



# **SELF STUDY REPORT**

**FOR**

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

**MAHATMA JYOTIBA FULE KALA MAHAVIDYALAYA,  
ASHTI**

ALAPALLI ROAD ASHTI, TA. CHAMORSHI, DIST. GADCHIROLI 442707  
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[www.mjfcollegeashti.org](http://www.mjfcollegeashti.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Mahatma Jyotiba Fule Kala Mahavidyalaya, Ashti Dist Gadchiroli** was established in the year 2000 as an Arts college at Ashti (Rural/Tribal) area of Gadchiroli District in the state of Maharashtra by Van Vaibhav shikshan Mandal, Alapalli (now Aheri). Van Vaibhav shikshan Mandal, Aherii, tah-Aheri, Dist. Gadchiroli is a registered body registered under societies registration Act- 1860 and Bombay public trust Act- 1950. The trust was registered in the year-1984 with the sole objective of promoting education among primitive tribes, adivasis and inhabitants living in unapproachable hilly and dense forest belt of Gadchiroli district of Maharashtra State. The Maharashtra government recognised Secretary Abdul Hakeem Abdul Rahim's services by awarding him the Adivasi Sevak Puraskar. With the help of the secretary, the executive committee, the principal, the faculty, the non-teaching staff, the area's newly admitted students, and the college's alumni, the institution experiences prosperous phases gradually.

The college is situated in a remote, tribal, backward belt in the tribal predominant district of Gadchiroli in Maharashtra. The district is both Naxal affected and backward. Being the Naxal affected area people are constantly under threat and in the atmosphere of horror. The institution has to go ahead under these limitations as also those of poverty, illiteracy and superstition. In spite of all these challenges, Ashti is situated on the bank of Vainganga river and is surrounded by natural beauty of the forest and Vainganga river. **Chaparala Prashant Dhama**, a well-known Tirthsthal (Holy sacred Place), is located on the bank of the Pranhita River at 9 kilometres from Ashti, following the confluence of the Wardha and Vain- Ganga rivers. This village is accessible through fairly good roads. The college completed its 22 years. During this 22- years period, the college has been able to fulfill the needs and demands of the rural people by imparting education. With the changing scenario and consequent launching of a number of new educational policies, this institute sets its goal to provide scope and support for the upcoming generations in the field of education. In realizing its goals, the teaching faculty and non-teaching staff have been endeavoring since its inception. Sincerity, hard work and honesty are the ingredients of this institution that every stakeholder has been nurturing continuously. Since a large number of our students come from economically weaker sections of the society and from different mother tongue background, we try to imbibe among them good values so that they become responsible citizens of this great country. The college aims at catering to the academic excellence of the students and providing them with facilities to develop their inherent talents.

Our aim is to create good citizens and the overall development of students of rural area. Following this goal, the institution with its academic sessions, extension activities and extra co-curricular activities, helps the students in acquisition of knowledge, values, community orientation, good citizenship and life skills as well as train them for a successful career and future prospects. Constant efforts are made for community and social development and for helping economically and socially backward students of this region.

### Vision

- To mould the students into enlightened citizens by inculcating basic moral values.

### Mission

- Making higher education accessible to the tribal & remote , naxal affected and economical backward classes students.
- To make overall development of the students and making them responsible citizens.
- To inculcate discipline and social responsibility among students
- To develop various skills through sports among students.

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

### **Institutional Strength**

- Pollution free, Eco-friendly and good campus with well ground facility in the premises
- Highly qualified and well experienced full time teaching staff, committed for overall development. Among 8 permanent faculties, 5 are Associate Professors and Research Supervisor.
- Student-centered and activity-based teaching and learning.
- Good student strength with higher percentage of girls students.
- Well sports facilities with archery specialization Physical Education Director.
- Khelo India Centre – archery specialization for Gadchiroli District by Central government.
- Safe and conducive environment of the college becoming choice for female students.
- Willingness of the faculty to take any administrative work
- Research work undertaken by the faculties is excellent one. Publishing articles, Research Papers, chapters in books are laudable.
- Student support & progression activities through NSS and other departments help in creating social responsibility and nationality among the students.
- Higher success rate in examinations.

### **Institutional Weakness**

- College is located at far away from industrial areas, a cause of concern for placements of students.
- No full time principal since long.
- Students admitted are having very poor financial background. So, Self finance courses hardly possible.
- The quality of most of the admitted students to courses is below average and the majority of them are from tribal and economically weaker backgrounds.
- Admission of least scored students with poor knowledge and interacting ability. Students with very weak English language skills.
- Parent's cooperation and support is very low from expectation.
- No external funding except Govt. Salary Grant.

### **Institutional Opportunity**

- Opportunity in the promotion of sports/cultural events.

- Starting P.G. courses so the student from the vicinity would be benefited.
- To take up UGC-funded project works to improve teaching and learning activity.
- Increasing skill development, value added programs to enhance compatibility of the students.

### **Institutional Challenge**

- Lack of motivation and self-confidence in tribal/rural students.
- Improving employability of graduates.
- Keeping pace with rapid changes in higher education.
- Adapting with the global scenario is difficult.
- Challenge to start self- finance courses.
- Fund generation or finding the resources for economical support.
- Overcoming language barrier.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college is a single faculty Arts college running 3 years B.A. traditional course at undergraduate level. The college is affiliated with the newly established Gondwana University, Gadchiroli, Maharashtra State. The college offers co-education in the faculties of Humanities The college has a clear vision for upliftment of tribal, rural society through education by means of learning, research and extension activities. The college makes every effort to realize its vision and mission of developing competent human resources through quality education.

Faculty members on the board of studies contribute to curriculum designing. 02 teachers are members of Board Of Studies, Gondwana University Gadchiroli. The teaching process, examination, and evaluation processes are followed as per rules set up by the University, UGC, and State Government. Many members participate in University's paper setting and valuation and moderation work.

The planning of the academic and co-curricular activities of the college is executed by the IQAC before the initiation of the new academic year. Inputs from all departments are considered at the end of a given academic year for the planning of the next academic year. The IQAC plans the College Time Table to ensure effective curriculum delivery throughout the year with help of other assisting committees. The college ensures that issues relevant to Gender Sensitization, Human values, environment and sustainability are addressed through curricular, co-curricular, and extra-curricular activities.

As per University guidelines, the institution is running a CBCS pattern for UG courses from the academic session of 2017-18. Structured feedback is taken from the students, teachers, and alumni. The same is analyzed and accordingly, action taken is initiated. The feedback system is contributing valuable inputs for overall development.

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

**The admission policy of the institution is transparent. The college admits students on a first come first served basis. The college follows reservation policies of the State government as applicable to the institution and ensures admission of SC, ST, OBC, and minority students as per guideline. As the college is situated in remote, rural area of the Gadchiroli district, different social, economic status and from different language background like : Marathi, Hindi, Bengali, Telugu, Gondi, Madia,etc. students are admitted in our college.**

**The college has highly qualified and efficient 8 fulltime Faculty members. Among them 04 are Associate Professors and also are recognized as Research supervisor by Gondwana University, Gadchiroli. Another 3 faculties are going through extensive research work. 3 faculty members are working as CHB. Teachers are sent for the training programs like Refresher/ orientation courses for enhancing qualities and they also take part in various conferences, seminars, workshops etc. PBAS is collected every year from them for self-evaluation. Currently college has one fulltime teacher behind approximately every 48 students.**

Academically weak students are helped through Extra classes and advanced learners are motivated to take part in seminar, group discussions, subject related activities ,and quiz competition, etc. Teachers use e-learning resources in their lectures. Guest lectures are also organized for academic enrichment of students. The emphasis is given on completing the syllabus and other extra- curricular activities. Additional knowledge is imparted to the students by organizing bridge courses, and field trips. A combined effort is taken to maintain good teaching – learning atmosphere in college campus. The time table of the college is prepared and strictly followed.

The internal evaluation process is carried out transparently in the college.

At the University examination the performance of students is satisfactory. Teachers follow their annual plans and academic calendar strictly.

The internal assessment mechanism is followed as per the directives of Gondwana University, Gadchiroli. This includes conduction of unit test, exam, assignments to students, and active participation in routine class activities / seminars etc.

College conveys the Programme outcomes(PO), Course outcomes(CO) and Programme Specific Outcomes (PSO) in the parent students meeting, during the classroom teaching and also same displayed on college website.

In students satisfactory survey it was observed that, opinion of the students about the institution, infrastructure of the college and teaching learning process is satisfactory.

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

The institution does not have a recognized Research Centre. But it has a Research Committee which encourages the faculties to be involved in research activities. Although limited number of teachers are there but the institution is modestly contributing to research papers in various national and international Journals, Book

chapters, conference proceedings. As the college is not covered in 2 F/ 12B, there are limitations for government funding. Among 8 full time teachers, our 4 faculties are research supervisor recognized by Gondwana university, Gadchiroli. 10 students are registered under their supervision for the Ph.D work. One faculty has submitted his research thesis, while remaining 2 are going through extensive research work. Total 10 research paper of staff members are published in reputed UGC Care listed journals. Other 41 research paper are published in various journals, 06 conference proceeding, 08 book chapters have been published by staff members.

