

[(AQAR format in line with the revised manual of Affiliated/Constituent UG Colleges, with effect from the academic year 2021-22)]

ADARSH SHIKSHAN PRASARAK MANDAL RAJURA'S
**PRABHAKARRAO MAMULKAR
MAHAVIDYALAYA, KORPANA**
DIST- CHANDRAPUR (M.S)



(Affiliated to Gondwana University, Gadchiroli)
Accredited by NAAC, Bangalore

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

(For Affiliated/Constituent Colleges)

(ACADEMIC YEAR – AUGUST-30, 2021-TO JUNE-30, 2022)

**The Annual Quality Assurance Report (AQAR) of the IQAC
(For Affiliated/Constituent (UG) Colleges)**

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. 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, June 1, 2017 to May 31, 2018)*

(With effect from academic year 2020-21)

Part - A

1. Data of the Institution

(Data may be captured from IIQA)

1. Name of the Institution: **Prabhakarrao Mamulkar Mahavidyalaya, Korpana
(Old Name: Kala Mahavidyalaya)**
- Name of the Head of the institution: **Dr. Joseph T. C.**
 - Designation: **Principal**
 - Does the institution function from own campus: **Yes**
 - Phone no./Alternate phone no.: **07173-299078**
 - Mobile no.: **9420629410**
 - 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**
 - Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self-financing
(please specify) : **Grants-in-aid & UGC 2(f) & 12 (B)**
 - Name of the Affiliating University: **Gondwana University, Gadchiroli (M.S)**

- Name of the IQAC Coordinator: **R. T. Meshram**
Phone No **07173/ 299078**

Alternate phone no. **Nil**

- Mobile: **9673446530**
- IQAC e-mail address: artcollegekorpana_1994@rediffmail.com
- Alternate e-mail address: pmmkorpana@gmail.com

3. Website address: www.pmmkorpana.org

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

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

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

if yes, whether it is uploaded in the Institutional website **:Yes**

Web link:

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/YYYY: **14-02-2015**

7. 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
0	0	0	0	0

8. Whether composition of IQAC is as per latest NAAC guidelines: Yes/No: **Yes**

*upload latest notification of formation of IQAC

9. No. of IQAC meetings held during the year: **03**

Were the **minutes** of IQAC meeting(s) and **compliance** to the decisions have been

uploaded on the institutional website? **Yes**

Yes/No.....

(If No, please upload the minutes of the meeting(s) and Action Taken Report.)

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

If yes, mention the amount: **0** Year: **0**

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

- * **Regular meetings were convened, chalked out a plan of action, and evaluation made.**
- * **A few online seminars/ conferences/workshops were organized with the help of different Departments in collaboration with Shri.Shivaji College, Rajura, at various levels.**
- * **A series of various useful programme events organized in the college.**
- * **Organized five days' meetings to explain to teachers the new AQAR & NAAC Guidelines.**
- * **Took feedbacks from various stakeholders and an offline SSS.**

12. 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
<p>1. Organize one or more International seminars/conferences/workshops preferably as a collaborative venture and in online mode in view of the prevailing pandemic.</p> <p>2. Organize one or more National level seminar/conference / workshop</p> <p>3. Organize one or more workshops at state or university levels.</p> <p>4. Organize a slew of various useful activities for students when the pandemic subsides.</p> <p>5. Organize a week-long Basic Computer Skills Development programme for students.</p> <p>6. Conduct College level Convocation/Degree Certificate Distribution Ceremony.</p> <p>7. Organize a 'Women Empowerment/</p>	<p>1. Two International Online Conferences were organized - one by the Dept of Economics and another by the Dept of Marathi, on 28-02-2022. Both were collaborated ventures under MoU with Shri. Shivaji College, Rajura.</p> <p>2. This was not materialized. But a few college level workshops were organized.</p> <p>3. One State Level Interdisciplinary online Workshop was organized on 08-07-2021, and one University Level Workshop was organized on 27-09-2021. (both were organized in collaboration with Shri. Shivaji college, Rajura).</p> <p>4. Soon after the pandemic a series of programmes were organized.</p> <p>5. As planned a week-long Basic Computer Skill Training programme was organized. The resource person, a web designer and ICT expert, Mr. Mohit Chugh, was invited from Chandrapur.</p> <p>6. College level convocation/Degree Distribution Ceremony was organized.</p> <p>7. 'Women Empowerment' and 'Gender Sensitive programmes' were organized on International Women's Day.</p>

