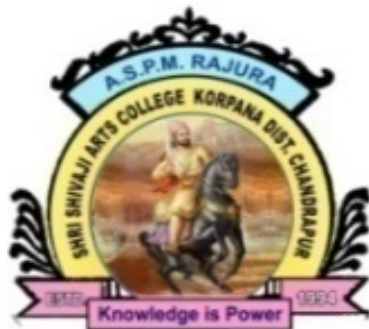


ADARSHA SHIKSHAN PRASARAK MANDAL RAJURA'S

KALA MAHAVIDYALAYA,

KORPANA,

DIST- CHANDRAPUR (M.S)



(Affiliated to Gondwana University, Gadchiroli)

Accredited by NAAC, Bangalore

**ANNUAL QUALITY
ASSURANCE REPORT
(AQAR) OF THE IQAC**

(For Affiliated/Constituent Colleges)

(ACADEMIC YEAR – JULY-1, 2016 TO JUNE-30, 2017)

The Annual Quality Assurance Report (AQAR) of the IQAC

(For Affiliated/Constituent Colleges)

Academic Year – July 1, 2016 to June 30, 2017

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year (For example, July 1, 2017 to June 30, 2018)*

Part-A

Data of the Institution

(Data may be captured from IIQA)

1. Name of the Institution : **Kala Mahavidyalaya, Korpana**
 - Name of the Head of the institution : **Dr. S. M. Warkad**
 - Designation : **Principal**
 - Does the institution function from own campus : **Yes**
 - Phone no./Alternate phone no : **07173236758**
 - Mobile no : **9890018253**
 - Registered e-mail : **artcollegekorpana_1994@rediffmail.com**
 - Alternate e-mail : **raju2151meshram@gmail.com**
 - Address : **Wani Road, Near Police Station, Korpana**
 - City/Town : **Korpana**
 - State/UT : **Maharashtra State**
 - Pin Code : **442916**

2. Institutional status:
 - Affiliated/Constituent : **Affiliated**
 - Type of Institution: Co-education/Men/Women: **Co-education**
 - Location: Rural/Semi-urban/Urban : **Rural**

Guidelines of IQAC and submission of AQAR for Affiliated/Constituent Colleges Page 12

- Financial Status: Grants-in aid/UGC 2f and 12(B)/ Self financing (please specify):
: **Grants-in-aid & UGC 2f & 12 (B)**
- Name of the Affiliating University: **Gondwana University, Gadchiroli (M.S)**
- Name of the IQAC Co-ordinator: **Mr. R. T. Meshram**
- Phone no: **Nil.**

- Mobile: **9673446530**
- Alternate phone no: **07173236758**

- Mobile:
 - IQAC e-mail address: **artcollegekorpana_1994@rediffmail.com**
 - Alternate Email address: **raju2151meshram@gmail.com**
3. Website address: **www.pmmkorpana.org**

Web-link of the AQAR: Previous Academic Year):

http://pmmkorpana.org/wp-content/uploads/2021/12/AOAR_2015-16.pdf

4. Whether Academic Calendar prepared during the year? : **Yes**

Yes/No....., if yes, whether it is uploaded in the Institutional website: **Yes**

5. Accreditation Details:

| Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|-----------------|----------|-------------|-----------------------|--|
| 1 st | C | 1.77 | 2015 | From: 3 March-2015 to: 2 Mar-2020 |
| 2 nd | | | | From: to: |
| 3 rd | | | | From: to: |
| 4 th | | | | From: to: |
| 5 th | | | | From: to: |

6. Date of Establishment of IQAC: DD/MM/YY: **14-02-2015**

7. Internal Quality Assurance System

| 7.1 Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|---|--------------------------------------|
| Item/Title of the quality initiative by IQAC | Date & duration | Number of participants/beneficiaries |
| IQAC meetings were held regularly for planning and action. | 20-06- 2016, (2hrs) 07-04-2017, (2hrs) | 08 07 |
| Taluka level Essay Contest was organized in the college | 19 Sept. 2016 One Day | 26 |
| National Level Seminar (Marathi) was organised | 30 January 2017 One Day | 124 |
| Feedback from students, alumni and parents were taken, analysed and used for improvements. | 3 April 2017 30 days | 62 |

Note :Some Quality Assurance initiatives of the institution are:

(Indicative List)

- Regular meeting of Internal Quality Assurance Cell (IQAC): timely submission of Annual Quality Assurance Report (AQAR) to NAAC: Feedback from all stakeholders collected, analysed and used for improvements
- Academic Administrative Audit (AAA) conducted and its follow up action
- Participation in NIRF
- ISO Certification
- NBA etc.
- Any other Quality Audit

8. Provide the list of funds by Central/State Government.
UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.

| Institution/Department /Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|----------------------------------|----------------|-----------------------------|-------------|
| Marathi Dept. | Financial Assistance for Seminar | UGC | 30/03/2016 | Rs. 70000/- |
| 00 | 00 | 00 | 00 | 00 |

9. Whether Composition of IQAC is as per the latest NAAC guidelines: **Yes**

*Upload latest notification of formation of IQAC

10. No. of IQAC meetings held during the year: **02**

The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website..... **Yes**

(Please **upload, minutes of meetings and action taken report**)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

If yes, mention the amount: Year:-

12. Significant contributions made by IQAC during the current year (maximum five bullets)

- **Regular meetings helped to seep quality culture into the minds of the faculty and staff.**
- **IQAC has made an effective *Action Plan* for curriculum delivery.**
- **Data collection and documentation became a habit for all the members of the faculty.**
- **IQAC disseminated and shared information and data with the stakeholders.**
- **IQAC helped the faculty members to organize their data and documents to suit the NAAC framework.**

13. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year:

| Plan of Action | Achievements /Outcomes |
|--|--|
| 1. To organize National /State level conferences | We have postponed it for the next academic year due to some technical issues |
| 2. To enhance research activities. | Increase in research paper publication in ISBN/ISSN journals. Faculty members have registered for Ph.D course. |
| 3. To organize more extension activities. | ‘Cleanliness Drive’ and ‘Water Conservation’ programmes and rallies were taken out. Students participated in ‘Swaccha Bharat Abhiyan’. Tree plantation was carried out in the college campus. |
| 4. To organize Women Empowerment Workshop/ a programme for Career Guidance. | Women Study Cell & NSS wing conducted a programme on Gender Sensitization. |
| 5. To organize extracurricular activities for overall development of students | Students’ seminar, group discussion, debate competition, sports & cultural programmes were conducted in the |

| | |
|---|---|
| | college. |
| 6. To promote the use of ICT enabled teaching | ICT enabled lectures were taken by teachers of various departments. |

14. Whether the AQAR was placed before statutory body?: **Yes**

15. Whether NAAC /or any other accredited body(s) visited IQAC or interacted with it to assess the function? **Yes**. Date: **During the visit of Peer Team Members on 13-02-2015**.

16. Whether institutional data submitted to AISHE: **Yes**

Year: **2016-17** Date of Submission: **10-01-2017**

17. Does the institution have Management Information System? : **No**

If yes, give a brief description and a list of modules currently operational.