One state level workshop was organized on writing plays ( Natyalekhan Tantra karyashala ) in collaboration with **Maharashtra Rajya Sahitya Samsriti Mandal, Mumbai** with the funding of 50,000 /-. One another research project has been sanctioned (90,000 /-) by the Gondwana University Gadchiroli for the year 2022-23

The college organizes various extension activities in collaboration with the University, Govt. & Non-Govt. organizations. The neighborhood communities benefited from the extension activities of institution. The extension activities are generally carried out through NSS, Women Cell, Cultural committee, Population Education club, etc. Community development, Village adoption, Social work, Health and hygiene awareness, Medical camps, Blood Donation camp and, AIDS awareness, Women empowerment, Holistic development programs are held to fulfill the objective of extension activities. NSS unit organizes special camp for NSS volunteers, encourages them to participate in various social activities, "Panpoi" at Chaprala fair, Manuskichi Bhint (Humanity Wall), Women cell organizes activities to strengthen the women power. The curriculum extension interface has an educational value especially in rural areas. Expertise of the faculty is shared with the community.

Through collaboration, academic activities are made more realistic perspectives and also expand the scope of learning experiences to students. The College has done 5 MoUs with various working institutes. Such collaborations motivate stakeholders to be engaged in trainings, student exchange, faculty exchange, research and resource sharing among others.

### **Infrastructure and Learning Resources**

The campus is spread across 2.5 Acres with a built-up area of 1219.10 sq. meters.

Good building, furniture, and equipment provide adequate and quality facilities for teaching-learning process. Adequate facilities along with space for sports, and cultural activities for the holistic wellbeing of the students to harness and develop their talents.

02 ICT enabled classrooms, 1 seminar hall, Wi-Fi connectivity with data speeds up to 100 Mbps availability on the campus. Computer lab with a total number of 08 computers. Provision of free Wi-Fi throughout the whole campus. Hi-speed internet facilities, printers, photocopiers and scanner are also available. We have adequate number of spacious classrooms. (07 classrooms for UG programmes, Thus, there is no shortage of classrooms at present. ICT facilities are available in 2 class rooms. Tutorials are given in the classrooms after the normal classes. The college has a good sports infrastructure and facilities with Archery, Yoga, Cricket, Volleyball, football and Kabaddi ground. Single bar, double bar, running track also available in the campus.

The library has **2459** books, **02** journals, and **03** magazines. Standard established procedures for maintaining and utilizing physical, academic, and support facilities. The library has an active Advisory Committee, with the Principal as its Chair Person and a few from the faculty as its members. The library works for seven hours on

working days.

### **The college has mechanism for the maintenance of infrastructure in which a committee**

looks after all the maintaining work. Building , electric, desk-bench repairing, denting-painting, ground, wall compound all these are constantly checked and if needed the repairing work is done by this committee. The Campus is equipped with 16 CCTV cameras, ensuring the vigilance and personal safety of learners, teachers, and other stakeholders.

### **Student Support and Progression**

The college supports the students in a number of ways to forge ahead academically and otherwise. The very Prospectus of the college issued to the students at the time of admission contains all necessary information regarding the institution, fee structure, incentives to the students, etc. The vast majority of students of this tribal belt get scholarships from the Government of India and a small percentage free ships.

The support systems include Grievance Redressal Cell, Anti Ragging Cell, Student Welfare Council, Internal Complaint Committee, Mentoring System, NSS, Alumni Association, and so on. The college strives to provide various welfare schemes and facilities to these students such as Government of India Scholarship, EBC, Free ship etc. During admission the SC, ST, OBC students get fee concession and reservation of seats as per norms of the Government.

The institution has always taken concrete steps to encourage students' active involvement in extracurricular and co-curricular activities. Students have won several laurels at the university level, state and national level various games. In archery and Karate our student got medals in state level competition and participated in All India Level and also participated in International level Karate championship. Also participated in kho kho, kabbadi, fencing, football and state level Krida mohotsav, etc. We have also arranged quiz contests, debates, discussions, etc. Every year the cultural department of the college conducts cultural events in the college and numerous prizes are given away. College Day is celebrated every year with great enthusiasm. To support the academic activities of the students, diverse audio-visual aids, are provided in addition to the traditional facilities. Students are given academic counseling mainly by the teachers especially while teaching.

The college involves students in many activities. It has a Students' Council. Students are included in various administrative and other bodies like NSS, and Alumni Association. The college networks with the former students mainly through the mobile phones call and messages. We provide free wi-fi connection for the students.

### **Governance, Leadership and Management**

The institution strives to contribute towards enriching lives and expanding horizons of rural community through higher education as it is striving to develop all-round personality and career potential of the rural students coming from the surrounding villages. The college ensures that the vision and mission of the college are in tune with the higher education policies of the Nation.

Van Vaibhav Shikshan Mandal, Aheri, is the Apex Management Body which acts as the patron of the college. For all kinds of policy decisions regarding institutional development, the College Development Committee is

constituted as per the Maharashtra Public University Act, 2016, which gives representations to various stakeholders.

The Principal as the 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. The IQAC of the college develops the perspective plans and take quality initiatives.

Democratic leadership is visible in the functioning of various committees formed to regulate smooth functioning of the college wherein due representation is given to the staff members including students. Thus, the college ensures decentralization of the governance of the institution. The college follows the PBAS of the UGC for the promotion of the teachers.

A transparent and clear financial policy is practiced for the mobilization of funds and optional utilization of resources by the college for its effective and efficient academic and administrative functioning and development. The college conducts regular internal and external financial audits as per the requirements of the university.

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

The college is conscious of imbibing Social Responsibilities through the Institutional Values circulated time to time. Socially important aspects like gender equity programs and Gender Sensitivity issues are addressed through the measures like Safety and Security on the Campus, Students Welfare committee, Counseling of students at all levels. The college is under CCTV Surveillance which ensures the safety.

The institution promotes practice of national integration, communal harmony and social cohesion and fundamental duties through various programs and activities. The College focuses toward the education and social responsibility. As a part of it the best practice '**Cherishing Humanity**' ("Manuskichi Jopasana") was started with the help of students. Helping flood affected people, awareness in Seva Vasti (slum area at Ashti), collecting old clothes and giving to needy, help in Corona Pandemic ,etc. activities were done under that activity. In the current Academic year "**Yognritya**" (Yoga through dance) was started as a best activity to spread awareness about health among students as well as local people. Near about 50-60 people attend Yognritya regularly at college campus.

The college is situated in a rural agrarian area having very low carbon emission and has naturally pollution free climate. Environment awareness created among the staff and the students helps to keep the campus clean and eco-friendly. As a measure for waste management, the college has banned the use of plastic inside the campus. Rain harvesting also has implemented to create awareness about water conservation.

In a bid to be responsive to environment, every year college has proposed the tree plantation activity on 1st July (on the occasion of Institution Secretary's birthday) in the campus. The main focus of these activities is to create awareness among the students about the importance of trees in the environment.

The college practices first come first served admission policy to accommodate the first generation learners that constitute a large portion of the undergraduate students. The college is surrounded by a poor and middle class habitation. This policy ensures that the students living in the vicinity of the college are accommodated.



The college develops passion for learning, improving creativity, innovation, critical thinking and make a responsible citizenship in students.

The IQAC plans Best practices and institutionalizes them regularly. The college has defined codes of conduct for students, Teaching and supporting staff and practices the same. The institution maintains complete transparency in its academic and administrative functions.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Mahatma Jyotiba Fule Kala Mahavidyalaya, Ashti
Address	Alapalli Road Ashti, Ta. Chamorshi, Dist. Gadchiroli 442707
City	Ashti
State	Maharashtra
Pin	442707
Website	<a href="http://www.mjfcollegeashti.org">www.mjfcollegeashti.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sanjay Dinkarrao Fulzele	07135-244165	9834772654	-	mjfartcollege@gmail.com
IQAC / CIQA coordinator	Ravi Gulab Gajbhiye	07135-244166	9284190016	-	graviravi2017@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority letter.pdf</a>
If Yes, Specify minority status	
Religious	religious
Linguistic	
Any Other	

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

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Alapalli Road Ashti, Ta. Chamorshi, Dist. Gadchiroli 442707	Rural	2.471	1219.1

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Marathi	36	HSC	Marathi	460	370
UG	BA,English	36	HSC	English,Marathi	460	370
UG	BA,Political Science	36	HSC	Marathi	460	279
UG	BA,Economics	36	HSC	Marathi	460	232
UG	BA,Sociology	36	HSC	Marathi	460	364
UG	BA,History	36	HSC	Marathi	360	91
UG	BA,Marathi Literature	36	HSC	Marathi	360	91
UG	BA,Home Economics	36	HSC	Marathi	360	53

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				3			
Recruited	0	0	0	0	5	0	0	5	2	1	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	7	0	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

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	0	0	0	0	0	5
M.Phil.	0	0	0	5	0	0	0	0	0	5
PG	0	0	0	5	0	0	2	1	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	1	0	4
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	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	142	0	0	0	142
	Female	228	0	0	0	228
	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	33	33	27	26
	Female	31	37	36	41
	Others	0	0	0	0
ST	Male	48	47	57	54
	Female	41	54	47	49
	Others	0	0	0	0
OBC	Male	91	88	90	80
	Female	93	93	90	115
	Others	0	0	0	0
General	Male	20	21	13	23
	Female	27	28	26	43
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		384	401	386	431