Gender Sensitive' Programme	
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13. Whether the AQAR was placed before statutory body? Yes /No: **Yes**

Name of the statutory body: *Adarsh Shikshan Prasarak Mandal, Rajura (Management Body)*

Date of meeting(s):

14. Whether institutional data submitted to AISHE:

Yes /No: **Yes** Year: **2021-22**

Date of Submission:17/12/2022

2. Institutional Preparedness for NEP 2020

(Description in Maximum 500 words)

1. Multidisciplinary / interdisciplinary:

a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.

The Vision of the institution is : - “Emancipation and enlightenment of the students, particularly the marginalized ones, through quality higher education so as to take their personal, social and economic conditions on a par with that of the mainstream society enabling them to be motivated, productive, civic-conscious citizens of the country and the global society”. The vision envisages quality higher education through which the students can be enlightened and emancipated to be healthy members of society. Quality education implies that all sorts of modern facilities are made available in the educational institution by which students are benefited. It also implies that the college becomes multidisciplinary and holistic in the course of time. But the government does not permit the introduction of new granted academic streams even when we desire to introduce more faculties and disciplines. Ours is a single (Arts faculty) college. In this remote area of Chandrapur district where tribals or Adivasis abound, the demand for commerce and science streams is also not that high. Even then, if the government permits we will apply for more streams by which multidisciplinary becomes an effective reality and the stakeholders stand to benefit from this approach. The institution makes effort at holistic development, i. e., all-round development of the personality of the students by organizing various programmes to supplement the knowledge obtained from the syllabi.

- b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.

We have only humanities and no science stream to integrate, as of now.

- c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain

The curriculum offered by the university is flexible enough to accommodate various courses and projects. So we have credit-based courses on the Research Methodology and Projects, Good Governance, and Environmental Education in different Semesters of the UG programme. Although no projects are offered based on the curricula, as a part of the community engagement of the college, various useful activities are arranged in the Adopted village and during the NSS camp.

- d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.

In compliance with the instruction of the university issued from time to time, the college will have to make decisions on such matters. To enable multiple entry and exists, students will be registered in the Digilocker of the Academic Bank of Credit as soon as the university waves the green signal for the same. For example, we plan to register all the students in the ABC in the next academic year.

- e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?

The institution intends to create greater awareness in the teachers and students to take up multidisciplinary research activities which will prove useful to society since many social problems need multi-pronged approach from social, political, economic and historical angles. Also scientific solutions are necessary to tide over many societal issues. But science stream is not in our college we have to take help from scientist from elsewhere. In our adopted village, we took the help of lawyers, policemen, local political authorities, doctors, self-help group experts etc., to solve the diverse pressing social problems of the villagers and their animals.

- f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

Organizing a slew of awareness programmes in the college related to diverse issues like women empowerment, gender equality, Indian constitution, human rights, minority rights, environmental issues, computer literacy & skill development, cashless economy, invited lectures, and adoption of a village for various socially useful activities within the time constraint, Police

pre-recruitment training programme every year, celebration of the birth and death anniversaries of the national heroes, etc, constitute the best practices of the institution to promote interdisciplinary approach. In such an approach numerous subjects which are not chosen by the students are discussed and knowledge imparted for holistic development and an interdisciplinary attitude.

2. Academic bank of credits (ABC):

- a) Describe the initiatives taken by the institution to fulfill the requirement of Academic bank of credits as proposed in NEP 2020.

The same as (1-d) given above.

- b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.

It will be done only in the next academic year with the permission and guidance of the university. Seminars and workshops related to it are being attended by the Principal and staff as a preparation for the imminent implementation.

- c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.

Efforts are yet to be done in this regard.

- d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.

