):	<p>Till the year 2020-21, the National Education Policy-2020 had not been brought to implementation by the affiliating university and no such direction was issued by it, so we could not initiate the scheme of creating ABC IDs of the students in the session 2020-21. However, from the academic session of 2023-24, the institute is taking much care of opening accounts of the students on Digilocker and helping them make their ABC IDs. the Faculty members of the college helped the students to create their ABC IDs on Digilocker and made a comprehensive list of the students of all classes(BA-I, II, III) However, it is to be noted that the Nagpur University issued the above notification to the colleges in 2022, and hence we prepared the ABC IDs of the students of last two years only. The students who were in First year of BA in 2020-21 had also been asked to prepare the ABC IDs.</p>
3. Skill development:	<p>Skill development is one of the most prominent goal of the institution. For bringing this goal in reality, the institution organizes skill development programs, competitions, workshops, and practical sessions on several topics. The Physical Education department of the college has made it its custom to hold regular practice sessions of different sports and games like, Kabaddi, Short Put, Running, Long Jump, etc. It also organizes competition of different levels for the</p>

	<p>students to hone their sport skills and boost their confidence. The Home Economics department focuses on developing skills in handcraft, cooking, embroidery, weaving, designing, and making artefacts. At the same time, the Social, Cultural and Intellectual Department of the college gives impetus to the skills related with fine arts like Singing, Drawing, Dancing, Acting, etc., and organises various programs and competitions for developing student's artistic skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Bachelor of Arts is a program which gives ample emphasis on teaching Indian Knowledge system to the students. About all the subjects taught in the college incorporate topics related with Indian culture. The compulsory subjects like Marathi and English teach several poems and prose lessons which are written by the Indian writers and also exhibit a unique Indian quality. Several poems and short stories paint beautiful pictures of Indian rural culture and ancient background. Likewise, the subject of History brings all the important past events that hold special place in the Indian history before the students. It makes them aware of our culture and social bonding, makes feel proud of their legacy and inspires them to walk into the footsteps of past legends. The subject of Sociology enlightens them about the social Pro's and Con's and strives to strengthen brotherhood among them. Besides, the subjects like Home Economics teach them the cultural facets of Indian houses and culinary, whereas Economics makes them aware of the theories by which they can make themselves economically strong. Political Science also contributes in integrating the Indian Knowledge system, in that, it facilitates the knowledge of Indian political arena since ancient times to the modern and teaches them the legacy of our politics.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As outcome based education has been made a primary focus of the National Education Policy of 2020, the education provided in the college follows the objectives of the NEP and maintains a high standard of learning process by providing outcome based education. For that, at the very beginning of the session, the faculties are asked to prepare Course Outcomes and Program Outcomes of their respective subjects in the line of the Academic Planning of the college so that their goals that they have to achieve</p>

	<p>through the course could be chalked out. The outcomes of their respective subjects delineated in their syllabi are also reflected in their Yearly Teaching Planning. Tests are conducted to examine the extent of outcomes achieved by the students and necessary steps are taken to fill the gap. At the end of every semester, a special meeting in presence of the Principal is convened to see the outcomes of all the subjects have been achieved or not and guidance on the same was provided by the principal.</p>
6. Distance education/online education:	<p>The institution is making all the facilities available for conducting online classes. The Pandemic of Covid-19 and its aftermath created such situations that it was necessary to stick to the online mode of teaching- learning to keep the students safe and get the education while being at home. So the institute also made provisions and preparations of the online classes and provided study material online. Classes were conducted using such online platforms like Google Meet, Zoom, Webex, etc. At the same time, a special ICT room was prepared and facility of computer and projector was made available to the teachers with internet facility to run the online classes. Accordingly, the teachers ran online classes from the college and held online tests too. Some quiz contests were also planned for the students on various academic and general subjects.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>To bring about awareness in the masses about elections and voting, the institution has set up Electoral Literacy Club which holds several programs to bring about electoral literacy. We have several departments like NSS and Department of Lifelong and Extension which regularly hold programs and campaigns regarding bringing about awareness among the student about voting and elections. The institution understood the importance of electoral literacy and so has organized Voter's Awareness Programs on 25th January every year from 2016 to 2021. This program is held jointly with the government organizations or departments like SDO.</p>
2. Whether students' co-ordinator and co-ordinating	<p>One senior faculty member, namely Dr Aruna</p>

<p>faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Deogade has been appointed as Co-ordinating faculty member of the ELC, and five students of the college have been made members of the club. Of these five, Shivani Shailesh Ramteke has been made as students coordinator. The ELC follows the directions and circulars issued by the government departments and organizes special programs as per the directions. Moreover, the coordinator also holds Voter's Awareness Program with the help of coordinating students to make the students aware about elections and voting.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Every year, the coordinating faculty and students of ELC help the government officers in the process of voter's ID registration of the new voters and the fresh students. This initiative is backed by the government offices and by the institution's policy of making every girl student of above 18 years aware about her voting power. Besides, the students also take it as a campaign in the times of elections of all levels to bring about awareness about the ethical values in elections in their nearby locality. The also help in special government campaigns like Pulse Polio, Electoral Literacy, etc. The Voter's Awareness Program which is held in the college every year also helps a lot in promoting the ethical values in elections and responsibilities of the voters.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institution takes several initiatives to promote democratic values and participation in electoral processes. The Voter's Awareness Program which is held on 25th January on the occasion of Voter's Day every year is a special program in which the ethical values and importance of fair voting is promoted. Apart from this, several other programs are organized in the college, such as Constitution Day, Birth Anniversary of Dr Babasaheb Ambedkar and Tukdoji Maharaj, Literacy Day, etc., which promote ethical and democratic values. The students are also encouraged to spread the message of fairness in elections in their nearby community.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>About 90 % of the students above 18 years have enrolled as voters in the electoral roll and the remaining are yet to be enrolled as voters. There are some students also who are still not eligible for the same as they have not yet completed 18 years of age. Every year, at the beginning of the session, government election officers make a campaign in the</p>

college under special initiative of the government and enrol the students above 18 years. The ELC in the college appoint special coordinator and students' coordinators to help the government officers in this process of enrolling the students as well as the common masses of the nearby locality above 18 years as voters. The college issues special notices for the students and ELC to make aware the students above 18 years and the common masses of the neighbourhood about the importance of enrolling as voters and electoral procedure. This mechanism has been institutionalised and is implemented on a regular basis.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
374	379	334	397	429