(Maximum 500 words)

Part-B

| |
|---|
| CRITERION I-CURRICULAR ASPECTS |
| 1.1 Curriculum Planning and Implementation |
| Institution has the mechanism for well-planned curriculum delivery and documentation. Explain in 500 words |
| <p>The institution has a well-planned mechanism for effective curriculum delivery, though we still lag behind in documentation of teaching process in the absence of Teaching Management System/Lecture Capturing System, etc. Teachers go to the class in time, follow their teaching plan as it is planned in the Teacher's Diary. The teaching plan is done at micro and macro levels - daily plan and yearly/semester-wise plan. This helps them finish the portion well in time, do the revision, and conduct model exams. Teachers use various teaching aids though predominantly they use the lecture method. It is supplemented by the online resources, thus effecting blended learning. The classrooms are ICT-enabled with LCD projectors which they occasionally use. Group Discussions and brain storming sessions are occasionally conducted. Tasks and assignments are frequently given to students. Questions are asked everyday during the class to check their perception levels. Teachers encourage learners to spend considerable time in the library reading books or browsing the internet for further reading materials to augment their learning experience. The IQAC has developed a good Action Plan for effective curriculum delivery. This specifies the role the teacher has to play and emphasizes using Learner-centred teaching. The action plan for effective curriculum implementation is as follows:-</p> <p style="text-align: center;">Kala Mahavidyalaya, Korpana ACTION PLAN (For Effective Implementation of the Curriculum)</p> <p>In order to implement the curriculum effectively the teachers should do the following:-</p> <ol style="list-style-type: none"> 1. Make use of web or online resources to supplement the syllabus. 2. Resort to Blended Learning in which both the traditional lecture and face to face method is blended well with the modern ICT/online resources. 3. Make the best use of the ICT-enabled classrooms wherein LCD projectors are provided. Prepare and use power point slides for P.P.T presentations. 4. Adopt Learner-Centred Approaches in teaching-learning process. 5. Prepare well before engaging every period, and give easy and effective notes to learners. |

6. Adopt such learner-friendly strategies like Group Discussion, Brain-storming sessions, collaborative and co-operative learning. Give tasks/assignments to students.
7. Encourage learners to be autonomous and develop meta-cognition/self-learning abilities.
8. Encourage learners to do library research and inspire to read as many books as possible.
9. Conduct occasional student seminars, debates, quizzes, essay contests, and elocution.
10. Resort to continuous evaluation through class tests, unit tests, and model exams.
11. Update knowledge by attending seminars, conferences, workshops, orientation refresher, and short term programs.
12. Ensure maximum attendance of students.
13. Make lectures quite interesting to students through attractive presentations.
14. Adopt e-learning methods making use of the mobile phones, social media networking etc.
15. Represent the University bodies like the BoS, Academic Council, etc., to bring the desired changes to the syllabus.
16. Make *Needs Analysis* of the students, the market, and the industry, if relevant.

| 1.1.2 Certificate/Diploma Courses introduced during the Academic year | | | | |
|---|-----------------------------|-----------------------------------|---|-------------------|
| Name of the Certificate Course | Name of the Diploma Courses | Date of Introduction and duration | Focus on employability/entrepreneurship | Skill development |
| 00 | 00 | - | - | 00 |

| 1.2 Academic Flexibility | | | | | |
|--|----------------------|-----------------|---|----------------------|----|
| 1.2.1 New Programmes/courses introduced during the Academic year | | | | | |
| Programme with Code | Date of Introduction | | Course with Code | Date of Introduction | |
| 00 | 00 | | - | - | |
| 1.2.2 Programmes in which Choice Based Credit System(CBCS) /Elective course system implemented at the affiliated Colleges (if applicable)during the Academic year. | | | | | |
| Name of Programmes adopting CBCS | UG | PG | Date of implementation of CBCS/Elective Course System | UG | PG |
| B.A. | UG | - | June 16, 2017 | June 16, 2017 | |
| Already adopted (mention the year) | | | | | |
| 1.2.3 Students enrolled in Certificate/Diploma Courses introduced during the year | | | | | |
| | Certificate | Diploma Courses | | | |
| No of Students | 00 | 00 | | | |
| 1.3 Curriculum Enrichment | | | | | |
| 1.3.1 Value-added courses imparting transferable and life skills offered during the year | | | | | |
| Value added courses | Date of introduction | | Number of students enrolled | | |
| 00 | 00 | | 00 | | |
| 1.3.2 Field Projects/Internship undertaken during the year | | | | | |

| | |
|--------------------------|---|
| Project /Programme Title | No.of students enrolled for Field Projects/Internship |
| 00 | 00 |

1.4. Feedback System

1.4.1 Whether structured feedback received from all the stakeholders.

| | | | | |
|-------------|-------------|--------------|------------|------------|
| 1) Students | 2) Teachers | 3) Employers | 4) Alumni | 5)Parents |
| Yes | Yes | No | Yes | Yes |

1.4.2 How the feedback obtained is being analysed and utilized for overall development of the institution? (maximum 500 words)

The different types of feedback from stakeholders like the Students, Alumni, and Parents are analysed and the findings are used to improve the institutional performance, student performance and faculty performance. The feedback is analysed based on the stakeholder feedback on the questions against which the rating criteria of 0-4 scale is given. The total values or statements falling under different categories are calculated in the analysis sheet either as percentages or as statements. Thus, from the analysis sheet a clear picture of the feedback is obtained at a single glance. The Principal convenes a special meeting in which the findings are discussed and lacunas are highlighted for corrective action and the positives are used to encourage the teachers. The findings reveal the areas of the institution where appropriate changes have to be effected. The findings give valuable insights into the working of the institution as evaluated by the stakeholders whose satisfaction is very important and for whose benefit the college is established. Findings of the Feedback on individual teachers are shared privately to apprise them of the stakeholder's evaluation of them and where they lack or lag behind. This increases their self-awareness and insights into their teaching methodology. This prompts them to make the necessary modifications for better stakeholder satisfaction. Further, the evaluations by the parents and alumni help both the institution and the teachers to make desirable changes in the institutional functioning and in teaching methodology. The feedback also reflects what all more facilities are to be created in the college and what all proactive steps to be adopted for overall improved functioning of the college. The Feedback also contains the appreciation of the students of the valuable guidance and service rendered by the teachers, administrators and the auxiliary staff of the college over a period of three years during which they complete their degree course. The feedback thus synergizes the suggestions and opinions of different stakeholders and helps to bring about considerable quality enhancement. Suggestions also lead to the improvement and enrichment of the syllabus and focus on job-orientation and market needs.

CRITERION II-TEACHING-LEARNING AND EVALUATION

2.1.1 Student Enrolment and Profile

2.1.1 Demand Ratio during the year

| Name of the Programme | Number of seats available | Number of applications received | Students Enrolled |
|-----------------------|---------------------------|---------------------------------|-------------------|
| B.A (UG) | 120x3=360 | 315 | 315 |

2.2 Catering to student Diversity

2.2.1 Student –Full time teacher ratio (current year data)

| Year | Number of students | Number of students | Number of full time | Number of full time | Number of teachers teaching |
|------|--------------------|--------------------|---------------------|---------------------|-----------------------------|
|------|--------------------|--------------------|---------------------|---------------------|-----------------------------|

| | | | | | |
|----------------|----------------------------------|----------------------------------|--|--|------------------------|
| | enrolled in the institution (UG) | enrolled in the institution (PG) | teachers available in the institution teaching only UG courses | teachers available in the institution teaching only PG Courses | both UG and PG Courses |
| 2016-17 | 315 | 00 | 08 | - | N.A |

2.3 Teaching Learning Process

2.3.1 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS),E-learning resources etc.(current year data)

| Number of teachers on roll | Number of teachers using ICT(LMS, e-Resources) | ICT tools and resources available | Number of enabled classrooms | E-resources and techniques used |
|----------------------------|--|--|------------------------------|---|
| 08 | 06 (e-resources) | LCD projector and Web-resources | 03 | Online resources, ppts, CDs, mobile phones, computers. |

2.3.2 Students mentoring system available in the institution? Give details.(maximum 500 words)

Yes. We have students ‘mentoring’ system in the college. Teachers help the weak students through remedial classes and the bright ones through enrichment classes with additional special classes taken in the post-lecture periods. Through oral questions and class tests the weak ones are spotted out. They are given special counselling and academic help for their improvement. During the special classes taken for these weak students, the basic concepts are once again explained to them in a more simplified manner. In addition all the lectures which are found hard to the weak students are once again explained to them. Mentoring is generally done after the normal periods. During the informal sessions held every now and then, the students are given guidance in academic and psychological issues like counselling. Guidance is given so as to enable them to overcome the hurdles in the way of systematic study. They are motivated intrinsically to take to salutary reflections and deep study. Their mental blocks are identified and tips for concentration are shared with them, and their passion for academic pursuits is roused. Also they are inspired on the ground that really genuine academic pursuits will one day help them get jobs. Simultaneously, the brighter students are identified and greater help is given by way of supplying them with additional materials, guidance for library research, and academic help. Teachers always make themselves available to the queries and doubts of these students. Some of the classes specially arranged for this purpose is used for the benefit of all the students through discussion, counselling etc. The brighter students are encouraged to aim at the highest rank. They are prodded to explore their great potentialities and actualize them. Additional notes are given to them for this purpose. Sometimes deeper discussions and debates are made with them to rouse their critical and creative thinking powers. They are always exhorted to be independent or autonomous learners taking full advantage of the vast resources available in the library. Many students are benefitted from such mentoring done formally or informally by the fastidious teachers.