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The college is affiliated with Gondwana University, Gadchiroli, the course structure is designed by the University as per the UGC guidelines. Our Institution's vision and mission are focused on overall
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	development of students. Choice based Credit system has been adopted and hence students have internal choice to select subjects within the discipline.
2. Academic bank of credits (ABC):	The institution is taking all efforts to register students for the Academic Bank of Credits through Meripehchaan portal. The instructions from the affiliating university are followed for ABC registration.
3. Skill development:	The institution tries best to inculcate ethical and moral values among the students through various activities in align with NEP. Through Pan-Poi (water distribution in fair) students learn the humanistic approach. Through Yognritya life-skills training is given and awareness of health is also done. Constitutional values are taught through awareness rallies and programs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution has emphasized the creation of a social and cultural Center of excellence. It is going to focus on the integration of the Indian traditional knowledge system, and maintenance of tribal culture through teaching-learning. Teaching in Indian language, culture will be integrated into the curriculum as per guidelines of Gondwana University, Gadchiroli.
5. Focus on Outcome based education (OBE):	As per the NEP 2020 guidelines, Gondwana University is developing new outcome-based curricula. Those will be implemented as per the directives of university. LOCF (Learning Outcome-based Curriculum) aims to bring a variety of approaches to teaching- learning process like lectures, seminars, tutorials/workshops/practical and project-based learning fieldwork.
6. Distance education/online education:	Institution has started Yashwantrao Chavan Maharashtra Open University centre for providing distance education for all those who could not take higher education and are willing to pursue higher education. Along with Under graduate programmes our center offers M.A. in English, Marathi, Economics.

### Institutional Initiatives for Electoral Literacy

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<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>YES. The College has Electoral Literacy Club (ELC). Under the leadership of Dr. G.B. Khune.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>YES. One student coordinator has been appointed by the college. Amnd the ELC is functional.</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>ELC conducted following program: 1. Voters Awareness Programme conducted. 2. Voter Registration. 3. Cooperation in Govt. Election- All the teaching and non-teaching staff performs the duty as per assigned duty by Election officer. Some professors worked as a Zonal officer, some as Preciding officer and others as per requirments.</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>ELC has conducted voter surveys, voter registration camp, and voter awareness rally.</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>College ELC as identified the students above 18 years who have not been registered as a voter such students have been provided registration form . The applications form duly filled in and were submitted to the local Tahsil office.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
384	398	386	431	448

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

### 2 Teachers

#### 2.1

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

Response: 8

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

#### 2.2

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

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

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.75672	3.96778	4.74764	5.66389	3.34172

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

Being an affiliated college, we have to implement the curriculum designed and prescribed by Gondwana University, Gadchiroli. The college develops an action plan for the effective implementation of the curriculum. We are very particular about the effective and efficient delivery of curriculum, always keeping in mind the institution's vision and mission to develop a learner-centric institution that constantly strives to impart quality education to almost the first-generation learners from the predominantly aadiwasi, backward, agrarian, and rural area. The college makes an effort to guarantee that the curriculum and the goals of the institution are integrated while implementing the university-designed curriculum.

The institution develops action plans for effective implementation of the curriculum through academic calendar, annual teaching plans which are implemented through various teaching methods involving ICT, class seminars, group discussion, question- answer, home assignments and project work. The institution makes sure that the curriculum is implemented in a way that helps students from rural and socially disadvantaged backgrounds develop their character on all levels, preparing them to be responsible and employable citizens.

The following practises have been established for curriculum delivery effectively which is well-planned and documented.

The institution forms a **Teaching and Evaluation Committee** to monitor and maintain records of the effective curriculum delivery. The committee develops teaching plan formats, offers innovative teaching and learning strategies, and frames the institutional academic calendar in accordance with the affiliating university's academic calendar.

At the beginning of the academic session, the institution prepares **the Academic Calendar** of the college in accordance with the Academic Calendar of the affiliating University which includes the tentative schedule of all important curricular, co-curricular, extra-curricular activities and the continuous internal evaluation to be undertaken during the session.

At the beginning of the academic session, all the teachers prepare **teaching plans** of their respective subjects on the basis of the curriculum prescribed by the University and teach their subjects accordingly. The teaching plans also include tentative dates for seminars, group discussions, study tours, quizzes, periodic examinations, and teaching strategies relevant to the various syllabus units. The Teaching and Evaluation Committee must receive teachers' lesson plans.

Daily teaching is conducted strictly in accordance with the **time table** framed at the beginning academic year which accommodates the weekly workload of all the teachers.

To ensure regularity and punctuality in the class on the part of students, teachers take and maintain the records of **students' attendance**. In case some student is found to be absent for a considerable period of time, the teacher concerned tries to contact the particular student and ensures his / her regularity.

The college has **Internal Examination Committee** which conducts tests, examinations. Conventional methods of internally evaluating the progress of students throughout the academic year as per the Academic Calendar of the institution. Besides the classroom tests, students are given home assignments and project work. Their performance is recorded at every stage and corrective measures are suggested.

**Feedback System:** From a variety of stakeholders, including students, teachers, parents, and alumni, curriculum feedback is gathered. Action is performed after analysis of the feedback. Based on input from the stakeholders about curriculum delivery, IQAC proposes corrective methods to improve curriculum transaction.

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

## 1.2 Academic Flexibility

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

**Response:** 0

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

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

**Response:** 0

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

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

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

## 1.3 Curriculum Enrichment

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

#### Response:

Teachers incorporate all these issues into the teaching-learning process while teaching English, Marathi, Marathi literature, history, sociology, political science, economics, and home economics to help students become well-rounded individuals who are sensitive to professional ethics, gender, human values, the environment, and sustainability.

Languages like Marathi and English aid in students' communication skills development when it comes to topics like gender concerns, human values, and environmental sensitivity. Teachers address these topics while instructing pupils in poetry and prose, emphasizing the need of having a well-rounded perspective. The main focus of business and professional communication in communicative English and Marathi is to maintain proper ethical behavior.

Nearly all cross-cutting concerns are covered by the topics covered in **political science** in all BA semesters. Students learn about Indian Democracy and Local Self-Government, which uses justice, equality, and liberty as the cornerstones of all political institutions. Political theory that students study indirectly addresses issues relating to gender, professional ethics, human values, etc. Indian and Western political thoughts deal with thinkers and their ideas.

**Economics** helps in understanding of market dynamics and of Indian and global economy. We live by the motto that we teach students to view development not as the cause of environmental destruction but as a crucial means of improving the environment for a healthy life style by providing wholesome food, water, shelter, sanitation, etc. for future generations. Environment and sustainability are topics we cover when teaching this subject.

**Sociology** provides the conceptual framework for the students to understand the structure and dynamics of human society. 'Indian Society: Issues and Problems' sensitizes to the sociological causes of and corrective measures for the weaker sections of society, of displacement and rehabilitation.

**History** helps to develop understanding of the present as the product of historical forces and factors. The importance of establishment of the universal value like liberty, equality and fraternity is explained to students with the history of the World Wars and Revolutions. To broaden perspective on contemporary human conditions and demonstrate the present human condition as the culmination of human endeavor through trial and error is the main function.

By hosting guest speakers, **the Women Cell**, Internal Complaint Committee, and Department of **Home Economics** regularly arrange events to educate students about gender, health, hygiene, and women's empowerment, International Women's Day is celebrated on 8th March.

In addition to this, the college organizes various programs on Human rights such as Constitution Day and Non-Violence Day.

The college also observes Communal Harmony Week and Cleanliness Awareness Week to sensitize its staff and students on issues such as gender, inclusion, and environment. The Anti-ragging Cell also organizes programme to dissuade the students against ragging.

Thus, the institution makes sure that the curriculum is implemented in a way that helps students from rural and economically underprivileged backgrounds develop into well-rounded individuals who can be thoughtful and responsible citizens.

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

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

**Response:** 44.27

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

Response: 170

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

## 1.4 Feedback System

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

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



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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 58.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
113	133	128	136	136

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

2021-22	2020-21	2019-20	2018-19	2017-18
220	220	220	220	220

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list as published by the HEI and endorsed by the competent authority	<a href="#">View Document</a>
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	<a href="#">View Document</a>

#### 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:** 75.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
77	82	86	85	86

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

2021-22	2020-21	2019-20	2018-19	2017-18
110	110	110	110	110

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

**2.2 Student Teacher Ratio****2.2.1 Student – Full time Teacher Ratio  
(Data for the latest completed academic year)****Response:** 64**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:**

According to the college's vision and mission statements, it has been a goal of the institution to use teaching and learning methods and strategies that are engaging, interactive, and student-centered. Teachers use these techniques despite the impossibility of completely replacing teacher-centric techniques like lecturing and dictation in order to assist students build autonomous, cooperative study and research skills.

**Experiential Learning** - Some subject professors go on study excursions and conduct social surveys to give students first-hand knowledge of certain curricular themes. Through the showing of films that have been adapted from books, the English and Marathi departments offer a virtual experience of drama, poetry, and novels.

Students participate in acting out role plays when language skills and communicative skills are being taught. The Department of Political Science organizes study trips to local self-government organizations and simulates parliament's operations. Dept. of History routinely visits historical locations. In order to grasp real money and finance businesses, the Department of Economics works well with the neighbourhood Self Help Groups and aspiring female entrepreneurs. They also visit Cotton Industries. Dept. of Home Economics provide practical learning experience through such activities as making bouquet, bag, interior decoration, and preparing and preserving food items, etc. Dept. of Economics organizes visits to local Agriculture Produce Market Committee and rice mills. The students of these departments also visit nearby banks, industries and villages to understand and experience bank transactions, micro-finance groups, etc. Students are assigned projects as part of the teaching of environmental studies that are based on their field trips, giving them first-hand exposure to many aspects of the curriculum. Some teachers give their pupils access to online video clips from websites like You Tube based on the curriculum, followed by group discussions to give them a virtual experience of key curriculum themes. Some teachers also suggest to watch youtube Videos related to the subject.