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

2 Teachers

2.1

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

Response: 07

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	07	07	07	07

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.22	2.43	2.59	5.08	5.8

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Being affiliated to the RTM Nagpur University, Nagpur, the college has to work within the constraints of the university and consequently lacks the opportunity for developing curriculum, assessment and conducting exams. However, it ensures effective delivery of the curriculum by raising awareness among the teachers and students about the program and course outcomes, by planning the Academic and departmental plans according to the Pos and COs, by monitoring whether the teaching process achieves these outcomes or not, and by working upon the areas where students are weak through Remedial classes. Session begins with an initial planning of the curricular and cocurricular activities and programs in form of Academic Calendar. In order to get the best results and overall development of the students, care is taken by the institute to actualize the planning made for the purpose. Appointments of teachers on vacant seats on Ad-Hoc (CHB) basis are filled by the institution with the approval of the Management body and the proposal of the same is sent to University for the approval. A Meeting is convened by the Principal to inform the teaching staff to prepare his/her own Yearly Teaching Plan and individual Time Table as well as to maintain Attendance records of the students. The workload in every subject is distributed among the teachers and the classes are also divided among them. The delivery of curriculum is attempted through practical and constructivist approach of teaching and the traditional lecture method is aided by the use of audio-visual aids, multimedia and online resources, and social media platforms. Online classes are also arranged on Google Meet whenever and wherever necessary for giving effective teaching experience. It is compulsory for every teacher to prepare their subject-wise Yearly and Daily Teaching Plan as per their syllabus and the schedule of the teaching. Teachers plan topics in Teacher's diary, mark presence in the attendance register, conduct unit tests, give assignment questions for internal assessment and/ or award marks based on regular unit tests/ assignments/ attendance/ seminar reports. Dairies of daily teaching topics were maintained by the faculties which are checked up at the end of every month by the IQAC coordinator and the signature of the Principal is also sought. Two tests are held in a semester and their results are recorded. At the same time, with the help of teacher's classroom observations and students feedback, decisions are made to bring out changes and improvements in the teaching learning process. To support and consolidate the outcomes of this process, all the supportive academic facilities like spacious classrooms, resourceful library and laboratory, auditorium for indoor activities and a large ground for outdoor games, WIFI availability and computers for the use of students are provided. Experiential learning is also encouraged through such means like educational tours and visits to monuments and excavations. The college also has a practical feedback system through which suggestions and feedbacks are invited from the students. Feedback is then analysed and actions are taken by the authorities.

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

1.2 Academic Flexibility

1.2.1

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

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values,

Environment and Sustainability in transacting the Curriculum**Response:**

The institution customarily makes several attempts to spread awareness regarding the issues like ethics, gender, human values, environment and sustainability by incorporating spiritual training and ethical values in college curriculum. To foster moral and ethical values among the students, death and birth anniversaries of the great national heroes, leaders and freedom fighters are organized for the holistic development of the students in each academic year.

Students are made aware of the disadvantages of gender discrimination through the speeches and guest lectures of eminent personalities organized on special occasions. The students are encouraged to participate in vivid activities of NSS and Lifelong Learning and Extension Department like Awareness of Law, Awareness of Adolescence and AIDS, etc. Teacher's Day is celebrated by organizing a special program of 'Self Governance' in which students take active part. The courses that are taught in the college also incorporate topics and activities related with the above important issues. The Home Economics department through its syllabus focuses on women empowerment and self-reliance. The course provides ample guidance and educate the girl-students about the women empowerment and gender equity. The department organized every year Fun-fair program where the students exhibit their cooking skill through handmade dishes and handicrafts. The NSS department focuses on social activity specially with reference to the Covid-19 pandemic with the aim of inculcating social responsibility and human values towards the society. The volunteers make survey of Covid affected houses and their nearby areas, distribute Masks for protection and sensitize people regarding the precautionary measures in pandemic. One month Yoga Training and Meditation certificate course was organized by the institute.

Environmental Studies is a compulsory subject for the students of BA II and which is a remarkable step to make them aware of environmental issues. 'Vasundhara Day' (Vruksha Savvardhan) is celebrated enthusiastically every year by NSS. This unit of NSS is committed to spread awareness regarding environment preservation through Three 'R' i.e., Reduce, Re-cycle, Re-use. The programs like Tree Plantation etc. are organized every year.

File Description	Document
Upload Additional information	View Document

1.3.2**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)****Response:** 0**1.3.2.1 Number of students undertaking project work/field work / internships**

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 76.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	109	214	252

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
220	220	220	220	264

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: 86.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	105	90	102	106

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

2022-23	2021-22	2020-21	2019-20	2018-19
113	113	113	113	135

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 74.8

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:

The institute understands that, being a single faculty college, it is of utmost importance to make the teaching-learning process student centric so that a holistic and enriching experience could be imparted to the students. This is achieved through several unique steps that we take during the delivery of the course.

Experimental learning:

Active participation of the students is sought through such schemes like NSS and activities or projects of Extension departments. For enhancing learning experiences, the faculty members adopt many ways, for example, lecture method, interactive method, assignments, and field work through NSS, computer-assisted method, etc. Seminars, assignments, study tours, field visits are also organized to make the students more participative in the whole process. The college invites various experts from other college to share their experiences with the students. Library facility play important role to enhance the knowledge of students. Teaching and learning activities are made effective by these practices. Teachers also use power point presentations and computer-based materials.

Participative Learning:

Discussions

: Wide varieties of topics relating to arts are discussed in order to make the students to think broad and come up with their opinions and suggestions.

Debates

: Debates are conducted in most of the courses of arts where students are required to come with different opinions, thought processes to develop sense of time management, teamwork and critical thinking.

Presentations and Seminars:

The faculty encourages the students to participate in class seminars, group discussion and many more activities.

Problem Solving Methodology

Home Economics department use problem solving method to give a practical knowledge of the subject to the students. Practical sessions of the HEC department are good example of the way students learn how to solve problems with simple means and materials.

Some Student centric methods are: Assignments, Interactive methods, ICT Enabled Teaching, Experiential learning, Student Seminars, The NSS Special Camp, Group Learning Method

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 94.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	07	07	07

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	07	07	07	07

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The college has well established and efficient mechanism which deals with examination related grievances of students. In order to resolve the grievances related to examination, there is a sequential channel- First students may approach teachers, then, and others, in sequence like, HoD, college examination In-charge, university examination in-charge, and finally, the principal to report their grievances. Depending upon the gravity of the examination related grievances, Principal assigns it to the teacher/authority concerned. The aim of the mechanism is, firstly, to resolve the grievances of the students amicably, secondly, to maintain confidentiality, and thirdly, to resolve grievances in legal and impartial ways.

At the College Level:

If any grievances arise on the part of the students, they are immediately addressed by the faculty who hold responsibility of the exam department.

Answer sheets of unit tests are shown to the students for his/her observation. The faculty distributes evaluated answer scripts of class tests and assignments to students and any clarifications or grievances are addressed by the concerned faculty within a period of 3 days. If any discrepancy is brought to the notice, the concerned faculty will resolve it and the necessary corrective action is initiated. If a student is not satisfied with the marks awarded even after resolved by the faculty, student may represent same to the Principal.

At the University Level:

At the University level, the students can apply for the reassessment of their answer sheets by applying for the same if they have any grievances regarding the evaluation process. The university declares time frame every year for submission of marks related grievances and declaration of results. If student are not satisfied with the marks awarded, they can apply for recounting within a week from the declaration of

result through the office at the institute. The received grievances are submitted to university by the institute along with prescribed fees recovered from the students.

If student's name is misprinted on the mark-sheet by the university, the principal sends a letter to the university to make necessary changes in the name on the mark-sheet.