| | | |
|--|-----------------------------|----------------------|
| Number of students enrolled in the institution | Number of fulltime teachers | Mentor: Mentee Ratio |
|--|-----------------------------|----------------------|

| | | |
|-----|----|------|
| 315 | 08 | 1:39 |
|-----|----|------|

2.4 Teacher Profile and Quality

2.4.1 Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D. |
|-----------------------------|-------------------------|------------------|--|---------------------------|
| 08 | 08 | 00 | 00 | 03 |

2.4.2 Honours and recognitions received by teachers

(received awards, recognition, fellowships at state, national, International or from Government, recognised bodies during the year)

| Year of award | Name of full-time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---------------|---|-------------|--|
| - | - | - | - |

2.5 Evaluation Process and Reforms

2.5.1 Number of days from the date of semester-end/year-end examination till the declaration of results the year: **45 days**

| Programme Name | Programme Code | Semester/Year | Last date of the last semester-end/year-end examination | Date of declaration of results of semester-end/year-end examination |
|----------------|----------------|---------------------|---|---|
| B.A. | | Semester I | 05/12/2016 | 20/01/2017 |
| | | Semester III | 05/12/2016 | 11/01/2017 |
| | | Semester V | 05/12/2016 | 24/01/2017 |
| | | Semester II | 19/05/2017 | 15/07/2017 |
| | | Semester IV | 19/05/2017 | 01/07/2017 |
| | | Semester VI | 19/05/2017 | 03/07/2017 |

2.5.2 Reforms initiated on Continuous Internal Evaluation of Examination and other related matters (250Words)

Besides question-answer sessions in every class, Continuous Internal Evaluation (CIE) is insisted on in the institution in order to ensure the academic progress and quality of learning of students. During the IQAC and Staff Meetings teachers are told to conduct class tests after every chapter or lesson completion. So teachers conduct class tests from time to time to check the learning pace of students. Besides, teachers have been

instructed to conduct Unit Tests. At every semester end, Model Exam is conducted so that students come prepared to face the main examination and get familiar with the question patterns as well as the probable answers. All these exams along with the internal evaluation and oral exams ensure the continuous internal evaluation of students. Their assignments, oral exams, class performance, seminar, etc. carry 20% of their total marks in the final examination in every semester. Some teachers also conduct Open Book Examination and permit the students to find answers to the questions given to them during the course of their lectures. Only such students as attend the classes regularly and read the texts habitually can find the answers from the text within the stipulated time period. Others struggle to locate the answers and realize that their inability is due to their habitual absenteeism or carelessness in the class or non-reading of the text. This will be an eye opener to them and they rectify their mistakes later.

2.5.3 Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

At the beginning of the academic year, during the faculty meeting held in the principal's office a tentative Academic Calendar of the institution is drafted for proper coordination between various departments and streaming of various activities in the order of time. The Academic Calendar later incorporates the University Academic Calendar into the College Calendar and includes all the main institutional activities of the year in it. At this juncture it is finalized. This also gives clarity about the sequence of events chronologically and gives them an idea about when and what happens in an academic semester or year. The institution adhered to the Calendar and most of the activities were conducted as per the planning in the Academic Calendar. Institutional level examinations for both the semesters were conducted by the College Examination Committee in accordance with the planning done in the Academic Calendar. Semester-End examination schedule as incorporated into the Academic Calendar was conducted as per the university examination time table and the University Academic Calendar. Celebrations of birth days and observance of Death Anniversaries of national or state heroes or great leaders is indicated in the Academic Calendar. Further all major events and activities find their pre-planned place in the Academic Calendar.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes, and course outcomes for all programs offered by the institution are stated and displayed in the website of the institution (provide the web-link):

No.

2.6.2 Pass percentage of students

| Programme code | Programme name | Number of students appeared in the final year examination | Number of students passed in final semester/year examination | Pass Percentage |
|----------------|----------------|---|--|-----------------|
| | B.A. | 92 | 75 | 81.52% |

2.7 Student Satisfaction Survey

2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as web link): Yes

CRETERION III - RESEARCH, INNOVATIONS AND EXTENSION

| 3.1 Resource Mobilization for Research | | | | |
|--|----------|----------------------------|------------------------|--|
| 3.1.1 Research funds sanctioned and received from various agencies, industry and other organisations | | | | |
| Nature of the Project | Duration | Name of the funding Agency | Total grant sanctioned | Amount received during the Academic year |
| Major Projects | - | - | 00 | 00 |
| Minor Projects | - | - | 00 | 00 |
| Interdisciplinary Projects | - | - | 00 | 00 |
| Industry sponsored Projects | - | - | 00 | 00 |
| Projects sponsored by the University/College | - | - | 00 | 00 |
| Students Research Projects(other than compulsory by the College) | - | - | 00 | 00 |
| International Projects | - | - | 00 | 00 |
| Any other (Specify | - | - | 00 | 00 |
| | - | | 00 | 00 |
| 3.2 Innovation Ecosystem | | | | |
| 3.2.1 Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year. | | | | |

| Title of Workshop/Seminar | Name of the Dept. | Date(s) | | |
|--|---------------------|----------------------|---------------|----------|
| 00 | 00 | 00 | | |
| 3.2.2 Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year | | | | |
| Title of the innovation | Name of the Awardee | Awarding Agency | Date of Award | Category |
| 00 | 00 | 00 | 00 | 00 |
| 3.2.3 No.of Incubation centres created,start-ups incubated on campus during the year | | | | |
| Incubation Centre | Name | Sponsored by | | |
| 00 | 00 | 00 | | |
| Name of the Start –up | Nature of Start-up | Date of commencement | | |
| 00 | 00 | 00 | | |
| 3.3 Research Publications and Awards | | | | |
| 3.3.1 Incentive to the teachers who receive recognition/awards | | | | |
| State | National | International | | |
| 00 | 00 | 00 | | |
| 3.3.2 PhDs awarded during the year (applicable for PG College, Research Center) | | | | |
| Name of the Department | | No. of PhDs Awarded | | |

| | | | | | | |
|--|-------------------------|---|-------------------------------|----------------|---|---|
| N.A. | | N.A. | | | | |
| 3.3.3 Research Publications in the Journals notified on UGC website during the year | | | | | | |
| Type | Department | No. of Publication | Average Impact Factor, if any | | | |
| | Economics | 3 | 00 | | | |
| | History | 2 | 00 | | | |
| | Sociology | 2 | 00 | | | |
| 3.3.4 Books and Chapters in edited Volumes/Books published, and papers in National /International Conference Proceedings per Teacher during the year | | | | | | |
| Department | | No. of publication | | | | |
| Economics | | 3 | | | | |
| History | | 1 | | | | |
| Sociology | | 2 | | | | |
| English | | 1 | | | | |
| Marathi | | 4 | | | | |
| 3.3.5 Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ web of Science or Pub Med/ Indian Citation Index | | | | | | |
| Title of the Paper | Name of the author | Title of the Journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | No. of citations excluding self citations |
| Lokshahityatil Lokkatanchi Vividhata | Dr. S. E. Diwase | <i>Sunrise</i> Multidisciplinary Peer Reviewed Journal | August 2015 | - | Kala Mahavidyalaya, Korpana | - |
| Ujalavaya Alo Vata: Sant Tukaram Maharaj | Dr. S. E. Diwase | <i>Gurukul</i> Online Research Journal | Jan. 2016 | - | Gurukul Arts & Commerce College, Nanda | - |
| Du:khacha Mahakavi: Grace | Dr. S. E. Diwase | <i>Sunrise</i> Multidisciplinary Peer Reviewed Journal | Feb.2016 | - | Kala Mahavidyalaya, Korpana | - |
| Vyangachitrakar: Manohar Sapre | Dr. S. E. Diwase | <i>Sunrise</i> Multidisciplinary Peer Reviewed Journal | June 2016 | - | Kala Mahavidyalaya, Korpana | - |