**Participative Learning** – Students are encouraged to become active learners through participating in class discussions, question-and-answer sessions, home assignments, and pair/group activities connected to the curriculum in order to develop participatory teaching practises. This kind of learning is evident in the way our college actually teaches, as students actively participate in a variety of departmental activities like seminars, group discussions, field trips, and creating wall hangings. 'Marathi Pandharvada' is held by the Department of Marathi in honour of National Marathi Language Day. In the classroom, teachers encourage their students to ask questions, seek clarification, and express their thoughts. The chance to assist other students in learning, preparing, and reviewing their assignments and projects is given to the more advanced students in the class. They are given the chance to instruct the class. For the benefit of the students, a variety of competitions are held, including debate, elocution, quiz, etc.

**Solving problems:** Students are encouraged to use the internet and library resources to prepare their homework. Some of the problem-solving strategies used in teaching-learning practises include the question-and-answer technique, unit exam, interactive method, seminar presentation, and assignment.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 93.33

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

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

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

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

**Response:** 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**

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

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

## **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 conducts the internal evaluation in accordance with the standards of Gondwana University,

Gadchiroli.

The Internal Exams Committee has been established to handle internal exams, and it plans for the running of unit tests and test exams in accordance with the academic calendar. These committees prepare timetables for internal exams and send out messages to students with assessment dates and seating arrangements.

The students are made aware about the different aspects and the marks distributed for the internal assessment. The internal assessment parameters of BA program are mentioned bellow.

Unit Test 05 Marks

Oral Test / Seminar 05 Marks

Assignment 10 Marks

## Attendance and Responsible Behavior 05 Marks

According to the requirements of the affiliating university, students who participate in co-curricular and extracurricular activities through N.S.S., Lifelong Learning and Extension Service, and those who participate in Sports and Games and Cultural activities are also given incentive marks.

The college's academic calendar contains the internal assessment schedule, and the teaching plans created by the teachers of the various topics contain full information on the internal assessment.

In each semester course unit test, practice exam are conducted along with compulsory seminar / presentation and assignment.

The results of the unit test and test examination are shared with the class and are also placed on the notice board. To become familiar with their mistakes and improve the quality of their solutions, the subject faculty members provide them with examined answer booklets of the unit exams and test examinations. The concerned teacher records internal evaluations. The subject teachers keep a record of internal assessments in order to take the required actions to ensure that the evaluation process is transparent. Results of the unit tests and test examinations are communicated to the parents in the Parents' meeting.

The teachers provide assignments to the pupils, who then check it with the assistance of the class' advanced pupils.

So far as variety in the internal assessment is concerned, practical, projects, field projects and field trips are conducted as per the norms of affiliating university. Teachers clarify any questions and concerns raised by students during class time if they have trouble understanding the test questions on unit exams and other tests they have assigned.

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

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

The college's B.A. programme subjects include Sociology, Economics, Home Economics, Political Science, History, and Marathi Literature in addition to the compulsory Marathi and English. The programme outcomes are the knowledge, abilities, and attitudes that the students ought to have attained at the end of the programme.

The objectives and importance of Course outcomes, Program outcomes and Program specific outcomes are communicated to the teachers and students in the formal way of the discussion, seminars and through displaying on the website. After admission, the students are made aware of the syllabi prescribed to them.

The college has created a well-structured process for conveying the course and programme outcomes to the students in order to help them comprehend the significance of the programme and courses they are pursuing.

Program and course outcomes are prepared very meticulously by the teachers and displayed on the institutional website and in the college prospectus. Subject-wise course outcomes are uploaded on the college website for the easy access by the students, alumni, parents and others. Functionality of website is taken care of. In the orientation program also the course and program outcomes are communicated to the students and the teachers.

Although there is no official system in place to evaluate students' knowledge and skills, teachers still do so during the first few lectures by looking at how well the students are able to handle the program's and course's objectives. Students who successfully complete the three-year degree programme are prepared to face life's difficulties. While some of them choose to pursue higher education, some look for employment, and the others choose to focus on other services.

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

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

#### **Response:**

Learning outcomes and their attainment confirms the aims and objectives of higher education system. These can be realized in the behaviour, attitude, approach, punctuality, discipline, enhancement of soft skills, presentation skills, their engagement with various formative and summative tests and exams with good results conducted internally and externally.

The results of the internal assessment and external examination carried out by the affiliating university are used to evaluate the attainment of programme outcomes, programme specific outcomes, and course outcomes. It is a way to directly quantify achievement. The student's performance in the university exams, including both academic and practical testing, is an important factor in achieving the desired results. Student achievement in various activities and involvement in class are important factors in achieving results. Students' attainment of outcomes is felt in students' performance in the summative exams conducted by university.

Individual subject teachers prepare the course learning outcomes and take stock of them to turn them into reality. At the end of and during the course delivery, teachers conduct many tests based on the course outcome and testify whether students are following the outcomes of the courses. It is clearly reflected in the performance of the students in various exams. Teachers of the courses design the exercises, quizzes, and assessments with a focus towards student participation in line with the objectives of the course. In



addition to written exams, numerous co-curricular and extracurricular activities that are relevant to the course's learning outcomes also contribute to the achievement of the learning's aims, objectives, and outcomes. During presentations, oral exams, and seminars, students' personal characteristics are revealed.

Individual teachers use various direct tools like Class Tests, University Exams, Assignments, Seminar, etc. for the evaluation of Course outcomes (COs). The college evaluates POs and PSOs by using evaluation of COs and Indirect Tools like Surveys/ feedback from Alumni, Parents, Teachers and Students.

By administering unit exams and one test exam each semester, the institution conducts continual internal evaluation. The university administers both practical exams and semester-by-semester unit tests. Assignments, seminars, and attendance are some of the components of the internal assessment. It is worth 20 points. The university's theory exam carries 80 points, while the practical exam carries 30. The college's internal examination committee administers CIE, which consists of unit examinations for 20 points each.

The institution seeks student opinion (Student Satisfaction Survey) on how the institution as a whole functions, as well as their own evaluation of the institution's efforts to help students achieve their desired results. This is a tool for measuring the accomplishment of goals as well. Students' abilities, knowledge, involvement in and responsibility for co-curricular and extracurricular activities are used to assess their performance.

Individual teachers use various direct tools like Class Tests, University Exams, Assignments, Seminar, etc. for the evaluation of Course outcomes (COs). The college evaluates POs and PSOs by using evaluation of COs and Indirect Tools like Surveys/ feedback from Alumni, Parents, Teachers and Students.

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

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

**Response:** 90.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
94	79	74	90	93

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

2021-22	2020-21	2019-20	2018-19	2017-18
109	93	79	99	97

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

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response: 3.79</b>	
<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

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

**File Description**

**Document**

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:**

Teachers are allowed for attending seminars, workshops on IPR and they are encouraged for upgradation.

To preserve the local languages attempts are being made.

**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:** 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	1	1

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

### 3.3 Research Publications and Awards

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

**Response:** 1.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	1	0	1	0

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 1.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	3	1	2

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 3.4 Extension Activities

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

##### Response:

The College engages in a variety of outreach initiatives in and for the local community with the dual goals of raising student awareness of social concerns and fostering the development of their whole selves. Through the NSS, Population Education Cell, Woman Cell, Cultural Committee, etc. of the College, the institution plans and coordinates all of its outreach activities. The college's NSS unit often organises various outreach events: blood donation camps, AIDS awareness events, clean-up drives, plantations, environmental awareness events, and cultural programmes to raise awareness of superstitions, addiction, and other pernicious customs like dowry, female feticide.

Since the start of the academic year, the college principal and the NSS programme officers have been updating students on the NSS activities. The proposed programmes for the academic year are made known to the students.

All outreach programmes are coordinated in the three-year-old village that the NSS Unit adopts. The student volunteers organise a cleaning campaign in the village and raise awareness by providing entertainment during cultural programmes in the evenings. The students have the opportunity to live in groups, share experiences collectively, and engage directly with the community at the week-long NSS residential camp. The students spread awareness among the locals about good sanitary practices, hygiene, girl education, bad effects of addiction, etc. through direct interaction as well as cultural programmes. Various activities such as cleaning of roads, construction of check dam are undertaken by the NSS volunteers through "Shramadan". Government officials and experts are invited to inform students and villages about different village development and welfare programmes. Over the past five years, the college has held special NSS camps in three villages.

Through these activities students are given direct exposure to social issues of the neighbourhood community, whereby they inculcate the values of social responsibility, team work, and leadership qualities. The successful operation of these camps depends heavily on the active involvement of student volunteers, who also ensure that students' overall personality development and social issue awareness are fostered.

NSS unit encourages volunteers to participate in various social activities like "Panpoi" at Chaprala fair, Manuskihi Bhint (Humanity Wall) through which old clothes are collected from locals and it is distributed among the needy people. College has also help the flood affected needy people. During the corona outbreak period college has provided shelter to travelers and also some faculties were involved in helping Police with breakfast and food.