As it is evident, the examination exercise through these channels is transparent, time-bound and efficient mechanism. The college resolves the grievances, if any, related to examination at the college level or at the university level. Students' satisfaction is ascertained.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution takes every care of providing details about the program it offers and the POs and COs to the students and the teachers. The prospectus of the institute is designed with the same intension. It gives all the details about the program and the courses that the institute offers and also clearly states the course outcomes of the subjects offered. Thus the students come to know about the courses and their outcomes. They are also provided copies of the syllabus in the college at the beginning of the session so that they could become aware of the courses and their outcomes. The teachers prepare Yearly Planning of thier respective courses keeping in view the Cos and POs of their subjects. The teachers also guide them for choosing subjects while seeking admission in the institution. This helps them a lot. The traditional classroom teaching method is preferred to communicate the knowledge which is prescribed in the curriculum by the university. The student's active participation and responses are sought to make the learning process more fruitful and effective. Through tests, unit-wise review of the performance of the students

and topic based seminars, the student's knowledge gain is assessed. The IQAC also takes care to display these COs and Pos on the college website.

During the time of Pandemic, the process of communicating knowledge had to be continued through online mode. Still, the teachers were asked to prepare the program outcomes and course outcomes along with the departmental planning. They were also asked to prepare the Annual Teaching Plans as per the POs and COs so that all the outcomes could be achieved. The IQAC department sees throughout the

session that every subject fulfills their outcomes stated in their COs and also provides guidance for the same if necessary. While engaging the students in online classes, attempts were made to assess the POs , PSOs and COs through online means. For that, online tests, registering student's responses with the help of whatsapp groups, and analyzing the same were carried out through online mode. Besides, the students were also asked to participate in online Quiz contests, group discussions, topic related paper reading and mock tests so that the course outcomes and their knowledge gain could be measured.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainments of various outcomes like COs, and POs is carried out in four stages namely: Planning, Implementation, Evaluation and Action Taken.

Planning:-

Various outcomes are defined and a correlation is established between outcomes and tools used. All the faculties are asked to prepare their Course and Program specific outcomes before the beginning of the session and see that the same are attained in a well-structured manner. Accordingly, the IQAC prepares Academic Calendar, teachers prepare Daily and Yearly Teaching Plans and evaluation of outcomes takes place through this manner.

Implementation and evaluation:-

An individual faculty member use different direct tools like Class Tests, University Exam, Assignments, Seminars, Projects etc., for the evaluation of Course outcomes(COs).

Principal evaluates POs and PSOs by using evaluation of COs and Indirect Tools like feedback forms of Alumni, Parents, Teachers and Students etc. Attainment of all outcomes are calculated and compared with expected level of attainment decided by subject teacher for COs and Principal for POs.

Action Taken:-

If attainment was up to the expectation then appreciation is extended to the concerned faculty member and in case of deviation from the expected attainment of outcome necessary corrective actions are initiated to improve the outcome as per expectations.

Academic Excellence:

- The outcome of the preparation and focus on Cos and POs showed up in the hike in students' result in university exams. More than sufficient students of final year attained first class in the exam results. In the field of research and professional development also, teachers began showing results. The college teachers are actively engaged in research work, and 06 students have been awarded Ph.D. degree by RTMNU under the able guidance of the college teachers.
- A National Level Conference was organized in the college in 2022.
- The attainment of POs and Cos also showed up in the improved Co-curricular and Extra-curricular activities. An inter-collegiate sports competition was organized for the students of all colleges as a part of this initiative.
- Several scholars have achieved their doctorate degrees under the supervision of the faculty members.
- Workshops for the competitive exams and career guidance were also organized.
- Besides academic activities, NCC, NSS and other extracurricular activities organized by various committees/ associations also helped to inculcate the values like civic responsibilities, environment consciousness, patriotism, leadership, teamwork, soft skills and health consciousness to realize the programme outcomes.

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

2.6.3

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

Response: 79.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	131	88	51	34

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	131	99	51	44

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.67

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has created an ecosystem for innovations and initiatives have also been taken for the dissemination of Indian Knowledge System and the creation and transfer of knowledge/technology.

Research Committee:

The academic and research expertise of the institute continually contribute to the Innovation Ecosystem through breakthrough solutions and suggestion for solving critical problems. Research Committee is established in the college which encourages and opens up scope for the teachers to do innovative research in their field and bring laurels to the name of the institute. This resulted in several numbers of scholarly research papers and books written and published by the staff. Out of nine, seven faculty members are Ph. D holders and two others are pursuing their doctorate degrees. Several scholars have achieved their doctorate degrees under the supervision of the faculty members.

Competitive exams and Career Guidance Cell:

There is a Competitive exams and Career Guidance Cell in the institute which takes initiatives and arrange special programs, workshops and seminars through which a proper guidance is provided to the students about their career opportunities and competitive exams. Accordingly, workshops on Competitive exams and Career Guidance were organized jointly with several NGOs and other institutes for the benefit of the students. The knowledge of how to overcome difficulties in the competitive exams and where to find better career opportunities was transferred to the students through this initiative.

Special Focus on Girls:

There is Home Economics department in the college which organizes special activities and workshops for the girl students to hone and develop their skills. A Bag Making workshop and an online seminar on 'Diet in Pandemic' organized by the department were such initiatives.

Dissemination of Indian Knowledge System

As the institute runs only BA program, it has always been a main focus of the institute to disseminate the knowledge of the Indian culture and knowledge system. This is attained through various programs, activities and competitions organized in the college by the department of Social, Intellectual and Cultural activities. Birth and death anniversaries of legendary personalities, celebration of Constitution Day, Teachers Day, Independence Day, Republic Day, World Yoga Day, Forest Preservation Day, Sadbhavana Pandharvada, National Nutrition Week, etc., are organized in the college through which students are imparted the knowledge about Indian culture and our glorious past.

At the same time, Bachelor of Arts is a program which gives ample emphasis on teaching Indian Knowledge system to the students. About all the subjects taught in the college incorporate topics related with Indian and Indian culture. The compulsory subjects like Marathi and English teach several poems and prose lessons which are written by the Indian writers and also exhibit a unique Indian quality. Several poems and short stories paint beautiful pictures of Indian rural culture and ancient background. Likewise, History brings in light all the important past events that hold special place in the Indian history. They feel proud of their legacy and inspire them to walk into the footsteps of past legends.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	02	01	01	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	00	00	00

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

3.3.2

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

Response: 2.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	02	04	02

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

The Institution carries out extension activities in the neighborhood community with a view to sensitize the students to social issues through National Service Scheme and the Lifelong Learning and Extension Department. NSS department has organized several outreach including Special Camp of NSS at nearby villages, Rallies on different occasions and participation in outdoor activities to sensitize the students to social issues. Several programs related with health and social harmony are organized in the Special Camps such as Health Camp of Pet Animals, Blood Checking Camp, Blood Donation Camp, Speeches and programs about elimination of superstition, feoticide, child marriage, cyber crimes etc. These outreach activities include Swachhata Rally (Cleanliness Drive), Rally for Constitution and Rally for Aids awareness. During the time of Pandemic, the NSS students were given field project to prepare the list of the people in their villages or nearby area who were not Vaccinated. Simultaneously, they also sensitized the people regarding the use of Masks, sanitizers, frequent hand washing and to observe social distancing. The NSS volunteers made videos and took photos of the task given to them and submitted to the department. From 15th Sept. to 25 Oct. 2020, the NSS also undertook the door to door visit and conducted survey regarding Covid-19 and the health awareness of the people. NSS volunteers were sent to attend the workshop on Covid- 19 organized by Yuwak Biradari, Bhandara. The students were given training pertaining to sensitizing the people about Covid-19 and making them aware of the above things. The NSS department of the college jointly organized Yoga and Meditation Training Program with four other colleges. Online Yoga and meditation training was organized where staff members of the above colleges, students and people took participation.