| | | | | | | |
|---|-----------------------------|--|----------------------------|---|--|---|
| Sathottari Aitihāsik Kadambar | Dr. S. E. Diwase | <i>Sunrise</i> Multidisciplinary Peer Reviewed <i>Journal</i> | June 2016 | - | Kala Mahavidyalaya, Korpana | - |
| 2015-16 1.Manavadhikar Ani Manavdhikarache Hanan-Ek Abhyas | Dr. V. W. Malekar | 1. <i>Sunrise</i> Multidisciplinary Peer Reviewed Research Journal ISSN NO. 2319-8214 Issue-6,VOL -1 | 1. AUG. 2015 | - | 1.Kala MahavidhyalayaKorpana | - |
| 2.Bhartiya Shetkariani Bhartache Krushivishayak dhoran | Dr. V. W. Malekar | 2. 125th Birth Anniversary of Dr. Babasaheb Ambedkar: An International Inter-disciplinary Conference. ISBN-978-81-930336-9-2 | 2. 15, 16 Feb, 2016 | - | 2.125 Birth Anniversary of Dr. Babasaheb Ambedkar An International Interdisciplinary Conference | - |
| 3.Swarnajayanti Gram Swarojgarsthitic ha Adhawa –Ek Adhyayan | Dr. V. W. Malekar | 3. <i>Sunrise</i> Multi-disciplinary Peer Reviewed Research Journal. ISSN NO. 2319-8214 Issue-6,VOL -2 | 3. Feb. 2016 | - | 3.Kala Mahavidyalaya, Korpana | - |
| 1.Stri Vikasamdhye Savitribai Fuleche Yogdan | Prof. R. M. Dewalkar | <i>Sunrise</i> Multidisciplinary Peer Reviewed. ISSN No 2319-4214 | 1. Aug. 2015 | - | Kala Mahavidyala ya, Korpana | - |
| 2. Shrimant Madhorao Peshwa Ek Kartutvasappan Vyaktimatav | Prof. R. M. Dewalkar | <i>Sunrise</i> Multidisciplinary Peer Reviewed ISSN No 2319-4214 | 2. Feb. 2016 | - | Kala Mahavidyala ya, Korpana | - |
| 3.Chatrapati Shivaji Maharajanchi Samajik v Dharmik Vicharsarni | Prof. R.M. Dewalkar | <i>Sunrise</i> Multidisciplinary Peer Reviewed ISSN No 2319- | 3. June. 2016 | - | Kala Mahavidyala ya, Korpana | - |

| | | | | | | |
|---|------------------------------|--|--------------------------------|----------------|--|--|
| | | 4214 | | | | |
| 4.Samrat Ashok Ek Mahan Samrat | Prof. R. M. Dewalkar | An International Interdisciplinary Conference ISBN No 978-81-930336-9-2 | 4, 14 &15 Feb. 2016 | - | Dr.Ambedkar Godwana Uni. Teachers Association, Chandrapur | - |
| 5.Stri Udharak Dr. Babasaheb Ambedakar | Prof. R. M. Dewalkar | National Conference ISBN No 978-93-81289-36-5 | 5. 14 April 2016 | - | Dr.Ambrdkar College, Chandrapur | - |
| 1. Bhartiya Sanvidhan Va Mulbhut Adhikar | Prof. D. M. Sukhadeve | <i>Sunrise</i> Multidisciplinary Peer Reviewed ISSN No 2319-4214 | 1. August 2015 | - | Kala Mahavidyalya, Korpana | - |
| 2. Adivasi Sanskrutichi Jadanghadan Va Vikas. | Prof. D. M. Sukhadeve | Vidarbha Marathi Samajshastra Parishad, ISSN No2394-8426 International Impact Factor 2254 | 2. Feb. 22, 23 - 2016 | - | Gondwana University Gadchiroli | - |
| 3.Gramin Bhaghatil Striyanchi Sthiti | Prof. D. M. Sukhadeve | National Conference ISBN No.978-93-81289-36-5 | 3. April 14, - 2016 | | Dr.Ambedkar College, Chandrapur | - |
| 1. E-Publishing Prakashanachi Granthalayacha Vikasamadhe Bhumika | V. F. Deotale | <i>Sunrise</i> Multidisciplinary Peer Reviewed Journal | Aug. 2015 | | Kala Mahavidyalaya, Korpana | - |
| 3.3.6 h-index of the Institutional Publications during the year.(based on Scopus/Web of science) | | | | | | |
| Title of the paper | Name of the author | Title of the journal | Year of publication | h-index | Number of citations excluding self citations | Institutional affiliation as mentioned in the |

| | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------------|
| | | | | | | publicati on |
| 00 | 00 | 00 | 00 | 00 | 00 | 00 |
| | | | | | | |

| | | | | | |
|---|--|---|--|-------------|-----------|
| 3.3.7 Faculty participation in Seminars /Conferences and Symposia during the year: | | | | | |
| No. of Faculty | International level | National level | State level | Local level | Total |
| Attended Seminars/Workshops | 2 | 13 | 8 | 5 | 28 |
| Presented papers | 0 | 5 | 5 | 0 | 10 |
| Resource Persons | 0 | 0 | 0 | 7 | 07 |
| 3.4 Extension Activities | | | | | |
| 3.4.1 Number of extension and outreach programmes conducted in collaboration with industry,community and Non-Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC)etc., during the year | | | | | |
| Title of the Activities | Organising unit/agency/collaborating agency | Number of teachers co-ordinated such activities | Number of students participated in such activities | | |
| World Yoga Day | Physical Education | 02 | 60 | | |
| Tree Plantation | Env. Dept | 06 | 112 | | |
| Women Security App Guidance | Kala Mahavidyalaya, Korpana & Police Station, Korpana | 02 | 115 | | |
| World Population Day | Population Education Club | 02 | 116 | | |
| Competitive Exam Guidance | Competitive Exam Guidance Cell | 02 | 155 | | |
| Blood-Donation Camp | Kala Mahavidyalaya, Korpana & Rural Hospital, Korpana | 04 | 15 | | |
| “Say ‘No’ To Drug” | Kala Mahavidyalaya, Korpana & Police Station Korpana | 04 | 165 | | |
| ‘Pre-Recruitment’ Police Training | Kala Mahavidyalaya, Korpana & Police Station Korpana | 04 | 64 | | |
| ‘Cashless-Money’ Workshop. | NSS | 02 | 114 | | |
| Professional Course Guidance | Career Guidance Cell | 02 | 116 | | |
| 3.4.2 Awards and recognition received for extension activities from Government and other | | | | | |

| recognized bodies during the year | | | | |
|--|---|---|---|--|
| Name of the Activity | Award/recognition | Awarding bodies | No. of Students benefited | |
| 00 | 00 | 00 | 00 | |
| 3.4.3 Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc., during the year: | | | | |
| Name of the scheme | Organising unit/agency/collaborating agency | Name of the activity | Number of teachers co-ordinated such activities | Number of students participated in such activities |
| Women Security Awareness | Police Station Korpana | Women Security App Guidance | 02 | 115 |
| Students Awareness | Police Station Korpana | “Say ‘No’ to Drug” | 04 | 165 |
| Career Guidance | Police Station Korpana | Police Training Guidance | 04 | 64 |
| 3.5 Collaborations | | | | |
| Nature of Activity | Participant | Source of financial support | Duration | |
| 00 | 00 | 00 | 00 | |
| 3.5.2 Linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the year | | | | |
| Nature of linkage | Title of the linkage | Name of the partnering institution/industry/research lab with contact details | Duration (From- To) | Participant |
| 00 | 00 | 00 | 00 | 00 |
| 3.5.3 MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year. | | | | |
| Organisation | Date of MoUs signed | Purpose and Activities | Number of students/teachers participated under MoUs | |
| 00 | 00 | 00 | 00 | |
| CRITERION IV-INFRASTRUCTURE AND LEARNING RESOURCES | | | | |
| 4.1 Physical Facilities | | | | |
| 4.1.1 Budget allocation, excluding salary for infrastructure augmentation during the year | | | | |
| Budget allocated for infrastructure augmentation | | Budget utilized for infrastructure development | | |
| Rs. 00 | | Rs. 00 | | |
| 4.1.2 Details of augmentation in infrastructure facilities during the year | | | | |
| Facilities | Existing | Newly added | | |
| Campus area | 03 acres | 00 | | |

| | | | | | | | | | |
|----------|----|--------------|------------|------|---|----|----|--------------|----|
| Existing | 30 | 18 computers | Broad-Band | BSNL | - | 05 | 02 | 10.MBPS/GBPS | 05 |
| Added | | - | - | | - | - | - | | |
| Total | 30 | 18 | - | - | - | 05 | 02 | 10 MBPS/GBPS | 05 |