They have been encouraged by the Principal and the Management to attend several seminars/workshops /conferences related to teaching, curriculum design or any faculty development programme like the refresher/ orientation/ short term courses which give them deep insights into such areas as the curricula suitable for the era under the NEP particularly in view of skill and entrepreneurial development and social utility.

- e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

(Please See 1-d)

3. Skill development:

- a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework

Efforts are made by the institution to start a Skills Development Centre in college campus in collaboration with “Skills and Entrepreneurial Development Institute” (SEDI) of Ambuja

Foundation (of Ambuja Cements), near Gadchandur. We are making efforts to get an MoU with SEDI in this regard. A few site visits have been made by the team. Since the Ambuja Cements has been taken over by the Adani group, they are awaiting a green signal from them. We also organize in the campus almost every year “Pre-Police Recruitment Training” to strengthen the vocational training of our students and the students of this tribal area. In this three-months training programme hundreds of students get training every year and many get selected during the recruitment drive. We also give plenty of chances to students for public speaking in the college or for anchoring so that their soft skills and communication skills develop. Further Career Guidance Cell of the college organizes a few talks by some experts every year. All these are in line with the NSQF.

- b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.

As mentioned above several programmes and activities are conducted every year to promote vocational education. The programme offered by the college is just general education but such activities as mentioned above, develop the vocational nature of the education since all these are repeated every year as though they were an integrated part of the curriculum or mainstream education. This approach has been a part of the vision, mission and objectives of the institution. In other words, empowerment of the marginalized students of this economically challenged tribal area is an integral part of our vision.

- c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.

All these values are part of the syllabi devised by the university in conformity with the UGC instructions. Particularly topics chosen in Marathi and English Language and Literature contain such topics as are embedded with values and moral ideas for a better ideas. During class teachers dwell on them. Further, numerous awareness programmes are conducted as mentioned in 1-(f) above. Voter awareness programme taken every year gives the students a chance to know what democracy and democratic practices are or what are required to be good citizens of the country. Further, on Constitution Day/ Dr. Ambedkar’s Birth Anniversary, Constitutional and human values are discussed during the enlightening talks by the Principal and teachers. Gandhi Jayanthi, Mahatma Fule /Jyothiba Fule, or Chatrapati Shivaji’s Birth Anniversaries give a chance to talk about righteous conduct, peace, non-violence, humanism, ethics, etc. Life Skills like Communication Skills are emphasized by the language teachers of Marathi and English.

d) Enlist the institution's efforts to:

- i. Design a credit structure to ensure that all students take at least one vocational course before graduating.

Concrete steps are yet to be taken in this direction in conformity with the directions of the university.

- ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.

Concrete steps are yet to be taken in this direction in conformity with the directions of the university.

- iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.

Online Distance Learning is mostly in English which is not the medium of the learners of our institution or most other institutions of the university, for that matter. Hence the students will not respond to any such courses since their English is very weak. Their learning is in Marathi medium. Only courses, if any available in Marathi medium will be opted by the students. In blended learning also the same issue crops up. We have 'Career Katta' Vocational Guidance programme introduced in Maharashtra. But they insist that the college should have at least twenty faculty members, and there should be at least 58 final year students to join the course. Both these make us ineligible since we have only 07 teachers on the faculty and as few as 56 students in Final B.A from whom most are unwilling to join the course. In addition, all our efforts to persuade the students did not bring the desired effect (we had arranged a couple of meetings with the students) since most students are poor and unable to bear the additional expense of Rs. 360/- of the course. We are yet to explore the scope of the 'on-campus modular modes' and are still unsure of its operational modalities. Once the matter is clear we shall introduce it, if viable.

- iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.

Such new ideas are yet to be disseminated to us. We also need the permission of the university in any new ventures of this sort.

- v. Skilling courses are planned to be offered to students through online and/or distance mode.

We intend to start some skilling courses (through online mode) such as Certificate Course in Spoken English/Certificate Course in Communicative English, if students so desire. After consultations with them it will be finalized.

e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP

2020.