Through all these initiative, the institute sees that the students are well sensitized about the social issues, they understand their social responsibilities and debts and become more civilized. Thus the social aspect

of the students is given boost in the institute.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Due to the Covid-19 Pandemic, its second and third waves and the depressive aftermaths of the same, entire educational activities and programs to be conducted by government bodies and other institutions had come to halt. There was no scope to go outside the safe precincts of home or college and attend the outreach activities during last three years. So, it was not possible for the students to participate in any such activity. As a result, only one student, namely Aparna Borghare, could participate and win first prize in the Districts youth Parliament 2020 organized by Pragati Mahila Mahavidyalaya, Bhandara on 29 Dec., 2020.

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

3.4.3

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

Response: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	17	15	12	15

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

3.5 Collaboration

3.5.1

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

Response: 01

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute gives utmost importance to the holistic development of the girl students and has developed more than sufficient infrastructure to bring this view in reality. The college campus is spread in spread over in an area of 1.179681 acres with built up area of 827.90 Sq. mtr. Along with a facility for curricular activities, the college has infrastructural facilities for sports and cultural activities with all the necessary amenities.

The classrooms play vital role not only in the process of teaching-learning, but also in organization of some of the events and competitions. There are total 6 classrooms in the college and the size of each classroom is 750sqft to accommodate more than 120 students in a class which is as per the requirement of the college.

For the Home Economics department, there is a spacious Laboratory which covers around 700 sqft area and is equipped with all the necessary materials, utensils and machines required for practical sessions.

For the outdoor sports activities, programs and tournaments, a large playground is available in the college premise which is in size one and half acre. Every year, teams of Kabaddi, Running, Short-put, Volleyball, Kho-Kho, and athletics carry out their practices throughout the year on the playground to be able to participate in the university games. For the Indoor games like Chess, Boxing, Taiquando and for all the cultural activities and competitions, there is a spacious auditorium in the college.

The Auditorium hall is 2700 sqft in size enough to accommodate the full strength of the students during the activities.

A separate Stage of 600 sqft in size for the Annual Cultural programs/gatherings is also made available.

A staff room for the faculty members which accommodates their separate tables,

Office Room for all the official and financial works and a separate Principal's Cabin are available in the institute.

Moreover, there is a fast WiFi/internet facility of 100 MBPS available for official and administrative work, teachers and for students as well.

As per the requirement of the college, Library covers more than 750 sqft area. It is equipped with collection of books, journals, magazines etc. Library also includes separate reading room, reference section for free online open source books, E-Journal and E-Newspapers.

A library website has also been created which facilitates the students to have access to soft copies of syllabus, question bank, free e-resources, e-newspapers and links to different educational site.

Open access of WiFi facility is available for the students, staff members and alumni.

Attached to the Library, there is a separate Reading Room for the students who use it for reading, preparing assignments and studying for exams.

There is a separate Girls' Common Room for the girls to spend time or study in the leisure or recesses.

Separate rooms have been allotted to the Physical Education department and NSS departments so that both the departments may work in their full capacity.

There is a cabin of IQAC Cell watch over all the administrative and other activities in the institute.

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

4.1.2

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

Response: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.12

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

There is a well-equipped and resourceful Library in the college. There are more than 4 thousand books which include textbooks, reference books, journals and magazines. We have a separate arrangement of Reading room attached with library which has a seating capacity of 10% students of the intake capacity of college. All the entries of books issue and return are maintained manually. A separate accession register is also kept for maintaining the record of books and bibliographical data. This data is then stored in excell sheet which is prepared for this special purpose.

However,till the day, our Library is not automated using the Integrated Library Management System.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

With the fast-changing world, it is a necessity to update oneself and upgrade facilities and resources. With this view, the institution spares no effort in upgrading its system. It primarily focuses on the updation of infrastructure and IT facilities in the college so that all the modern and digital facilities could be provided to the teachers and the students for their holistic development. So, the departments of the college along with office section have been given separate computers with internet facility. But the same has also been made available for the students in the reading room so that it may help in their studies.

Moreover, the institute has upgraded its internet and wifi facility by procuring 100 MBPS internet speed and authentic IP address from the BSNL. All the students and the teaching and non-teaching staff has been provided the Wi-Fi password so that they may take advantage of the digital libraries and online notes available on the internet. The Wi-Fi facility covers the whole campus and it helps the students a lot.

There are Printers, Scanners, and Xerox machines in the institute to facilitate the smooth working of the office work. Students also make good use of these facilities.

A biometric machine is also there to maintain attendance record of the staff members.

All these IT facilities are time to time upgraded and recharged so that smooth working of the campus could be maintained.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 124.67

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

Response: 3

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 90.31**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.49	2.32	2.38	4.91	5.07

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
216	262	281	298	283

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](#)

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: B. 3 of the above

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

5.1.3

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

Response: 53.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
374	0	0	228	427

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 31.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	21	27	10	27

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	131	88	51	34

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

5.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 12.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	10	18	18

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

5.4 Alumni Engagement

5.4.1

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

Response:

There is no registered Alumni Association in the college, so the question of Alumni contribution does not arise. The Institution does not receive fund from the Alumni. Still, there is an Alumnus

Committee formed in the college in which ex-students of the college have been given positions so that

every year, they could hold annual meetings of the alumni and register their views for the betterment of the college Accordingly, Alumni Meet is organized every year at the end of the session. The ex-students are invited in the Meet and, as per their capacity in the Alumni Organization, they express their views and register their feedback for the betterment of the college.

These suggestions and feedback is then discussed by the principal in presence of the teaching staff and decisions are made. Wherever it is seen that the alumni has suggested some improvements in the physical or academic facility, the principal brings into action due measures to bring out improvements in that area. Thus the Alumni Organization helps in the improvement of the college environment.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution's vision is to provide the quality education especially to girl students from the nearby and remote areas. To fulfill this vision, the Executive body holds responsibility to make all the amenities available in college so that a due platform and opportunities for the students could be created. To chart out the whole plan to do this, a Perspective Plan has been prepared and the Academic Calendar which is prepared at the outset of the session, is also prepared keeping the perspective plan of the institution before eyes. All attempts are made to bring the perspective plan in practice so that the overall development of the students could be secured.

The Sudama Education Society, Tumsar is apex body in the organizational structure of the institution. It works in tandem with the Principal to regulate and maintain an amicable and scholastic environment required for the purpose of education. The Principal, being academic and administrative head of the institution, implements the decisions and policies of the Management, the University and the State Government with the help of teaching and non-teaching staff. There is a College Development Committee (CDC) formed in accordance with the Maharashtra Public Universities Act, 2016 to look after the academic and administrative functioning of the institute.