Woman cell organized counseling of the college girl students through Maitri Clinic about health and hygiene at the beginning of the session. On 3rd January Savitribai Fule Jayant , on 8th March International Woman Day is celebrated to empower girl students and sensitizing students over gender equality. Karate training was also given to girls.

Population education club and sociology department organized awareness about Bird-Animals water tank/ pot from the session 2021-22.

Sports department also organizes various activities including free summer camp during the summer vacation for children over 10 years where basics of Archery, Volleyball, football is taught. Students from local community get benefits.

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

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

#### **Response:**

We have been very active in the extension activities but so far no awards got from any government or non government agencies.

### **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:** 27

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	3	3	4	8

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

### 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: 5**

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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 college's first priority is having an effective teaching and learning process. In accordance with the demands of the teaching-learning process, the institution continuously works to build and improve its infrastructure.**

**The college's campus covers an area of 2.5 acres, with 1219.10 square metres of built-up space with two story building and sufficient open space as a play ground. The college has sufficient physical infrastructure for both academic and extracurricular activities, including a play area, gym, sports facilities, an NSS room, ventilated classrooms, a library and information Centre with computers and Internet access for staff and students, a computer Centre, reading room, conference room, examination control room, a room for home economics lab, an LCD projector, scanners, printers, copier machines, water purifier, and water cooler, among other amenities.**

Adequate facilities along with space for sports, and cultural activities for the holistic wellbeing of the students to harness and develop their talents.

02 ICT enabled classrooms, 1 seminar hall, Wi-Fi connectivity with data speeds up to 100 Mbps availability on the campus. Computer lab with a total number of 08 computers. Provision of free Wi-Fi throughout the campus. Hi-speed internet facilities, printers, photocopiers and scanner are also available. We have adequate number of spacious classrooms. 07 classrooms for UG programmes, thus, there is no shortage of classrooms at present. Tutorials are given in the classrooms after the normal classes. Girls' and Boys' common rooms also available. The college has a good sports infrastructure and facilities with Archery, Yoga, Cricket, Volleyball, football and Kabaddi ground. Single bar, double bar, running track also available in the campus ground.

The library has **2459** books, **02** journals, and **03** magazines, **8** daily newspaper. Standard established procedures for maintaining and utilizing physical, academic, and support facilities. The library has an active Advisory Committee, with the Principal as its Chair Person and a few from the faculty as its members. The library works for seven hours on working days.

The college has mechanism for the maintenance of infrastructure in which a committee looks after all the maintaining work. Building, electric, desk-bench repairing, denting-painting, ground, wall compound all these are constantly checked and if needed the repairing work is done under the supervision of this



committee. The Campus is equipped with 16 CCTV cameras, ensuring the vigilance and personal safety of learners, teachers, and other stakeholders.

There are toilet blocks for Boys and girls separately behind the college building. The lady's common room is equipped with a sanitary napkin vendor machine and has a toilet attached.

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

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

**Response:** 23.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
.70	1.54	1.41	1.09	0.49

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

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

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

**Response:**

The Library of the college has made consistent progress in terms of collection of books, periodicals, and other resources. The college library has furnished room of 618 sq. ft area with a attached reading room.

The library is partially automated with CLOUD based Master software the details of which are given below –

**Name of ILMS Automation Software** - CLOUD based Master Automation Software (ERP CCMS)

**Status of Automation** - Partially

**WEB OPAC** is also available for users.

The library has 3 desktop computers, out of which 2 are made available for users access and 1 computer with scanner for regular library work. The link for digital free access library has been provided in the institutional website.

One Printer is available for staff only.

Free WiFi access available for all users.

**Circulation Methodology Students:-**

The circulation of the books carried out by the borrow tickets (B.T.) cards The B.T. cards are issued to the students by the library.

Students must submit the Identity card and library is verified as per the authorized list of the admission. Student must submit the passport size photo for the B.T. card issue.

Student must return the book within the seven days from the date of the issue.

After returning the first copy of book, student can borrow the next book or can reissue the same book. At the end of the academic year all the books and B.T. card are collected from the student.

**Teachers :-**

At the start of the academic year the subject teachers can issue the books from the library. Teachers can issue the books as per the requirement. At the end of the academic year the books are collected from the teachers.

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

### 4.3 IT Infrastructure

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

**Response:**

All the ICT facilities are updated periodically as per the requirements. The college hires a technician for maintenance of IT infrastructure and the refilling of toner and cartages of printers. The college has provided free Wi-Fi facilities to students and teachers. The whole college campus has Wi-Fi connectivity having 100 mbps bandwidth of internet connection. The office, library, students and faculties use maximum ICT facilities provided by the college to update their knowledge.

There are **21** desktop computers, **1** laptop, **2** LDC projector in the institution. Four are used for administrative support in the office. **One** desktop computer is in the Principal's cabin. The library has **three** desktop computers. One has been provided to YCMOU centre. **08** computers are made available exclusively to students in the computer centre. we also have one Reliance wifi with 20 mb usable data daily.

Communication with students and staff is done through whats app groups. During the corona period this was prominently used.

We have **3 printers with Xerox facilities**, one scanner with printer, one Jumbo Xerox with printer is available. library, IQAC room have facilities of wifi, printer. The library is partially automated with Master software, internet, OPAC, Wi-Fi facilities. A set of 16 CCTV cameras keeps surveillance of the entire building and campus. A biometric machine is also there to maintain attendance record of the staff members.

All the computers used for administrative purpose are provided with power backup by UPS. All ICT facilities are updated as and when the need arises to do so. As per the requirement of the maintenance of the above IT equipments, the college has Maintenance Committee which uses their skill to update and repair the equipments. However, for major disorder and damage, computer technicians and service providers are hired for the up keeping and replacement. The steps such as installation of anti-virus periodically, formatting of computers on the basis of corrupt operating system and replacing of hardware of old computers to new computers, etc. are taken for maintaining and utilizing computers.

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

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

**Response:** 48

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

**Response:** 08

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 71.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.53	2.42	2.79	4.52714	2.81

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

## 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:** 46.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
153	198	161	331	102

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

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

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

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 33.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
172	59	0	128	336

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

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

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

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

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 44.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	8	7	10	30

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	19	24	22	39

**File Description****Document**

List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

**Response: 0**

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

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

**File Description****Document**

List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

**Response: 4**

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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: 284.8**

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

2021-22	2020-21	2019-20	2018-19	2017-18
384	0	382	382	276

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

## 5.4 Alumni Engagement

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

**Response:**



The institution has a functional Alumni Association which is in the process of getting registered. A benefit of the college is the active involvement of alumni in college activities. Alumni experience great level of love and affection for teachers and the college as a whole. The college also maintains contact with them so that the current group of students can learn from their seniors' experience working in a variety of sectors. The local Alumni make sure that the college's reputation is upheld by consistently responding favourably to calls from the college. Considering socio-economic, tribal backgrounds of most of the students, financial contributions by alumni is very small. Some alumni students donated one LCD Projector to the institution which shows their love towards the college and their willingness to contribute in the development of college and teaching learning process. Alumni are a major strength of our institution. Their contributions to the institution through non-financial means are significant. The alumni association fosters the relationship between the alumni and alma mater.

Although the contribution of the alumni to infrastructure development is negligible, their activities and contribution in the following areas are appreciable:

1. Organising the meeting of ex-students once in a year.
2. Giving valuable suggestions for the growth and development of the college.
3. Helping the college in organising big events and activities like Medical Check-up Camps as volunteers.
4. Guiding students on certain occasions.

Alumni students also help in selecting surrounding villages for NSS Special Residential Camps of the college. They also advise their friends to apply to our college. Also they help in organize educational, cultural, and sports activities for the benefit of the students.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**Vision**

? To mould the students into enlightened citizens by inculcating basic moral values.

**Mission**

- Making higher education accessible to the tribal & remote , naxal affected and economical backward classes students.
- To make overall development of the students and making them responsible citizens.
- To inculcate discipline and social responsibility among students
- To develop various skills through sports among students.

• **Aims & Objectives :**

1. Making higher education available to down- trodden, adivasi , rural and economical backward classes students.
2. To try for holistic development of the students and making them responsible citizens.
3. To inculcate discipline among the students.
4. To provide variety of sports facilities to the students.
5. To encourage students for education by giving them scholarships
6. To develop dormant qualities of the students.
7. To inculcate national and social responsibility among students through NSS

The institution has constituted various committees and governing bodies for both academic and administrative purposes. The management, head of the institution, IQAC, and various other committees work together to chalk out various strategies for attaining excellence in all aspects of governance. The institution always tries to improvise Academic and administrative processes to suit the evolving present educational scenario, which is accomplished through the collective effort of the governing body. The various activities of the college stimulate and inculcate responsibility, teamwork, and social commitment and also create a sense of integrity among the students. They are

motivated to become self-reliant and will be able to face real-life situations. There is a significant contribution of the teaching and non-teaching faculty in this regard. In addition to imparting knowledge on a particular subject, the institution aims to teach students life skills. Without compromising the culture and traditions of the local population, it is fulfilling the demands of society and pupils.

Choice based Credit system has been adopted and hence students have internal choice to select subjects within the discipline. The institution is taking all efforts to register students for the Academic Bank of Credits through Meri pehchaan portal. The instructions from the affiliating university are followed for ABC registration. The institution tries best to inculcate ethical and moral values among the students through various activities in align with NEP.