Athletic or Sports skills of the students were developed over time through the Pre-Police Recruitment Training which enabled many of them to be recruited. A few hours of Spoken English Classes were given to students during 2019 and 2022 without any certificate or any fee attached to it by the Principal himself who had run such a course for more than a decade in the college he came from, and which was UGC-funded as well. So he shared his language experience with the students for a few days within the constraints of his busy schedule. In 2019 a few days after he started the course the pandemic set in and the college had to be closed. Hence the classes were stopped. So in the 2021-22 academic year, he resumed the course, but could not engage many classes because of his busy schedule.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

- a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses.

This is yet to be materialized as it requires guidance and instructions from the university in writing, registration of students in the ABC so that credits will be deposited in student's digital account in ABC. In a year or two this will be realized. We are waiting for guidance from the university in this regard. Teaching is being done already in the Indian languages of Marathi and Hindi. We shall hold deliberations over whether online or offline mode is to be preferred for our students. Then, future plans will be fixed.

- b) What are the institution's plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

Since the medium of instruction is Marathi which is the local language of the people, there does not arise any need for training to teach in their own language. The people of the Vidarbha region in Maharashtra (to which place our college belongs) know Hindi also. So, only in the case of teaching English Language and Literature, there arises an option either to teach in Marathi or Hindi. Hence some teachers adopt the use of 'English to Marathi bilingual method' and others in 'English to Hindi mode' to which practice they have already been habituated for years. Nevertheless, the faculty will be sent for different faculty training programmes offered under NEP as and when the need and chance arise. In the normal line, teachers attend FDP courses from time to time and are well aware of this.

- c) Provide the details of the degree courses taught in Indian languages and bilingually in the

institution.

We have only one regular UG programme (Arts) in the college, the college being a mono-faculty institution. That is in Marathi medium. Only English Language (Compulsory English) and English Literature are taught alternately in Marathi and Hindi. All subjects- Economics, History, Sociology, Compulsory Marathi, and Marathi Literature follow only a single (Marathi) medium only.

d) Describe the efforts of the institution to preserve and promote the following:

i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)

Since none of them have yet been introduced in the college course, other than Marathi, only through general awareness programmes held on some occasions like the Marathi Day, National Hindi Day, etc, the value of our great and ancient languages like Sanskrit, Pali or tribal languages like the Gondi, etc., is highlighted. In future, in conformity with NEP guidelines, more Language Days will be celebrated and greater awareness will be created on all such languages emerging from our great legacy. Efforts are being made in the University to design a syllabus for Gondi Language, which is a tribal and Dravidian language vastly used by the tribals of central, eastern and southern Indian states.

The concept, new as it is to enter academic circles for intense discussion, is yet to find a suitable occasion to give a highlight. Great Indian traditional knowledge as expressed in Ayurveda, Yoga, Palmistry, Astrology, Architecture, Vedic Maths, Linguistics/Grammar, Aesthetics, Logic, Economics, etc., need to be upheld and disseminated. Depending on the need, demand and such other factors related to the same, genuine efforts will be made in this regard to promote them.

ii. Indian Arts

Indian Arts are encouraged by way of cultural day programme in which various dance forms (like the Classical, Adivasi, Bharatanatyam, etc), folk songs, and so on, find their due expression. Similarly, painting, drawing, etc., using Indian themes is also encouraged during poster presentation contest.

iii. Indian Culture and traditions.

Indian tradition based on ahimsa (non-violence), tolerance, respect for all, respect for other religions, hospitality to strangers, politeness, reverence for the elders, humility, self-abnegation, patriotism, war ethics, appreciation for diversity, heroism, adherence to dharma in everyday life, etc. are inherent in all Indians because we live the culture. But due to the onslaught of the western culture, our cultural tradition is getting eroded.

Hence, there arises the need to be aware of, and adhering to our culture by the present and future generations. During Vivekananda Jayanthi, Shivaji Jayanthi, Rajmata Rashtramata Jijao Jayanthi, Dr. S. Radhakrishnan's Jayanthi (Teacher's Day), Gandhi Jayanthi, Sardar Patel's Jayanthi, or that of Subhash Chandra Bose, etc., teachers get a good chance to create awareness in the students about the values of our culture and tradition. This awareness effort is faithfully and zealously done by the Principal and faculty.