As far as the effective leadership and its tuning with the vision and mission of the institute is concerned, the College Development Committee takes care of planning, sanctioning, monitoring and evaluating academic and administrative wings' working. The working of CDC is made more transparent and effective as representatives in it are the members from the staff and other stakeholders from different areas of society. Major matters like sanctioning of budget, introducing new courses, appointment of Clock Hour Basis teachers, implementation and evaluation of teaching learning process are based on the decision of the CDC. The head of the institution plays a decisive role in executing the decision taken by the CDC, with the help of IQAC.

The CDC itself can be cited as an example of the decentralization and participative management in the institution. The formation of the CDC is such that two representatives of the Management Body are made Chairman and Member respectively in CDC. Principal is Secretary and two senior faculty members have been made representative of Women and Teaching Staff. There are representative of non-teaching staff, students representatives, and members from industry, social service and educational backgrounds. Alumni students have also been given positions in CDC. This reflects the decentralization and participation in the institutional governance in the college.

The college transformed the vision into the mission through: **A) Perspective plan b) Assessment process for academic Quality, c) Students' Participation** in day to day activities and governance of the

college, d) **Implementation of Government Schemes like** GOI scholarships, State Govt Scholarship, Free ship, Group Insurance, e) **Focus on Research output**, f) **Organizing co-curricular and extracurricular Activities**, g) **Spending for Amenities and infrastructure.**

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Perspective Plan of the institution was prepared for the next 5 years in 2020-21 and uploaded on the website of the college. It clearly shows the path to follow and so evidently becomes a lighthouse to guide the direction to which all the stakeholders of the institution must follow. As per the Perspective Plan, the institution functions at four levels: Students, Teachers, Principal and Management. The institute provides various forums for all of them to develop and deploy the same at institute and society level by assigning them various responsibilities.

Principal as a leader understands the strength of the faculty and assesses involvement of faculty while executing specific tasks.

The Institution has a well-defined system for the institutional bodies to perform efficiently. Transparency and visibility are the two hallmarks of the organization structure and its functioning. The education society is headed by the President. The President is supported by the Vice President to facilitate the smooth functioning of the institution in the absence of the President. Secretary reports to the President and Vice President about all the affairs in the institution. Executive body consists of members who provide the democratic set up to make decisions. This committee reports to the President/Vice President and Secretary. College Development Committee is chaired by the Principal and other faculty members have also been given due representation. This committee reports to the Secretary and the President/Vice President. Principal heads the institution. Principal reports to the Secretary. IQAC is responsible for the educational quality of the Institution and NAAC. It reports to the Principal. Department Heads report to the Principal about the academic activities, goals and academic performance. Physical Education Director is responsible for the sports and games as well as other activities. Librarian is responsible for the smooth running of library. Head clerk heads the administrative function, and is supported by Junior clerks and peons.

At the very outset of the session, an Academic Calendar is chalked out by the Principal, IQAC

Coordinator and teaching staff members together where all the institutional strategies, perspective plan and Vision and Mission of the institution are reflected properly through various programs and curricular and co-curricular activities planned in the Academic Calendar.

As an example of the deployment of the Perspective Plan, the seminar conducted by the Home Economics during the Pandemic year can be cited. As it was a Pandemic year, the Home- Economics department of the college organized an online webinar on the theme of “Diet to Boost Immunity in Covid-19 Period.” Prof.Dr. Kalpana Raut, HOD of Home- Economics, and Dr Lata Gabhane, Sihora College, Sihora delivered their scholarly talks on the diet plan, precautions against Covid infected patients, using masks and sanitizers, keeping social distancing, and frequent washing of hands with soap or handwash.

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

6.2.2

Institution implements e-governance in its operations

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

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution follows the PBAS (Performance Based Appraisal System) implemented by the UGC regulations of 2010 and 2018. Accordingly, the performance of the teaching staff is measured from the API forms which the staff members submit to the IQAC at the end of every session.

API: Appraisal Performance Indicator (API) is the format suggested by the University to be filled in annually for overall evaluation and performance of the teaching staff members. After receiving API from the staff member, the college API screening committee scrutinizes the form and submits them to the head of the institution with remarks.

There is a customary system of holding CDC meeting twice in an year: one at the beginning and second at the end of the session, where the Management Body and CDC members discuss the performance of the teaching staff, non-teaching staff and various other departments which conduct programs and activities. In the first meeting of CDC, the exam results of the last semester exam and the teaching staff members' performance are discussed and

Assessment by students: At the same time, through the analysis of the feedback received from the students, the teachers' performance is assessed. Assessment of the teacher by students is done annually. Feedback responses are compiled and analyzed. The outcome of feedback is communicated to the respective teachers with remarks and suggestion.

Department's Assessment: The annual report of every department reflects the overall progress/performance of the department. The university result of the particular department is an indicator to evaluate the performance of the faculties therein.

Welfare Measures:

The college administration and the patron Society which runs the institution have both been proactive as far as welfare measures of the employees and so have implemented several facilities for them in the institute.

1. Loan facilities are available to the staff members from G.B. Mahila Mahavidyalaya Tumsar Employees Cooperative Credit Society.
2. The college is in the practice of a Group Insurance Scheme for the welfare of the employees.
3. Special Leave facilities are available for the women employees of GBMMT, like EL, Pregnancy Leave, Maternity leave, Child Care Leave, etc.
4. Leave Travel concession to visit places in Maharashtra.
5. Maternity/Paternity leave for female faculty members.
6. Leaves (Casual, Earned, Medical, Vacation) are granted as per the University and Govt. of Maharashtra norms.
7. Teachers are encouraged to participate in seminars/conferences and secure positions in university Bodies/Boards.

8. GPF facility is available for staff members and DCPS for newly appointed staff members.
9. The college is in the practice of Life Insurance schemes for the welfare of staff members.
9. Fees concession facilities are available for the wards of non-teaching staff members.
10. Medical reimbursement from the state government is in practice in the college.
11. Research Leave for the teachers who want to pursue doctoral projects.
12. Special concession for the participation of the teachers and employees in the professional development courses/programs.

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 21.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	4	4	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The CDC and the Management Body discusses and plans strategies for the generation of resources and optimal utilization of generated resources in the first meeting of CDC where budgets of different departments are put on the table for discussion. Apart from the salary grant the college receives from UGC, there are other means from where the it generates funds.

Institutional strategies for generation of Funds: The college generates funds from various resources

like :

Fees: - The major resource generator means is fees. During admission, the funds are collected through admission fees from grants – in- aided courses from students as tuition fees. While collecting fees, the college sticks to the rules and regulations framed by the university and state government.

Funds from Eminent Donors: - Some philanthropic and social leaders provide a little fund in form of awarded money for exam toppers. However, these funds ceased after the Pandemic.

University Grants:- For the special initiative and programs to be conducted by the N.S.S. unit, Examination section, Environment Department, Physical Education, and Home Economics, the affiliating university provided timely funds so that all the activities could be completed in time. The funds received from the university are utilized for the same purposes and all reports/accounts are maintained.