Participative management is helping the institution in conducting various programs/ events successfully, and more importantly without any discipline-related issues. Till today no ragging cases are reported. Even in case of minor grievances, neither major nor minor disciplinary action was taken in the history of the institution since its inception Faculty counsels the students about the importance of quality education, professional skills, and disciplines in the Institutes. To accomplish the strategic and perspective plan the institutions conduct meetings of the concern committees and the perspective plan is put on the floor for open discussion.

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

## 6.2 Strategy Development and Deployment

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

### **Response:**

The perspective and strategic plan are developed by the Internal Quality Assurance Committee. The Institution works to accomplish the perspective plan. To accomplish the desired goal of institutions the management of the Institution, Internal Quality Assurance Cell, College Development Committee, Purchasing Committee, and various committees work on the perspective plan. To accomplish the strategic and perspective plan the institutions conduct meetings of the concern committees and the perspective plan is put on the floor for open discussion. After the discussion and feedback from various stakeholders, the perspective plan is approved by the Management, IQAC, and College Development Committee. The institution follows a co-education system and a large number of students are girls. Since the college is located in a remote, backward area there is a genuine transport problem. At times the students don't get state transport buses either in time or not at all. Following are some of the committees of the college that monitor the quality Department committee Student performance in University and CIA examination and their results are discussed in the meetings conducted by individual departments. The use of measures is done to improve student performance. The academic calendar committee looks after and keeps track of

students' workloads and exam results. This committee carefully examines the authorised workload and schedule. Additionally, it arranges for the students' practise schedules and chooses and oversees the internal assessment of the student. Other committees like Discipline, women Cell, Grievance redressal looks after their work.

### **The organizational structure and working of the College**

1. Governing Body
2. Principal
3. College Development Council
4. IQAC
5. Office Administration
6. Academic Bodies and Committees
7. Student council
8. Associations

**The Management of the Institution is visionary and committed. In short, the Management monitors the following processes**

1. Teaching-Learning Process
2. Recruitment
3. Promotion of Staff
4. Freedom for Academic Development
5. Financial Support
6. Evaluation of Teachers' Performance

With the help of the principal, HODs, and employees, the administrative body make decisions and plans for all academic and administrative operations throughout the entire academic year. All college development initiatives, new academic programme introductions, policy choices, and faculty recruitment are decided by the governing council. Administrative Department prepares budget and financial reports recruitment and selection providing comprehensive administrative planning, leadership, and organizational development of all departments.

The IQAC is charged with carrying out a unique set of duties. Decentralization of work by committee makes it possible to administer finished assignments in accordance with the academic calendar. The recruitment of the teacher is as per the norms of the UGC, the State Government, and the University. Every staff gets promoted, as eligible for a promotion by acquiring the required qualification and the score as stipulated by the API of UGC norms. The principal and the management hold regular staff meetings and address their responsibilities for the smooth functioning of the College. The various committees are made such as Admission Committee, Examination Committee, NSS Committee, Library Committee, Time-Table Committee, Academic Planning Committee, Grievance Committee, etc.

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

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

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>

## 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:**

Evaluations based on performance come in two different categories. PBAS (performance-based appraisal system), and annual secret report. Each member of the teaching faculty must complete the PBAS every year. All teaching faculty members must fill the prescribed format of PBAS for self-appraisal. This system encourages them to make excellent performance in teaching and learning. The following are the key components of the performance appraisal system:

**Teaching Staff:**

1. The performance of each faculty member is assessed according to the Annual Self Assessment for the Performance Based Appraisal System (PBAS).
2. Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) which is based on the API score.

3. The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment.

4. The faculty members are informed well in advance of their due promotion.

5. The PBAS proforma filled by the Faculty Member is checked and verified by the Heads of the Departments, followed by , IQAC, and the Director.

Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum-selection committee.

### **Non-Teaching Staff**

Annual performance reviews and confidential reports are used to evaluate every non-teaching employee. Character and Habits, Departmental Abilities, Hard Work Capacity, Discipline, Reliability, Relations/Cooperation with Superiors, Subordinates, Colleagues, Students, and Public, Power of Drafting (where applicable), and Reliability are some of the categories under which the various parameters for staff members are evaluated.

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

The college takes great care to provide a healthy and dynamic working environment for both the teaching staff and the non-teaching personnel. In response, it has taken the following actions:

**Faculty Improvement Program:** Faculty members are given to attend seminars, conferences, and workshops. They are frequently motivated by the Secretary of governing body and Principal for research work and to write books.

**Medical Reimbursement:** Faculty members including both teaching and non-teaching staff are allowed to take medical benefits as notified by the Government of Maharashtra. The institution makes arrangements to process their medical bills for reimbursement.

The institution is keen on providing a positive working environment through better facilities which include: furniture, computer, hygienic drinking water, sanitary facilities, canteen, leisure time facilities, etc.

Facilities for First aid are provided and are made readily available in case of emergencies.

Medical leaves, and other leaves are granted as per genuine requirements. Mementos during teacher day celebration, Trophy for educational achievement/social achievement, Group insurance, loan facilities from society Welfare scheme for non-teaching staff, Incentive for attending orientation program, workshops, conferences, Family get-together, Incentive for vehicles utilization or transport allowance for non-teaching staff.

The teaching staff to take advantage of Orientation Programmes, Refresher Courses, etc. to keep their subject knowledge updated. That helps in Career Advancement Scheme as per the UGC norms.

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

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

**Response:** 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

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

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

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

**Response:** 26.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	2	4	2

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

## 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:

Our College is not under 2F and 12B as per UGC Act and so we don't get any grant from UGC.

#### Resource mobilization policy and procedures :

In close coordination with the CDC and the IQAC, monitors the component of staff salary is fully disbursed by the state government. Students' scholarships are received from various schemes under state and central governments Management allocates budget to create and upgrade the infrastructural facilities in the tune with the modern trends and construction work

Enough care is taken to maintain cleanliness on the campus which co-exists with godliness and funds are judiciously utilized and makes sure that the funds are spent for the purpose for which they have been allocated. The timetable committee looks after the proper utilization of classrooms and laboratories. The Library Advisory Committee takes care that the resources in the library are utilized. Campus cleanness and its utilization is monitored by the concerning Committee. To ensure the optimum utilization of resources, the Principal issues directions.

#### Institutional internal and external financial audits :

The account of the institution is regularly audited. The audit is done at end of April every year by an authorized C.A . Internal audit is performed by an official deputed from the trust office periodically and the report is obtained before the conduct of the external audit which is normally done after the closure of the accounts in all respects. During the internal audit, all required steps are taken to regularize the accounts and to obtain confirmation for the credit balance, to collect documentary evidence whenever inadequate in respect of payments, compliances of TDS, and statutory formalities, and reconciliation of unit-wise balance with control accounts and bank reconciliations. Regularly conducts financial audits. Chartered Accountant covering all financial and accounting activities of all receipts from fees, donations, grants, contributions, interest earned, and returns on investments.

The institution has its audit mechanism. A team consisting of the administrative wing is responsible for



thorough check and verification of all vouchers, supporting documents, records, and books, and e-statements of the transactions carried out in each financial year including budget estimation, utilization, cash transactions, bank reconciliation statements, test cheque and verifications of the events happened in the area of financial management. The mechanism of the internal audit includes:

### External audit

The external audit is carried out elaborately every year by C. A. The institution's accounts are audited regularly by both internal and statutory auditors. Minor errors in omissions and commissions pointed out by the audit team are immediately rectified and the necessary precautions are taken to avoid references of such errors in the future.

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

## 6.5 Internal Quality Assurance System

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

### Response:

Teaching-learning process, structures methodologies of operations and learning outcomes are monitored at regular intervals through IQAC and other concerning bodies from the viewpoint of quality. Feedback from different stakeholders such as students, Faculty, Alumni, Parents, and Employer are taken into consideration. IQAC evaluates the teaching-learning process as well as other procedures, and takes necessary steps to enhance the quality.

IQAC was formed on 26/06/2017. It functions efficiently under the leadership of the Head of the Institution and IQAC Coordinator by the guidelines framed by NAAC. It supervises all the academic matters of the institution and suggests measures for achieving excellence. IQAC meetings are conducted frequently along with the HOD of departments and associations. The follow-up meetings are with the management to ensure the implementation of suggestions. Academic, administrative, co- curricular, extensive activities are monitored.

The main practices are as bellow:

1. The strategies are framed by the university keeping in view the quality changes required for the development of the university norms set by UGC, State Gov, MHRD, and other statutory bodies are strictly followed at the time of student admission, and the revision of curriculum. The department has the provision for accessing student knowledge and skill for the particular program soon after a student is admitted to the course of study. Apart from the lecture method of teaching, Group discussion, debates, Tutorials, seminars, Case studies, and Study tours are adopted for improving

the teaching-learning process. The policy document like the Maharashtra vision statement MHRD guideline, norms are followed for improving the process. While designing the curriculum learning outcomes are stated and at the end of the semester review is made about the achievement of learning outcomes.