4.3.2 Bandwidth available of internet connection in the Institution (Leased line)

10 MBPS

4.3.3 Facility for e-content

| | |
|--|--|
| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|

| | |
|---|---|
| - | - |
|---|---|

4.3.4 E-content developed by teachers such as e-PG-Pathashala, CEC (under e-PG Pathashala), CEC (Undergraduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional Learning Management System (LMS) etc.

| Name of the teacher | Name of the module | Platform on which module is developed | Date of launching e-content |
|---------------------|--------------------|---------------------------------------|-----------------------------|
|---------------------|--------------------|---------------------------------------|-----------------------------|

| | | | |
|---|---|---|---|
| - | - | - | - |
|---|---|---|---|

4.4 Maintenance of Campus Infrastructure

4.4.1 Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| Rs.20275 | Rs.20275 | Rs.59705 | Rs.59705 |

4.4.2 Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports-complex, computers, classrooms etc.(Maximum 500 words) (information to be available in institutional website, provide link)

The institution has definite policies and procedures for maintaining and utilizing physical, academic and support facilities. We have already developed adequate infrastructural facilities. The building is large enough for the single Arts Faculty. There are two halls and five classrooms which are enough for the current situation. The library is being expanded year after year. The computer lab has 18 computers. There is also a smart room. The playground stretches over nearly 2.5 acres. The gymnasium has basic facilities but more equipment will be installed later. Classrooms are mostly ICT-enabled. The institution earmarks some money annually for renovation and maintenance of all the facilities. Given below is the Policies and Procedures:

1. Most facilities of the institution are basically and essentially meant for the students.
2. All these facilities will be well-maintained by the institution annually or when needed.
3. These facilities include sports facilities (such as the playground and Gymnasium); library and reading room, the halls, classrooms, common rooms, smart room, computer lab, IQAC room, NSS room, water coolers for pure drinking water, toilets, canteen, etc.
4. Many facilities like computer lab, smart room, canteen, library, etc can also be used by

- the members of the teaching and non-teaching staff for optimal utilization of the facilities.
5. All should use the facilities with utmost care and not cause any damage to anything.
 6. Students should regularly use computers and the Gym facilities for their ICT skill development and better physical fitness, respectively
 7. If anyone causes any damage to the institutional property and facilities, he/she will be fined in proportion to the extent of the damage.
 8. Those in charge of the various facilities should ensure that all these facilities are properly used as also during the stipulated time.
 9. At the beginning of the academic year a List should be prepared of interested students from various classes.
 10. For the proper use of Computer Lab, a Time Table is desirable for the interested students of Junior College, B.A-I, II and Final Year to follow so that crowding can be avoided.
 11. Those in charge of the computer lab should make the time table after consulting the Principal.
 12. Students should follow the time table and make proper use of the facilities offered.
 13. Any malfunctioning or damage of any facility should be immediately reported by the person in charge to the Principal for immediate action.
 14. All students are equally entitled to the use of all the various facilities of the college.
 15. The behaviour of all those who use such facilities should be decent in such places where the facilities are arranged.
 16. The librarian should inform the students at the beginning of the academic year of the working time, the utilization of library resources, various procedures, issue of books, etc.
 17. All those in charge of various centres and facilities like the gym will apprise the students well in advance of the various modalities of their concerned facilities or charges

CRITERION V-STUDENT SUPPORT AND PROGRESSION

5.1 Student Support

Scholarships and Financial Support

| | Name /Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|----------------------------|--------------------|------------------|
| Financial support from institution | Fees Concession | 01 | 1406 |
| Financial support from other sources | | | |
| a) National | Government of India | 55 | 395359 |
| b) International | 00 | 00 | 00 |

5.1.2 Number of capability enhancement and development schemes such as Soft skills development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of Students enrolled | Agencies involved |
|---|------------------------|-----------------------------|-------------------|
| Yoga | 21/06/2017 | 64 | College |

| 5.1.3 Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year | | | | | |
|---|--|--|---|--|-------------------------------|
| Year | Name of the scheme | Number of benefited students by Guidance for Competitive examination | Number of students benefited by Career Counselling activities | Number of students who have passed in the competitive exam | Number of students placed |
| 2016-17 | Competitive Exam Guidance & Career Guidance | 260 | 270 | Data not available | Data not available |
| 5.1.4 Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year | | | | | |
| Total grievances received | | No. of grievances redressed | | Average number of days for grievance redressal | |
| 4 | | 04 | | 06 days a week | |
| 5.2 Student progression | | | | | |
| 5.2.1 Details of campus placement during the year | | | | | |
| On campus | | | | Off Campus | |
| Name of Organizations Visited | Number of Students Participated | Number of Students Placed | Name of Organizations Visited | Number of Students Participated | Number of Students Placed |
| 00 | 00 | 00 | 00 | 00 | 05 |
| 5.2.2 Student progression to higher education in percentage during the year | | | | | |
| Year | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of Institution joined | Name of Programme admitted to |
| 2016-17 | 03 | B. A | English | Ambedkar College, Chandrapur | M. A |
| 2016-17 | 03 | B. A | Sociology | Ambedkar College, Chandrapur | M. A |
| 2016-17 | 07 | B. A | Sociology | Shri Shivaji College, Rajura | M. A |
| 2016-17 | 03 | B. A | Sociology | Ambedkar College, Chandrapur | M. A |
| 2016-17 | 07 | B. A | Sociology | Shri Shivaji College, Rajura | M. A |

| 5.2.3 Students qualifying in state/national/international level examinations during the year (eg: NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Service) | | |
|---|------------------------------------|---|
| Items | No.of Students selected/qualifying | Registration number /roll number for the exam |
| NET | 00 | - |
| SET | 00 | - |
| SLET | 00 | - |
| GATE | 00 | - |
| GMAT | 00 | - |
| CAT | 00 | - |

| | | |
|---------------------------|----|---|
| GRE | 00 | - |
| TOFEL | 00 | - |
| Civil Services | 00 | - |
| State Government Services | 00 | - |
| Any Other | 00 | - |

5.2.4 Sports and culture activities/competitions organised at the institution level during the year

| Activity | Level | Participants |
|--------------------|----------------|--------------|
| Athletics | College | 23 |
| Kabaddi | College | 24 |
| Volley ball | College | 18 |
| Cricket | College | 35 |
| Folk dance | College | 12 |
| Rangoli | College | 08 |
| Solo dance | College | 07 |
| Singing | College | 06 |
| Group dance | College | 12 |

5.3 Student Participation and Activities

5.3.1 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 | Name of the award/medal | National/ international | Sports | Cultural | Student ID number | Name of the student |
|---------|-------------------------|-------------------------|--------|----------|-------------------|---------------------|
| 2016-17 | 00 | 00 | 00 | 00 | - | - |

5.3.2 Activity of Students' Council & representation of students on academic & administrative bodies/ committees of the institution (maximum 500 words)

Members of the Students Council are elected in the college every year and the Students Council formed. The Students Council elects their University Representatives (UR) and through them the grievances of students can be aired in the university. Their problems related to examination, fee, or academic matters or suggestions for the better running of the university, etc, can be aired through this mechanism to the university authorities. The College Students' Council also come forward with their grievances to be addressed by the college authorities. Further they proffer suggestions for quality enhancement in the college, better departmental functioning, academic and non-academic matters. The council upholds the cause of the students for students' welfare, improved facilities, better

curricular transaction, improvements in exam related matters, better extracurricular and co-curricular activities, etc. Students are represented on academic and administrative bodies / committees like the IQAC and College Development Committee. In the IQAC one student member and one former student (alumni) are represented. The President and Secretary of the Students Council are members of the College Development Committee. By the inclusion of students in such committees or bodies, the students' voice for the development of the institution or modification of the institutional policies is clearly articulated. This is clearly part of students' participation in quality enhancement of the institution. They are a large number of students also in the NSS unit of the college for social activity and service to the nation at large.