Maintenance and Auditing of Accounts: - All the grants received under different heads are maintained separately in the form of Statement Accounts and audited by the internal auditor appointed by the college governing body.

Funds Utilization Strategy: - As per the directions of the principal, all HoDs and in-charges of various departments/Cells submit tentative budgets for every academic year. The budget is placed before the CDC for approval in the first meeting at the beginning of the session. Once the budget is sanctioned, the principal, HoDs and in-charges may proceed for implementation.

Purchase :- The budgets provided to the departments are utilized by the heads of the concerned departments by following the norms and procedure laid down by the university regarding the purchase of items, requirements in the laboratory, items for sports department and upgrading infrastructure. The infrastructure and Development Committee looks after the infrastructure and maintains transparency, quality and cost feasibility while spending funds.

Repair and Maintenance: - The college infrastructure's day to day repairing and maintenance is done as per the existing policies.

Library: - The upgrading of the library and addition of text books take place considering the need and changes in curriculum.

Organization of Activities: - All the Heads of committees place budget for the activities to be carried out throughout the session and get it sanctioned by CDC and then head of the institution release grants for organizing activities.

Utilization of Funds and Submission of Utilization Certificate: - The college accounts section verifies the sanctioned funds and its expenditure and after auditing, the audited statement of Accounts for final settlement of accounts.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of the college enhances quality working in academics and administration of the college. The responsibilities of the IQAC department includes preparation of academic calendar, Timetable, making admission process trouble-free, timely updating of the college website,

Academic and Administrative Audit, maintenance of diaries, reporting of events and departments' activities, implementation of the best practices, creating research ambience, organizing co-curricular and extracurricular activities, organizing seminars and conferences, etc.

Two examples can be cited below as significant contribution of IQAC:

1. **Title of the practice:** Validation of academic departments and administrative units of the college by university through AAA.

Goal : 1. To assess the functioning of individual departments and administrative units.

2. To make improvements in the working and documentation system.

Context : After three years of affiliation granted by the last Academic and Administrative Audit team appointed by the university, the college started systematic working and documentation presentation. IQAC set up Academic and Administrative Audit Committee (AAA) to review and suggest methods to bring about improvements in working and systematizing documentation process.

Practice :- IQAC formed AAA Committee for internal verification of academic departments and administrative units of the college once in three years. The academic departments' information and checklist of documents related to administrative units were the basis on which validation and verification were completed by AAA committee in 2022. The outcomes and findings by the AAA committee were duly informed to the principal for further action.

Evidence of Success: - The whole procedure took place online. No AAA team visited the college this time as the university changed its rules and procedure of AAA. But still, a certificate of affiliation was provided by the university after the completion of filling required information and documents in the

portal of College Section of university.

1. Title of the Practice: Enhancing the Research Habits and Intellectual Inquiry of Teachers.

Goal: 1. To inculcate the sense of responsibility among the professors.

2. To develop a healthy, cooperative environ in the college to boost research habits.

Context : A need of promoting research habits and providing a platform was felt, as even after more than 25 years of establishment, no seminar or conference was organized in the institute. So responsibility and initiative was upheld by the IQAC head to come out with one such event.

Practice :- The IQAC formed some new committees in the college of the name of Seminar, Conference, Workshop Organizing Committee and Competitive Exams and Career Guidance Cell and took them in confidence. After a comprehensive discussion, the whole planning of the National Virtual Conference in English was conceived and the seminar was organized in 2022 where more than 65 participants took part and 32 scholars also contributed research papers. It brought a grand success the college had never seen and helped in boosting the confidence of the faculty members.

Evidence of Success:- The brochure, the recordings, photos, certificates and the Special Issue of the Journal where papers were published have been attached.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institution strongly believes in social and gender equity and has made several attempts to strengthen gender equity & sensitization in curricular which can be seen from the courses introduced by the institution. For example, the Department of Sociology offers courses on 'Concept of Gender' and 'Patriarchy and Class-Caste-Gender Relationship in Contemporary India' and Gender and Society in India'; the Department of English offers such poems and lessons like 'I want a Wife', "I am Not That Woman" and "Gender Equality Is Your Issue Too" by Emma Watson;, the department of Marathi teaches such lessons like "Shikshan" written by Mahatma Phule, and poems like "May (Mother)," "Majhi May Sarasoti", and "May Marathi" etc the department of Economics two courses which have aliment that focus on the "Problems and Policy of Female Workers in India" (under the course 'Labour Economics') and "Gandhian perspective on the status of women" (under the course 'Gandhian Economic Thought').

The institute believes that without establishing equity among men and women, no institution or nation can thrive. With a view to make it a mission of the institution, various programs and activities were organized in the college with direct or indirect themes pertaining to the gender equity. There are departments in like Physical Education, National Service Scheme, Home Economics and Cultural Department which special care of engaging the students in such activities and programs which exhibit and instruct the equality of gender. In the current Academic Session of 2022-23 are, the special programs organized by college for gender equity and sensitization:

1. International Women Day
2. Annual Fun Fair for Girls
3. Program on Birth Anniversary of Savitribai Phule
4. Swayam Sidha Training Programs
6. Constitution Day Celebration Program,
7. Sanwad Maitricha Program.
8. Commemoration of Lata Mangeshkar

The institution constituted the following committees as per norms laid by University/UGC:
Institution Grievance Redressal Committee,

Anti-Ragging and Sexual harassment prevention Cell,

Disciplinary Committee,

Women Welfare & SC /ST

Students Welfare Committee.

for the well-being of students and staff in the institution. The functions of these committees are displayed on the website of the institution and information is being disseminated to the students through orientation and induction programs. The institution provides safety and security facilities for the staffs and students through the above committees. Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs. The institution has a dedicated Counselling Centre and good mentoring system for the students to take care of their academic, emotional, social and cognitive development. Personal Counselling is provided to the students at different levels.

Attempts has been made to make the college campus as congenial and helpful for the girl students and women employees as possible. It provides such facilities as Staff room, separate washroom for women staff and girls' common room, sanitary napkin Vending machine,, pass concessions of bus and railway, RO drinking water, ramp for disabled and girls' washroom.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

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: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document

7.1.4

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

Response:

The institution believes in diversity and tolerance in all aspects of life, and makes special efforts to foster social, educational, cultural, linguistic, socio-economic and religious inclusiveness. Tolerance and communo-religious harmony are the two distinctive areas wherein the institute is proud to have worked a lot within past few years. One great example of this is the cultural diversity in the Teaching and Non-teaching staff of the college. Of the total teachers, four teachers including principal are from Hindu background, three belong to Buddhist faith and two are Muslims. Such is the religio-cultural diversity in our campus.