- 2.To accentuate feedback collection, analysis, and review. To strengthen the admission process, student diversity, teachers quality, teaching-learning process, and learning outcome.
- 3.Formation of IQAC cell
- 4.Formation of the alumni association
- 5.Syllabus revision
- 6.Initiating NAAC Preparation Work
- 7.Finalizing the structure and committee Audit
- 8.Creating a formal structure for alumni association
- 9.Constituting placement committee
- 10.Periodic review of the performance of teaching and nonteaching staff
- 11.Feedback collection from students faculty and alumni 12)Review of the teaching learning process13) Improving library facilities

The IQAC focuses on the continuous improvement of the examination system for the students. There is a centralized examination cell to conduct the unit test and model examination. The examination cell has been functioning effectively.

The teaching-learning processes are reviewed, and improvements are implemented, based on the IQAC recommendations. The major initiatives taken over the last five years include the following:

- 12.Introduction of Home Assignments
- 13.Admission Processes
- 14.Examination Processes
- 15.Curriculum Development Workshops in many subjects
- 16.Green initiatives on Campus – tree plantation, plastic free campus,
- 17.Women Development Cell
- 18.Class Committee Meetings
- 19.Special programs for advanced and slow learners - Bridge Course and Remedial Classes.
- 20.Student Grievance-Redressal Committee,
- 21.Rain Water Harvesting
- 22.New programs have been introduced.
- 23.Initiating best practices

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

### 6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**

- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:**

Gender equality is one of the key challenges facing society today. The institute conducts regular gender equity promotion programs. Guest speakers from prominent fields are invited to speak on the given topic which highlights the importance and contribution of women in society. The safety of girls is a top priority at every college campus. Nowadays, a safe and supportive campus community is both an obligation and a challenge for college administrators and students. Institute should provide a comprehensive range of security amenities especially for girls within the premises, through a dedicated team of security personnel. It is a common phenomenon that most of the outstation students enrolling for different courses come out of their homes and cities for the first time in their life. It is therefore of utmost importance for institutions to provide them a comfortable and safe ambiance of 'feel at home within the campus. The institute has a policy of appreciating faculty without gender bias. Women faculty are nominated, based on their ability, as heads of the departments and conveners of various committees and discharging their duties efficiently.

Health counseling was organized along with PHC Ashti (Guest Shridevi Puppulwar), PSI Samu Chaudhari guided girl students, Aids day rally also organized. Keeping safety issue in view Karate training for girls was organized.

The institution constituted the following committees as per norms laid by the University/UGC:

Grievance Redressal Committee, Anti-Ragging, Sexual harassment prevention cell, Students' Disciplinary Committee, Women Cell, & SC /ST Students Welfare Committee, Safety & Disaster Management Committee, and Mentoring Programme care 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 disseminated to the students through orientation and induction programs. The institution provides safety and security facilities for the staff and students such as CCTV Surveillance throughout the campus and security arrangements. Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs.

The institution has a dedicated Counseling Centre and a good mentoring system for the students to take care of their academic, emotional, social, and cognitive development. Personal Counseling is provided to the students at different levels. There are separate washroom facilities for girls and boys. Girls Washrooms are provided with sanitary napkin vending and disposal machines for the safe and hygienic disposal of sanitary napkins.

**Women cell & Grievance Redressal Cell :** A Women Cell and Grievance Redressal Cell plays a vital role to address the issue and difficulty felt by the female students in our college every month we conduct a special program for awareness on gender equity.

**Common Room for girl students:** Common room along with attached toilet and sanitary napkin machine

has been provided by considering the importance of the issue.

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

### 7.1.2 The Institution has facilities and initiatives for

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

**Response:** A. 4 or All of the above

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

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

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>

### 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 equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religions, and regions are studying without any discrimination. Though the institution has diverse socio-cultural backgrounds and different linguists, we do not have any intolerance towards cultural, regional, linguistic, communal, socio-economic, and other diversities. With great fervor the national festivals, birth anniversaries, and memorials of great Indian personalities like Mahatma Gandhi, Mahatma Jyotiba Fule, Savitribai Fule, Vivekanda Jyanti, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri and many others are celebrated and it has been incorporated in the Institution's annual Academic Calendar.

M.J.F. College Ashti has always been at the spearhead to sensitize the students to cultural, regional, linguistic, communal, and socio-economic diversities of the state and nation. Keeping in view the purpose for which the college was established in such Tribal and backward area at the hands of caused through hard work, we are trying and putting efforts to create an educated and socially transforming generation here through various programs. The college always encourages the students to participate in various programs organized by the parent college, other colleges, universities, and state and other government organizations, to make them sensitized towards cultural, regional, linguistic, communal, and socio-economic diversities.

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

**7.2 Best Practices****7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual****Response:****Best Practice 1 :****Title of the practice: Cherishing Humanity****The context :**

Cultivating humanity and keeping the spirit of social commitment in mind, NSS cell of the college has been implementing various activities for the past ten years. The college has taken initiative for social commitment.

This social cultivation work was started under the guidance of the Principal, and all the professors of the college and continued for social change and value education. IQAC of the college approved "Cherishing Humanity" as the best practice since 2017-018.

### Objective :

- Increase the sense of solidarity among the students to develop leadership qualities.
- To develop interest in social service and commitment to society.
- To develop the sense of service in the minds of the students to make them ready for social service and to provide relief to the needy.

### Practice:

Many activities are performed under the above mentioned scheme.

- **Visit to Seva Vasti** (Slum area of Ashti) : to the ground reality of downtrodden, our students every year visit to that area and try to know them and create some awareness among them.
- **Serving water in Chaprala Fair:** on the occasion of 'Mahashivratri', large gathering of devotees are served for 3 days with drinking water by college's NSS unit. This practice has been incorporated in the institutions "Annual Academic Plan".
- **Aid to flood victims** (on 14 Sept. 2019) :Due to the sudden heavy rains in Bhamragarh taluka, the village were submerged under water, the houses were destroyed, in the village "Khoti", grain and food was distributed among the needy.
- **Water pots for Birds and Animals:** To create awareness among the students about extinction of bird species, and love towards animals this scheme was started. Water pots were tied on the trees and rooftops and even grains were served there. For animals water pot has been built.
- **Manuskichi Bhint** : under this scheme old clothes are collected from the village/ town and it is distributed among the needy.
- **Help During Corona outbreak:** During the corona pandemic and lockdown help was provided to needy. Breakfast and food was served to Police who were serving during the lockdown. Shelter in the college premises was provided to the travelling labourers.

### Obstacles

In Seva vasti people were hesitant in the beginning to accept the changes.

During corona period it was very difficult to serve as many of were fear stricken.

It was difficult to reach to flood affected needy people as the area is far away.

### Impact of the practice:

- Students are motivated to serve humanity.
- Love towards birds and animals have been increased among the students.
- Student and teachers got connected with the society through such humanitarian work.
- During Corona period travelling labours got shelter and police also appreciated the initiative.
- The sense that every element of the society is ours, and the sense of urgency to reach out to them and give something to them develops philanthropy.
- Leadership skills are also developed among the students.

### Resources :

While helping to the flood affected people donation from the people was collected. For old clothes teacher and students created awareness among people. During corona period some teachers offered help to serve needy. Students were made aware about the need to save birds and animals. And students sported the activity.

## **Best Practice 2**

### **Title of the practice : YOGA DANCE**

#### **The context :**

- Most of the people are suffering from various diseases internally and externally. We noticed the need for such activity which would bring change in the life style and get benefited through entertainment
- The activity ‘Yog-Nritya’ started along with Yog-Nritya Pariwar Chandrapur.

#### **OBJECTIVE**

- 1 Men and women in the area should enjoy a healthy life.
2. to bring together to people.
3. Should be physically and mentally fit.
4. Nutritious exercise should be done for all organs from head to toe in minimum time.
5. Free, easy, natural folk dance training should be given to all.

#### **Practice:**

- Yog-nritya Pariwar Chandrapur team was invited for the 3 days camp to give training to college team and locals.
- After three days training locals were selected to give training to others.
- With the music people started to enjoy yoga.
- Students as well as teachers also participated in the activity.
- Local people started taking interest and the numbers got increased.
- On the initial stage, there were below 50 participants in yoga dance but gradually it increase to more than 100.
- The practice is continuously going on since a year. And near about 50-60 local people are regularly coming at 5.30 o'clock in the morning at college compus. 40 minutes yoga dance is enjoyed by all the participants. One chargeable Sound box has been purchased with collection from beneficiary of the activity who willingly contributed for the purchase.
- Variety of exercises done through dance.
- Acupressure practice focuses on particular point while dancing.
- Acrobatics exercise also is used while doing yoga dance

#### **Obstacles:**



1. As Ashti locality is a rural area, women did not dare to come for yoga dance initially because of shyness.
2. Traditional women felt shy while doing yoga dance.
3. Characteristics of traditional dress wearers: Women wearing Lugde, sarees and men wearing dhotis found it difficult to exercise wearing t-shirts and lowers for proper dancing.
4. Since we work all day in the field, why should we do yoga, many people had this feeling in their minds that they were not eager to come to do yoga.

**Impact of the Practice :**

- Students as well as teachers started taking interest in the practice. As a result they got health as well as mental benefit.
- Local people also started to come in groups and got physical health as well as mental health benefits.
- Many locals expressed the satisfaction over the activity as their earlier health issues got reduced.
- One heart patient, in spite of Doctor’s warning , continued in the regular yoga dance and got tremendously benefited.
- Many people experience reduced in weight.
- Many people told their interest gradually increased in day to ay life.
- The activity connected staff with locals.
- People started celebrating Birthdays and Marriage anniversaries of the participants.