5.4 Alumni Engagement

5.4.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words)

Though the institution has Alumni Association, it is not registered yet.

5.4.2 No. of registered enrolled Alumni:

Not applicable

5.4.3 Alumni contribution during the year (in Rupees):

Nil. Since most members are from poor families, we have not yet made any request to them for any sort of financial contributions. Though some alumni members have reached highly lucrative positions, there are a large number of poor family members and relatives dependent on them. Hence it is unfair to seek contributions from them. In such a situation, with the limited income of the college we are running the institution facing several constraints.

5.4.4 Meetings/ activities organized by Alumni Association:

We have only one Annual meeting of the Alumni Association. Besides this, the Alumni do not meet or organize any meetings or activities. During the Annual Alumni Meet, they are given chance to come to the dais and share their experiences with the gathering, proffer their suggestions, and advice the current students how to forge ahead in life and which are the various employment opportunities lying ahead of them, etc.

CRITERION VI-GOVERNANCE,LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Powers are decentralized from top to bottom in academic and administrative matters. The first practice is that powers are devolved to the departments to take departmental decisions on academic matters like the improvement of teaching and student performance. Further, various committees/ centres/cells are formed to carry out the functioning of the institution. These committees or cells are formed in the beginning of every academic year during the first general meeting of the faculty and staff. The Heads of these Committees/Cells/Centres are given the power convene meetings, chalk out the plans, take decisions, and implement what they think is relevant and make their reports and later inform the principal. These committees are responsible for conducting various events, or for organizing sports, cultural and extension programmes. All the heads of various committees discuss their ideas and plans with the principal beforehand, too. Hence there is proper co-ordination and ensuring that there is zero scope for mistakes and errors. The principal in his turn discusses matters with the Management that empowers him with decision-making power and proper action. The second practice is that during the meetings with the faculty and staff or IQAC or CDC all are given the freedom to express their ideas

and share their views in a democratic manner through discussion, sharing of experience, argumentation and persuasion. There is no element of coercion or force (except in matters mandatory), but volunteership and academic commitment and institutional duty which are all in consonance with the democratic spirit of duties to be performed by the civil servants where they are employed. In participative management the synergy of all members will contribute to the quality enhancement of the institution rather a single person taking decisions on all matters. Hence ideas and suggestions from all are frankly considered and after due deliberations and discussions with all members present in the meetings, they are fully accepted or rejected or partly accepted or rejected or modified to some extent and accommodated. The collective wisdom of all members is aptly used.

6.1.2 Does the institution have a Management Information System (MIS)? Yes/No/Partial:

Partial, through storing and retrieval of data in computers.

6.2 Strategy Development and Deployment

6.2.1 Quality improvement strategies adopted by the institution for each of the following (with in 100 words each)

- Curriculum Development: **Under the affiliation system, there is very little scope for curriculum development. Generally, the curriculum as fixed by the university is adopted and practised. Faithful implementation of the curriculum and its effective implementation are done through the Action Plan devised by the college for Curriculum Implementation. Currently the institution is not in a position with its small staff to introduce new Certificate / Diploma Courses to develop and enrich the curriculum. Even skill development courses will be possible only in distant future.**
- Teaching and Learning: **In order to improve the quality in teaching and learning, an effective action plan is devised whereby teachers are required to make maximum use of modern ICT-based educational technology along with the traditional lecture method. Teachers also make teaching learner-centred through group discussions, brain-storming sessions, seminars, and interactive sessions or constructivist approaches. Teachers also brace up with up-to-date knowledge of their subjects through orientation, refresher or short term courses. Their active participation in seminars and conferences or workshops also increases their quality. Students are also encouraged to be autonomous learners through self-study done in library or through internet resources.**
- Examination and Evaluation: **Continuous Internal Evaluation is done, to some extent, through the occasional class tests, unit tests and the model exams conducted before the university level semester exam is conducted. There is also internal evaluation through assignments, class tests, viva voce, class performance, attendance, etc., for 20 marks. Teachers show the answer sheets of internal class tests or unit tests to the students and give their feedback on the results. This corrective feedback helps the students to fare well in their final/semester exams.**
- Research and Development: **In order to bring about quality enhancement in Research and Development, those teachers who do not have PhD are encouraged to complete their doctoral degrees at the earliest. Further, all faculty members are encouraged to write as many research papers as possible and publish them in standard and peer-reviewed journals. Teachers are also advised to participate in and present research papers in conferences or workshops at various levels or get those papers published in the proceedings. Teachers are also advised to undertake minor or major research projects. Besides, teachers are encouraged to do research in the library and write books and chapters too. Efforts are made by the teachers.**

- **Library, ICT and Physical Infrastructure/Instrumentation:** In order to enhance the quality of the library, it was decided to increase the purchase of more quality reference books, better arrangement of books, racks, cupboards, tables or chairs and complete the accession numbering of books, introduce interlibrary loan, maintenance of equipment etc. As far as ICT was concerned, it was decided that the library sustains and introduces more ICT equipment, so also in the institution if more items are required. Since the institution has enough physical infrastructures as of now, being a UG College with a single faculty, it was assessed that no more physical infrastructure is needed now but requires the optimal utilization of these resources.

- **Human Resource Management:** Human resource management is done in a democratic manner with mutual consultation, discussion, and decentralization of power by the management and administration. Principles of equality, liberty, justice, fraternity and co-operation are adhered to by the institution in general in the relationships with the faculty, staff and students. Coercion and dictatorial methods are never adopted in human resource management. But persuasion and rule of law are stressed in case of discipline. Good acts are encouraged and bad ones are discouraged. Collaboration and team work is given impetus to. Accountability is stressed and social obligation is upheld. All are given freedom to express their opinions.

- **Industry Interaction/Collaboration:** We intend to develop collaboration with the industries around though a little far away. Our Arts Stream subjects have serious handicap in getting placements unless given special skill development training, which only industries can give as special skill or entrepreneurship programmes and for which we are trying. In the near future it is expected that this will become a reality. We have started making consultations with some industries to solve this issue.

- **Admission of Students:** Students are given admission on the basis of merit, equity and inclusiveness. All sorts of eligible candidates are allowed to apply for the post. The minimum qualification is a pass in the qualifying exam, i.e., XII standard. But those with greater merits have a better chance to get selected. Another criterion is that reservation norms have to be fulfilled. Students of various categories have to be admitted as per the percentage allotted to them. This is based on the government rules which change from time to time. But here also the ones with more marks have a better chance.