At the same time, linguistic and caste-communal harmony is also achieved through the celebrations of Hindi Diwas, Marathi Bhasha Diwas, English Day on Shakespeare's birthday, etc. Tumsar Tahsil being a multi-linguistic area with native languages like Marathi, Hindi, Povari, Gondi, Lodhi, Gujrati, Urdu, Bengli, Sindhi, Kalaari, etc., the institute also sees that the students of all linguistic backgrounds get admission and support is provided to them in the matters of study notes and comprehension of the curricular topics

Several cultural programs and activities are organized at the institution level to foster communal tolerance and social harmony. These programs include celebrations of festivals of different religions, paying tributes to the legendary figures of all sections of society, observance of all religious values with same emphasis and commemoration of the works done by national heroes of all castes and religion. Special mention must be made of the programs and activities organized on occasions of the birth anniversaries of Dr Babasaheb Ambedkar, , Mahatma Gandhi, Dr APJ Abdul Kalam, Mahatma Phule, Savitribai Phule, Gadge Maharaj, Shivaji Maharaj and Rashtrasant Tukdoji Maharaj. Throug such cultural programs like Folk and Tribal Dance, Skits on social issues, etc social and constitutional values are

fostered and imbibed on the minds of the students.

To sensitization of students and employees to the constitutional values, obligations, rights and duties, the departments like NSS and Cultural department organizes programs and activities round the year. The Special Camp of NSS is organized for seven days to cultivate the noble virtue of social service and multicultural values among the students through various programs conducted through the scheme. At the same time, orientation about environment, social and cultural harmony, personality development, and communal tolerance is also sought.

The Social, Cultural, and Intellectual Department, through such initiatives like observing the national festivals, birth and death anniversaries of national and social heroes, programs on constitution day and Dr Babasaheb Ambedkar Jayanti, various competitions on different occasions like Earth Day, Constitutional values, Environment, debates on social issues, etc. sees that all the social, cultural and constitutional values are cultivated and the students are sensitized about the same.

Simultaneously, constitutional rights and responsibilities are also given the same importance and students are sensitized about the same through some programs like Legal Guidance on Women's Rights, Legal Counselling, etc. Programs on Cyber Crime is also held to make students and employees aware about the ways of avoiding crimes and frauds.

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

7.2 Best Practices

7.2.1

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

Response:

Best practice No.01

1. Title of the practice:- Promotion of Research and Intellectual Inquisitiveness .

2.Objective of the Practice:

1 To enhance the research output of the institution.

2 To inculcate the research habit among the students and teachers.

3. The Context: It's been thirty years since the foundation of the college, but no attempts had been made with respect to research and organizing seminars, conferences and workshop during the past years. There was a dearth of such intellectual activity and as a result, no research output was evident except few research paper published in journals and proceedings by the teachers. The students' inquisitiveness could not be nourished as a result of the dearth of such initiatives. Their scope remained limited to the curriculum in absence of inspiration and exposure of intellectual activity on the part of college. Hence, there was a dire need of taking initiative and introducing new policies so that such intellectual activities could be arranged and research habits could be honed.

4. The Practice:

As per the decision made in the first CDC, the English Department of the college extended a proposal of organizing a virtual conference to the principal who approved the proposal and extended all the help for this initiative. The HOD of English Department prepared the brochure after taking consents from the invited resource persons. The conference took place on 10 March, 2023 in presence of Principal, teaching staff and 55 other teachers and research scholars from across the country. About 33 participants submitted their papers for the publication and a special issue of the conference was published in an International Peer-reviewed journal, Langlit as a conference proceeding. Online feedback was received from the participants who showered appreciations and greetings upon the organizing team.

5. Evidence of Success:

As a result of this initiative taken by English department, a new confidence and enthusiastic zeal spread throughout the campus and other departments also expressed their desire to organize such events. Some senior faculty members were also inspired and got their research papers published in UGC CARE journal. All the reports and documents were maintained by IQAC.

Best practice No.02

1. **Title of the practice:-** Enhancing Awareness about Competitive Exams and Career Opportunities.

2. Objective of the Practice:

1. To provide an opportunity for the students of listening the valuable guidance of successful personalities on competitive exams.
2. To open the windows of career opportunities to the students.

3) The Context

The institute understands that along with the curricular knowledge, it is also important to feed the students with the career making knowledge and guidance so that the same may prove to be a ladder in the path of their success. Creating awareness amongst girls from remote areas about the way they should develop their personality and about the opportunities of making their careers is a matter of importance for us all. With this aim, every year we organize programs on Competitive Exams, Career Opportunities, Skill Enhancement and Personality Development Program. This practice has really proved to be a boon for the students and several students were benefitted and placed in the last few years. Considering the need of the guidance on competitive exams and career opportunities, in the current academic session of 2022-23 also, the college organized a national workshop on the topic and invited several eminent personalities from different sections of society.

4) The Practice

About 90% girl students of the college come from the poorest, depressed and deprived backgrounds and the institute understands its responsibility to provide as better opportunities of getting knowledge and inspiration of competitive exams and career opportunities as possible. To actualize this aim, a workshop was organized on Career Guidance and Competitive Exams on 25th March, 2023 in which such eminent resource persons as a Sub-divisional Officer of Tumsar, B. Vaishnavi madam, Mr Naresh Babu Dipte from LIC, and Mr Jay Dongare from TISS were invited who bestowed the students with their experiences and knowledge of their fields which proved inspirational and motivating to the students. About 9 colleges of Tumsar Tahsil sent their students to participate in this event which became a mark of success for the college.

5) Evidence of Success

As a result of this initiative, several students took contact numbers of the invited guests and made personal contacts to them seeking more guidance. Several participants chose to become LIC agents and gave their details to Mr Naresh Babu Dipte. The coordinator of the program prepared a report of this motivational program and also took photos to be submitted and filed to IQAC.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

It's been thirty years since the establishment of the college. The institution has successfully been making its journey with a vision of providing quality education to girls from the nearby and remote areas and educate at least one girl from every family of Tumsar Tahsil. Being an only Girl's College in Tumsar Taluka, our priority is to educate every girl irrespective of family or social background. Chief objective of this vision is not only to graduate them, but also to sharpen their facets from all sides and make them capable enough to achieve success in their life. With this view, the institution has set its mission to develop and hone all the skills of the girl students related with academics, sports, competitive exams, cultural and intellectual activities, professional skills, etc.

The institute understands that along with the curricular knowledge, it is also important to feed the students with the career making knowledge and guidance so that the same may prove to be a ladder in the path of their success. Creating awareness amongst girls from remote areas about the way they should develop their personality and about the opportunities of making their careers is a matter of importance for us all. To fulfill this objective, the institute has created an ecosystem for providing viable opportunities to the students of acquiring knowledge of the competitive world and of learning the ways of achieving success in life. To this effect, initiatives are being undertaken for organizing as much opportunities for the students of knowing how to achieve success in life as possible and for that, special committees like Seminar, Conference and Workshop Organizing Committee and Career Guidance and Competitive Exams Committee have also been formed to make this happen. This initiative on the part of the college was supported by the Management Body as well which came forward to provide enough fund to the above mentioned departments to manage and organize programs, activities, seminars and workshops not only for advancing valuable research in different disciplines through national conferences and seminars, but also for making the knowledge and experiences of the successful ones in society easily available to the students through workshops on competitive exams and career opportunities.

Every year we organize programs on Competitive Exams, Career Opportunities, Skill Enhancement and Personality Development Program. This practice has really proved to be a boon for the students and several students were benefitted and placed in the last few years. Considering the need of the guidance on competitive exams and career opportunities, in the current academic session of 2022-23 also, the college organized a national workshop on the topic and invited several eminent personalities from different sections of society.