**Resources required :**

- Only willingness of people was required for the activity which was not seen on the initial stage among people, but after counselling and awareness rallies from the college the scenario got changed.
- One sound box was required for the activity which was managed by the training team in the beginning. Later it was purchased by the participants.

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

**7.3 Institutional Distinctiveness**

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

**Response:**

**Archery Centre & Sports Department**

As the saying goes, "Come for knowledge and leave for service" ("Yave Dnyanasathi aani nighave Shevesathi"), our college offers instruction in a number of sports in addition to imparting knowledge. One major area of emphasis for the school that has evolved into a specialism is archery. Our Gadchiroli district is well-known for being one of Maharashtra's most undeveloped, tribally populated, and Naxal-affected districts. Our college has been working nonstop to integrate all the outlying areas for the past fifteen to twenty years. By providing specialised skill-based training in "Dhanurvedya (Archery)", our archery centre has helped to conserve the district's cultural heritage.

Fewer students used to come to this place when it started in 2014. Only 2 boys and 2 girls students had joined in the beginning, but then gradually the flow of students shifted towards this sport and today it has become a passion of children. Every day around 30-40 students are practicing archery in the playground of the college. As it brought laurel to the intuition with number of Medallist and winners at University, state and national level, it has been recognised by State and Central government and offered "Khelo India District Training Center" in Dhanurvedya (Archery) to the College under the leadership of Principal and Trainer Prof. Korde.

Although it appeared that the students lacked the mentality to actually take part in the game, the Mahavidyalaya administration and the director of the sports department worked tirelessly to ensure that some students were ready, and the Mahavidyalaya also gave those students archery equipment. Few kids were drawn to the sport of archery when it was initially presented on playgrounds in 2014, and many people observed it with scepticism.

Our students have travelled to numerous locations, including Varanasi (Uttar Pradesh), Chennai, Haryana, Chandigarh, Patiyala, Machalipattanam (Odisha), and Mohali. Our students have represented the state at the universities of Aurangabad, Usmanabad, Latur, and Amaravati, as well as at many others, and have won honours for both the district and the central.

People working across the whole socioeconomic and political spectrum of the district are curious about it because it is the only training centre in the entire district. Various dignitaries have so far visited the Mahavidyalaya throughout this eight-year period and have shown their appreciation for this game, including various political leaders, the university's registrar, Dr. Bokare sir, the vice-chancellor of Gondwana University. Senior government officials also came to this Archery centre. The fact is that the center has flourished so much that it has been noticed at the state and central level. The Khelo India Training Center has been visited by many dignitaries Ex-Minister of State Hon'ble Dharmarava Atram, Sub Divisional Police Officer Hon'ble Amolji Thakur, SDPO Aheri, Hon'ble Kundan Gawde (P.I. Ashti), Education Officer Hon'ble Rajkumar Nikam visited the training center and boosted the morale of the students.

Along with archery many other sports facilities are offered at the center. Among those Volleyball, football, kabaddi, etc. are loved by the students. Our students have won 68 colour coat in the last five years. 2 Bronze Medals have fetched in All India level Karate championship Chennai. Shaibaj Sheikh and Nilima Nimrad are the pride of our center. Ku. Manashvi Bamankar has won bronze medal at Amnaravati Archery tournament which is also called as Maharashtra Mini Olympic. She was felicitated at the hands of Hon.

Sanjay Meena, Collector Gadchiroli district.

One student, Sweta Kove (differently abled girl student of Archery centre) has been adopted by the college under the leadership of Prof Shyam Korde. She is 15 years old and is being trained for coming Youth game & National and International Paralympic game.

Centre is seeking monetary help from local MLAs and has got positive response to get 5 lac to the centre from Dr Devrao Holi (MLA Gadchiroli) for the development of sports. We hope to perform well in upcoming future.

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

## 5. CONCLUSION

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### **Additional Information :**

Since the college is located in a tribal, underdeveloped area of a remote district in Maharashtra State, it does not accept applications from students from other States. As RTM Nagpur University was split off to become Gondwana University. The institute has the special distinction of providing value-based education at a reasonable price while retaining the rich Indian heritage and culture. The institute's mission is to accomplish its objective through implementing a variety of short- and long-term educational strategies for the benefit of Tribal students and society. The purpose of co-curricular and extracurricular activities like NSS, women's cell, sports, and cultural events is to stimulate the intellect. The Principal routinely assesses the student's performance on exams as well as the progress of the syllabus covering.

The college improved its Career Counselling and Competitive Examination Cells, which increased the proportion of students taking part in various competitive examinations. A lot is done for the benefit of the students by the Institute and Management. We put more effort into helping students, especially those from economically disadvantaged backgrounds and tribal communities, improve their diverse skills.

For the creation of the college's infrastructure, College Management is the single source. Due to the absence of any local industrial facilities, it is also not receiving any donations from NGOs or other businesses.

The majority of the students are from the Tribal belt with poor financial conditions and even some of them don't have mobile phones. Hence, the college has started a small computer center to give basic knowledge of computers to them.

### **Concluding Remarks :**

**Mahatma Jyotiba Fule Kala Mahavidyalaya, Ashti Dist Gadchiroli** was established in the year 2000 as an Arts college at Ashti (Rural/Tribal) area of Gadchiroli District in the state of Maharashtra by Van Vaibhav shikshan Mandal, Alapalli (now Aheri) with the aim of dissemination of higher education in this socially and economically backward Tribal and Naxal area of Gadchiroli district with the vision of providing quality higher education to the socio- economically backward and Naxal affected people of Tribal and remote region of their to uplift them through sincere efforts.

The institute has been really committed to offering all types of top-notch facilities to provide an efficient, effective, and result-oriented teaching-learning process for providing students with quality higher education so they may integrate into society. Nearly every component of the institute has been addressed in all seven of the SSR's seven criteria. We have done our very best to produce the "Self Study Report" because our institute will be dealing with the NAAC for the first cycle.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b>            Answer before DVV Verification : 292            Answer after DVV Verification: 170</p> <p>Remark : Input is edited from clarification documents.</p>																														
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>143</td> <td>178</td> <td>184</td> <td>216</td> <td>219</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>133</td> <td>128</td> <td>136</td> <td>136</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	143	178	184	216	219	2021-22	2020-21	2019-20	2018-19	2017-18	113	133	128	136	136	2021-22	2020-21	2019-20	2018-19	2017-18					
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2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>384</td> <td>399</td> <td>386</td> <td>431</td> <td>448</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>77</td> <td>82</td> <td>86</td> <td>85</td> <td>86</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p>	2021-22	2020-21	2019-20	2018-19	2017-18	384	399	386	431	448	2021-22	2020-21	2019-20	2018-19	2017-18	77	82	86	85	86										
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384	399	386	431	448																											
2021-22	2020-21	2019-20	2018-19	2017-18																											
77	82	86	85	86																											

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
460	460	460	460	460

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
110	110	110	110	110

Remark : Input is edited from supporting documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

##### 2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	0	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	1	0	1	0

Remark : Input is edited from data template.

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

Answer before DVV Verification :

Answer After DVV Verification :5

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4.75672	3.96778	4.74764	5.66389	3.34172

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
.70	1.54	1.41	1.09	0.49

Remark : Input is edited from data template.

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)***

**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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.02122	2.41821	3.19654	4.52714	2.81380

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.53	2.42	2.79	4.52714	2.81

Remark : Input is edited as per supporting documents.

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input is edited from supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	19	24	22	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	8	7	10	30

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	19	24	22	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
26	19	24	22	39

Remark : Input is edited from clarification documents.



5.3.1	<p><b>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</b></p> <p><i>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</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 472 1046 607"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>0</td> <td>24</td> <td>12</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 685 1046 819"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Input is edited from clarification documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	13	0	24	12	14	2021-22	2020-21	2019-20	2018-19	2017-18	1	0	1	1	1
2021-22	2020-21	2019-20	2018-19	2017-18																	
13	0	24	12	14																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	0	1	1	1																	
5.3.2	<p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p><i>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1178 1046 1312"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>393</td> <td>0</td> <td>382</td> <td>382</td> <td>276</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1391 1046 1525"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>384</td> <td>0</td> <td>382</td> <td>382</td> <td>276</td> </tr> </tbody> </table> <p>Remark : Input is edited as per 1.1 metric.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	393	0	382	382	276	2021-22	2020-21	2019-20	2018-19	2017-18	384	0	382	382	276
2021-22	2020-21	2019-20	2018-19	2017-18																	
393	0	382	382	276																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
384	0	382	382	276																	
6.3.3	<p><b>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</b></p> <p><i>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</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1962 1046 2096"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>10</td> <td>5</td> <td>2</td> <td>3</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	9	10	5	2	3										
2021-22	2020-21	2019-20	2018-19	2017-18																	
9	10	5	2	3																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	2	4	2

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input is edited from IIQA for 6.3.3.2 metric. For 6.3.3.1 excluding librarian and physical educator as well as repeated counted as one.

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.**

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

Answer After DVV Verification: B. Any 3 of the above

Remark : Input is edited from clarification documents.

## 2. Extended Profile Deviations

ID	Extended Questions										
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 8</p> <p>Answer after DVV Verification : 8</p>										
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>8</td> <td>8</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	8	8	8	7	7
2021-22	2020-21	2019-20	2018-19	2017-18							
8	8	8	7	7							

Answer After DVV Verification:

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