6.2.2 : Implementation of e-governance in areas of operations:

- **Planning and Development:** Though we have not introduced CMS so far, we generally make use of internet, computers, reprography, printers and scanning machines for ICT-enabled planning and development or for e-governance. IQAC meeting and its minutes for planning and development are recorded in computers.
- **Administration:** In the absence of CMS, we generally make use of internet, computers, reprography, printers and scanning machines for administration also. Generally for issuing letters and recording data, etc., computer is used.
- **Finance and Accounts:** We generally make use of internet, computers, reprography, printers and scanning machines in addition to making entries in the Ledger Books. For financial audit, all hard copies and supportive evidences are clearly checked

| |
|---|
| offline. |
| <ul style="list-style-type: none"> Student Admission and Support: We make use of internet, computers, reprography, printers and scanning machines for student admission and support. Admission forms duly filled up are collected and uploaded on the university site, once the admissions are confirmed with the fees duly paid and originals furnished. |
| <ul style="list-style-type: none"> Examination: Though we have not introduced CMS, we generally make use of internet, computers, reprography, printers and scanning machines. Question papers for the semester exams are available from the University website an hour before the exams. They are downloaded as per the university rules. |

6.3 Faculty Empowerment Strategies

6.3.1 Teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year.

| Year | Name of teacher | Name of conference/workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|------|-----------------|---|--|-------------------|
| -- | - | - | - | - |

6.3.2 Number of professional development/administrative training programmes organized by the College for teaching and non-teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | Dates (from-to) | No. of participants (Teaching staff) | No. of participants (Non-teaching staff) |
|----------------|--|---|-------------------|--------------------------------------|--|
| 2016-17 | Soft Skills Development | 00 | 13/07/2016 | 06 | 00 |

6.3.3 No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Courses, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | Date and Duration (from-to) |
|---|---|---|
| UGC – Faculty Improvement Programme | 00 | - |
| Staff training conducted by the university | 00 | - |
| Staff training conducted by other institutions | 00 | - |
| Summer / Winter schools, Workshops, etc. | 01 01 01 01 01 | 25/08/2016 25/02/2017 01/05/2017 15/08/2016 18/10/2016 |
| Others | 00 | |

6.3.4 Faculty and Staff recruitment (no. of permanent/fulltime recruitment):

| Teaching | | Non-Teaching | |
|-----------|----------|--------------|--------------------|
| Permanent | Fulltime | Permanent | Fulltime/temporary |
| | | | |

| 08 | 08 | 08 | 06 (Full time) |
|--|----|------------------------------|----------------|
| 6.3.5 Welfare schemes for | | | |
| Teaching: Pension /family pension, gratuity, GPF & loan availability from the Credit Society run by our own Society, LIC Insurance & Accidental Insurance of the government. | | | |
| Non-teaching: Pension /family pension, gratuity, GPF& loan availability from the society, LIC Insurance & Accidental Insurance of the government. | | | |
| Students: Free admission to economically backward students. Free textbooks to needy students. Prizes to the students by the teaching, non-teaching & Alumni. members | | | |
| 6.4 Financial Management and Resource Mobilization: The main source of income for the running of the college is fees from the students. The salary grants and development grants by the government and UGC are used for payments of the teachers and staff and for development activities of the institution as per the instructions of the Goevernment/UGC. The institution plans its budget at the beginning of the academic year with its limited income. Accordingly income and expenditures are managed. | | | |
| 6.4.1 Institution conducts internal and external financial audits regularly (within 100 words each) The accounts are properly maintained. The institution conducts internal and external audit of its income and expenditures to ensure that income and expenditure tally and that everything is well-managed as per the audit rules. The audits are done by the government approved Chartered Accountant and govt. Agents. | | | |
| 6.4.2 Funds/Grants received from management, non-government bodies, individuals, philanthropists during the year (not covered in Criterion III) | | | |
| Name of the non-government funding | | Funds/Grants received in Rs. | |
| Nil | | Nil | |
| | | | |

| | | | | |
|---|------------|---|------------|---|
| Agencies/individuals | Nil | | Nil | |
| | | | | |
| 6.4.2 Total corpus fund generated: | | Nil | | |
| | | | | |
| 6.5 Internal Quality Assurance System | | | | |
| 6.5.1 Whether Academic and Administrative Audit (AAA) has been done? | | | | |
| Audit Type | External | | Internal | |
| | Yes/No | Agency | Yes/NO | Authority |
| Academic | No | - | - | - |
| Administrative | Yes | Joint Director's Office, Nagpur Region, Nagpur | Yes | Through Bajaj & Co. (Chandrapur), the college auditor. |
| | | | | |
| 6.5.2 Activities and support from the Parent-Teacher Association (at least three) | | | | |
| * They discuss in detail the issues of the college and seek clarifications for doubts. | | | | |
| * They evaluate the development of the college and offer prizes for meritorious students. | | | | |
| * They proffer suggestions for improved academic and developmental matters of the college. | | | | |
| 6.5.3 Development programmes for support staff (at least three): Nil. No support staff except one Library Assistant. | | | | |
| | | | | |

| 6.5.4 Post Accreditation initiatives(s) (mention at least three): * Various programmes organised for students' overall development. *Improvement of Library and Reading Room facilities. *More focus on reaching out to society through extension activities like adoption of villages, and various activities organized for their benefits. *Regular IQAC Meetings for planning various quality enhancement activities. | | | | |
|--|------------------------------------|-----------------------------|-------------------------|------------------------|
| 6.5.5 Internal Quality Assurance System Details | | | | |
| a. Submission of Data for AISHE portal. : Yes | | | | |
| b. Participation in NIRF : No | | | | |
| c. ISO Certification : No | | | | |
| d. NBA or any other quality audit : No | | | | |
| 6.5.6 Number of Quality Initiatives undertaken during the year | | | | |
| Year | Name of Quality initiative by IQAC | Date of conducting activity | Duration (from ----to-) | Number of participants |
| 2016-17 | Women Security App Guidance | 27/7/2016 | 27/7/2016 | 155 |

| CRITERION VII-INSTITUTIONAL VALUES AND BEST PRACTICES | | | | |
|---|-------------------|--------------|-----------|--|
| 7.1 –Institutional Values and social Responsibilities: | | | | |
| 7.1.1 Gender Equity (Number of gender equity promotion programmes organized by the institution during the year) | | | | |
| Title of the programme | Period (from-to) | Participants | | |
| | | Female | Male | |
| Women Study Cell & NSS conducted a programme on Gender Sensitization. | 03/01/2017 | 142 | 25 | |
| 7.1.2 Environmental Consciousness and Sustainability/ Alternate Energy initiatives such as percentage of power requirement of the college met by the renewable energy sources: Environmental Consciousness and Sustainability: As an expression of environmental consciousness and to sustain it, every year plenty of saplings are planted in and around the campus and well-maintained. Since the soil is arid and the climate extremely hot some of them get perished, but a good number of them survive. Watering is regularly done. We have no alternate energy source. The college being a mono-faculty institution has only a moderate level of electric consumption. Hence so far there is no urgent need for any alternate energy. Yet, installation of solar energy panel is under consideration. | | | | |

| 7.1.3 Differently abled (Divyangjan) friendliness | | |
|---|------------|----------------------|
| Items Facilities | Yes/No | No. of Beneficiaries |
| Physical facilities | No | 0 |
| Provision for lift | No | 0 |
| Ramp/ Rails | Yes | 0 |
| Braille Software/facilities | No | 0 |
| Rest Rooms | No | 0 |
| Scribes for examination | No | 0 |
| Special skill development for differently abled | No | 0 |

| | | |
|----------------------------|-----------|----------|
| students | | |
| Any other similar facility | No | 0 |

7.1.4 Inclusion and Situatedness

Enlist most important initiatives taken to address locational advantages and disadvantages during the year

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date and duration of the initiative | Name of the initiative | Issues addressed | Number of participating students and staff |
|-------------|--|--|-------------------------------------|---|---|--|
| 2016 | 01 | 01 | 04/10/2016 01 day | Workshop on 'Cashless Money Transaction' | Awareness about cashless transaction | 52 |

7.1.5 Human Values and Professional Ethics

Code of Conduct (handbooks) for various stakeholders

| Title | Date of Publication | Follow up (maximum 100 words each) |
|-------------------|---------------------|---|
| Prospectus | 12/06/2016 | Code of Conduct for Students is published in the prospectus every year. The guidelines and instructions on the issue of behaviour in the campus, events of ragging, harassment of students, discipline have been mentioned in the code of conduct. There are various committees to monitor students' behaviour and violation of rules. The violators are penalised accordingly by the authorities concerned. |

7.1.6 Activities conducted for promotion of universal values and ethics

| Activity | Duration (From-----to-----) | Number of participants |
|--|-----------------------------|------------------------|
| NSS Labour Camp to promote values like integrity, service and dignity of labour | 22/02/2017 | 30 |

7.1.7 Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Regular Tree Plantation 2. Rain-Water Harvesting Pit. 3. Proper Solid Waste Management. 4. Garden 5. Plastic Ban 6. Well-maintained Park 7. Herbaceous Campus Borders . 8. Ban on use of Tobacco and related products in the campus

7.2 Best Practices

Describe at least two institutional best practices. **Upload** details of **two best practices** successfully implemented by the institution as per NAAC format in your institution website, provide the link.