It is a matter of pride for the institution to cite here the list of programs, activities and workshops organized during last few years with a special purpose of providing knowledge of the competitive world to the students and inspiring them with personal experiences of the successful personalities in the society:

1. Workshop on Career Guidance and Competitive Exams
2. Workshop on Competitive Exams and Career Guidance
3. Program on Investment Opportunities under World Investor Week

4. Career Advancement Program
5. Bag Making Workshop in 2022
6. Mask Making Training Workshop in 2022
7. Online Workshop on Nutritional Food in Diet in 2021
8. General knowledge Exam about Computers by Universal Computers Institution, Tumsar in 2020
9. Online Seminar on Diet in pandemic Jointly with Arts College, Sihora in 2020
10. Workshop on Making Phenyl and Washing Powder in 2020
11. Career Guidance by Phoenix Competitive Examination Career Academy, Tumsar in 2019
12. Soft Skill Training in 2019
13. Role of Personality Development in 2018

As a part of this initiative, it has also been a custom of the institute to take the students to a nearby industry and gave them a firsthand experience of Industry Visit. The visit to Adani Power Company of Tiroda and a visit to Maha Handloom Khadi Gram Udyog, Nagpur were organized with the same intension and these industry visits gave ample scope to the skills and thinking power of the students. Some of the students got so inspired that they started their own business on lower scale at home and also made their products available on Amazon.

Another special initiative of the twin committees was organizing a National Virtual Conference. It was decided in the meeting of IQAC when the above mentioned committees were formed that each department will organize at least one seminar or conference in their own field every year. The English department put forward the whole plan and proposal of a national conference in the subject English on the theme of Marginalized Literature and Its Contribution in Redefining History. The HOD of English Department prepared the brochure after taking consents from the invited resource persons. The conference took place on 10 March, 2023 in presence of Principal, teaching staff and 55 other teachers and research scholars from across the country. About 33 participants submitted their papers for the publication and a special issue of the conference was published in an International Peer-reviewed journal, Langlit as a conference proceeding. Online feedback was received from the participants who showered appreciations and greetings upon the organizing team.

Through all these attempts and initiatives, the institute is making a large impact on the fertile minds of the students and also providing a valuable platform of acquiring knowledge and experience of competitive exams and career opportunities to the students. This is something unavailable in the area from which the 90% students of the institute hail. The area surrounding Tumsar is largely forested and it is hardly possible for the students to get such inspiration, knowledge firsthand experience of career making in their area. So the institute has become an academic hub for them where they can learn their studies and the ways of earn their livelihood or success in life. This special initiative has made the vision of the institute a reality which prioritizes the overall and holistic development of the students.

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

5. CONCLUSION

Additional Information :

The institution is presently facilitating a graduation course in Arts faculty and YCM Open University courses. There is full time Principal in the college and about 90% of Full Time Teachers have been appointed on regular basis. Few CHB lecturers also work in the college. Today, the college imparts education in English, Marathi, History, Sociology, Political Science, Economics, Hindi, Home Economics and Physical Education.

The Teaching and Administrative Staff of the college is always keen and at a distance of hands near to hear, understand, sympathize and sort out the grievances, difficulties or personal problems of the girls. They relentlessly take pains to make the rural girls feel at home in the college and keep emotional attachments with them in order to make the girls more confident and cheerful. For this, “Women Grievance Cell” and “Guidance Committee” have been appointed in the college. A “Local Management Committee” has also been formed to keep watch, recommend suggestions and bring about improvements in the governance of the college.

In a nutshell, the institution is aimed at and is committed to fulfill its mission of imparting productive knowledge to the girls, of carving their personality development, and of fabricating an ideal student out of them by inculcating noble virtues. The institution is making every effort in the direction of making exhaustive progress of the students.

Concluding Remarks :

The institute has grown into a large tree of 30 odd years and it knows its achievements and challenges before it. It is proud that several of our students have so far secured placements in various government and private sectors. Several of them have also started businesses of their own and secured good positions in life. However, the institute is also aware about the challenges it is facing since its inception. There are issues like large number of dropouts of students as there is still early marriage system in rural areas of Tumsar and poor facilities of commuting for the students who come from forested areas. But still the institute is trying to make up for these problem by providing Pass Concessions for bus and train so that the students may commute to and fro college regularly.

At the same time, there are issues of infrastructure augmentation which is impossible in absence of funds. The institute has in its future plans to apply for the 2F and 12B of the UGC grants so that funds for infrastructure could be obtained and physical and academic facilities could be improved and modernized. This will also help the teachers to apply for the Major and Minor projects. The colleg will also get approvals for value-added courses and new faculties from the university.

Thus, The NAAC process has brought to the institute's view what had not been given importance earlier. The institute has become aware about its strengths, weakness, challeges and opportunities it has before it to work upon. The Executive Body of the college has started working upon these challenges and is sparing no stone unturned to make best of these opportunities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><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></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& 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 and communicated to the relevant bodies</p> <p>Remark : B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p>																																								
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>105</td> <td>93</td> <td>107</td> <td>135</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>105</td> <td>90</td> <td>102</td> <td>106</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>113</td> <td>113</td> <td>113</td> <td>135</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>113</td> <td>113</td> <td>113</td> <td>135</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	106	105	93	107	135	2022-23	2021-22	2020-21	2019-20	2018-19	106	105	90	102	106	2022-23	2021-22	2020-21	2019-20	2018-19	113	113	113	113	135	2022-23	2021-22	2020-21	2019-20	2018-19	113	113	113	113	135
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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113	113	113	113	135																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years</p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	09	09	09	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	07	07	07

Remark : DVV has made the changes as per shared report according to the document .

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
10	09	02	04	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	02	04	02

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
32	21	24	21	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	17	15	12	15

Remark : DVV has made the changes as per shared report and excluding the yoga & youth .

3.5.1	<p>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.</p> <p>Answer before DVV Verification : Answer After DVV Verification :01 Remark : DVV has made the changes as per shared report excluding the duplicates .</p>																				
5.1.1	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 790 1046 922"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>216</td> <td>265</td> <td>281</td> <td>318</td> <td>296</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1003 1046 1135"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>216</td> <td>262</td> <td>281</td> <td>298</td> <td>283</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report data template document .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	216	265	281	318	296	2022-23	2021-22	2020-21	2019-20	2018-19	216	262	281	298	283
2022-23	2021-22	2020-21	2019-20	2018-19																	
216	265	281	318	296																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
216	262	281	298	283																	
5.1.2	<p>Following capacity development and skills enhancement activities are organised for improving students' capability</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has selected the B. 3 of the above according to the document .</p>																				
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1973 1046 2083"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

24	21	28	11	30
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	21	27	10	27

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	131	88	51	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	131	88	51	34

Remark : DVV has made the changes as per shared report by according to the 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)

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:

2022-23	2021-22	2020-21	2019-20	2018-19
20	24	18	23	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	10	18	18

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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6	4	9	7	1
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	4	4	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

Remark : DVV has made the changes as per shared report and excluding the duplicates .

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 : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has selected the C. 2 of the above according to the document .

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 09 Answer after DVV Verification : 07</p>