KALA MAHAVIDYALAYA, KORPANA, Dist-Chandrapur



BEST PRACTICE-1

(2016-17)

1. Title of the practice: Computer Literacy Programme

2. Goal

Computer literacy programme was intended to develop genuine interest in students about new information technology. It also aimed at developing various computing skills. It further aimed at helping students to operate computer properly and help them to learn downloading various data available on the internet as well as acquiring basic knowledge of computer.

3. The Context

The applications of computer are so vast that they are used in medical science, business, trade, education, transportation, banking, railway, etc. Knowledge of computer education is very essential in this modern world. Today the condition is such that a professional is considered to be illiterate if he/she is not a computer literate. Computer literacy has become the need of the hour. Further, the backwardness and underdevelopment of the region where our college is situated and the low standard of the tribal/Adivasi students, make it difficult for them to get jobs unless they are skilled in one way or other. Considering the need of computer literacy for the students of the day, our college organized a Computer Literacy Programme.

4. The Practice

The above cited practice was implemented effectively and successfully. In each batch 40 students were permitted to participate. Weekly two days' classes of one hour were conducted. Teachers of the college taught the lessons to the students. Syllabus was prepared. Practical exam was conducted on each lesson. Final exam was conducted after completion of the prescribed course. Qualified students were awarded certificates.

5. Evidence of Success

We have provided the basic knowledge of computer to the students. They can now operate the computer. Students can search any information on website. They are able to write on computer. By implementing this practice we have achieved our target of developing computer literacy among students.

6. Problems Encountered and Resources Required:

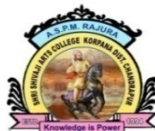
Our college has not received any kind of financial assistance so far either from the state Govt. or from centre Govt. If we had sufficient funds we could have purchased more computers and appointed a permanent computer teacher. Our college has a limited number of teachers and staff

as per Govt. rule. Manpower is essential to organise such programmes. In our college our teaching staff cooperated with us in effectively implementing the programme. Local computer operators also helped us a lot. These are some of the limitations or problems we come across while implementing this best practice. As for the resources, the computers and related equipment were furnished by the college.

7. Notes

Computer literacy does not merely mean the knowledge to operate computers. We have to acquire more skill regarding programmes and developments of software useful in every field. Surely, computer literacy is the urgent need of the hour. It has also opened up innumerable avenues for job opportunities.

KALA MAHAVIDYALAYA, KORPANA



BEST PRACTICE 2

(2016-17)

1. Title of the Practice:

Competitive Examination & Employment Guidance Programme

2. Goal Competitive exam preparation is very important for the students. The goals of Competitive Exam & Employment are: -1. To encourage the students for the preparation of various jobs. 2. To give information about various competitive exams. 3. To provide information about preparation of various posts in Govt. and non Govt. sectors.

3. The Context

One of the pressing problems in India is the problem of unemployment. Thousands of graduates are wandering from one place to other in search of jobs. Our college being situated in a place surrounded by villages predominantly inhabited by poor, unemployed Adivasi or tribal people, the need to address their issues is of paramount significance for the college. Considering this our college arranges programmes on these issues by inviting resource persons.

4. The Practice

The above-cited practice is implemented effectively. On every Saturday at 12.00 p.m. to 1.00 p.m. competitive exam classes are conducted. Advertisements of various posts are displayed on the notice boards in each class, 100 questions which are asked in previous exams are given to the students, exams are also conducted. Resource persons from different fields are invited to the college. Motivational speeches by the successful candidates are shown by the LCD projector. Books of various competitive exams are available in the college library. The students borrow the books, study materials, reference books etc., from the library.

5. Evidence of Success

We have effectively implemented this practice. We have created considerable interest in the

students about competitive exams. Students themselves prepare for the various competitive exams. Students learnt the techniques of preparation for various competitive exams. Students got inspiration from motivational speech.

6. Problems Encountered and Resources Required

We have no any financial assistant from Govt. for conducting such programmes. We face financial problem for the remuneration of resource person. Govt. jobs are insufficient, so the students are careless about competitive exams.

7. Notes (Optional)

It must be emphasised that all possible measures must be taken for providing jobs. Career guidance programmes should be organised. Competitive exam classes should be organised for getting a job either in Govt. or in private sector.

7.3. Institutional Distinctiveness

Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust. Provide the weblink of the institution in not more than 500 words.

Kala Mahavidyalaya, Korpana

Institutional Distinctiveness (2016-17)

Confidence-Building in the Students:

One of the aspects of the vision of the institution is to bring out overall development of the students. The institute plans and executes all curricular and extracurricular activities keeping in mind the vision and mission of the institution. Since the students of the college come from poor academic background and from rural areas.

They lack confidence and face embracement and hesitation when they join the institution. So the institution always focuses on confidence-building among the students. Most of our students face stage fright and performance anxiety. To address these issues the institute provides three major platforms, namely, NSS, cultural programs and sports activities where students are motivated for participation and performance in various small activities.

Since the inception of the institution NSS has proved a very useful platform for transforming students' introvert nature and make them expressive. Every year the NSS organizes a seven day labour camp in nearby village. During the camp students are given various responsibilities and freedom to express themselves. The students perform various stage shows and societal activities. It gives opportunity to communicate with peers and society by which they also learn leadership, discipline and responsibility. In short the labour camp enhances confidence among the students every year.

The second platform which boosts students' confidence level and creates self-esteem is the three day cultural festival. During the festival the maximum responsibility of execution of cultural festival rests with the students. The teachers only monitor and supervise the students and guide wherever they face problems. The students not only participate in the events in large number, they also conduct the proceedings of various activities. The students get motivated when they receive appreciation, certificates and prizes.

The third platform used for confidence building is games and sports. Some students who are not interested in the stage programs during cultural festival get opportunity to express their spirit, energy

and skill in various games and sports. Having an extensive playground and sports equipment of various games, numerous students utilize this facility for their betterment. To promote this the institution also organizes various sports events on college level.

Apart from these platforms, the institute organizes plethora of programs where the students get opportunity to listen experts from various fields like judiciary, administration, health, higher education, technology, etc. By listening to such experts' talks, the students not only build their confidence but they also become aware of their carrier, society and the current scenario of the ever changing world. The institute also intermittently organizes guest lectures on significant topics such as carrier making, stress management, personality development, woman empowerment which enhances students' domain knowledge and awareness and this very knowledge makes them feel confident to face the world. With the support of activities under taken by the institution, the students who exhibit embarrassment, hesitation , stage fear, performance anxiety, reticence and introvert nature at the entry level, become bold enough to participate and represent the institution in university and other colleges and win various prizes and awards.

8. Future Plan of action for the next academic year – 2017-18 (500 words)

FUTURE PLAN OF ACTION-2017-18

1. To conduct classes on *Personality Development*.
2. Conduct a Blood Donation Camp/Eye Check-Up Camp.
3. If time permits, organize an additional NSS camp besides the regular one.
4. The staff should participate in more conferences/seminars/OP/RC and present more research papers.
5. Organize a few guest lectures
6. Purchase more computers.
7. Sustain the quality enhancement initiatives.
8. Call regular IQAC meetings and keep up discussions, evaluations, and implementations.
9. Take up study tours and picnics as usual.
10. Conduct some workshops/seminars for the benefit of the students/staff.

Name: **Prof. R. T. Meshram**

Name: **Dr. S. M. Warkad**

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

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