- e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

Teaching is done fully in Indian languages such as Marathi and Hindi. Teachers use online resources whenever deem necessary. Online courses are not yet introduced. All subject teachers refer to Indian knowledge system with reference to their subjects. For example when economics is taught naturally reference is made to Kautilya's *Arthashastra* or when Sociology is taught *A Study of Indian Society* becomes an imperative area for study. Similarly, in History class Ancient and Modern Indian History is to be taught when a reference to *Indica* by Megasthenes occurs. Same is the case with language teachers who refer to the well-developed Indian Grammar and Linguistics and the Theory of Indian Aesthetics of old (Rasa Theory, Riti, Vakrokti, Dwani, etc), in comparison with those of the western world. All these are good practices not only of the teachers but also of the university that has devised the syllabi. In times ahead, in addition to the above, special awareness programmes will be organized to give greater focus on the valuable Indian knowledge system that had been relegated to the background and denigrated under the colonial influence.

5. Focus on Outcome based education (OBE):

- i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?

For this purpose Course Outcome and Programme Outcomes have been decided in advance and efforts are made by teachers to translate them into reality not only through the exam results but also through the various skills that supplement the knowledge imparted by teachers. For such effect various programmes are organized in the college where students participate and develop their personality, particularly through discussions, proper communication skills, stage or event management skills such as anchoring, etc. Even in NSS programmes all students are compulsorily to speak in public, organize programmes, resort to presentations, maintain discipline, etc. Such

activities boost their confidence and when they finish their degree course, they will be able to speak on their subjects and involve in social, political or economic discussions, etc. The average academic results are generally around 70 percent which is the product of Herculean efforts made by the faculty in this tribal area where students lack sustained attention in the class and aptitude for intellectual pursuits.

- ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.

Teachers focus mainly on good academic delivery, though predominantly the lecture method is followed. They drive home the points repeatedly due to the sluggish receptive power of the students of the area where parents are mostly illiterate and uneducated. Teachers resort to discussions, brain storming sessions, assignments, question-answer methods etc., to make teaching effective. Such methods make them actively participate in the learning activity and experience it. In addition, online resources are used to supplement the offline teaching – learning materials. Resources from the various applications of the Mobile Phones are also occasionally used to inspire the students. Occasional class tests are conducted by teachers as and when necessary to gauge where the learners stand or how they perform. Co-curricular activities like poster presentations, painting or such contests also nourish their academic experience. Numerous awareness programmes on diverse occasions broaden the intellectual, cultural and moral horizons of the students. Hence the education given is not merely in result outcomes by way of marks or grades, but also in the development of their personality with better preparedness to face the complex world.

- iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

The same as above.

6. Distance education/online education:

- a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.

We have no vocational courses in ODL practice as yet. But vocational courses are given Online Distance Learning mode in the regional medium, i. e., Marathi it is a good option in the imminent future. The only condition is that students should welcome such an option. The hesitation on the part to accept many new initiatives is really marked. Through awareness programmes, if they are drawn to this mode, it will be easy to introduce it successfully. Many students feel several items are thrust upon them when all that they need is a simple degree certificate. This attitude acts as a baulk and a dampener for many of our efforts. We have a centre of Distance Learning (Tilak Maharashtra

Viswavidyalaya, Pune) and one for Open University mode (Yashwantrao Chauhan Maharashtra Open University) from where many school teachers and students who are unable to come to college take their degrees. But this learning is not purely online since their learning materials are sent to them in hard copies, nor are they vocational in nature. As for vocational ODL course, we shall explore the possibilities and introduce if the stakeholders welcome them.

b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

The institution has sufficient ICT equipment by way of computers (28 in number), printers, (05), laptops (03), Xerox machines (3), LCD projects (04). We have a computer Lab where there are 14 computers. As a preparation for the NEP, we also started a Network Resource Centre (NRC) with eight computers. We have also OHP which is nowadays not used since Power Point presentation has replaced it. During the Covid a couple of years ago online teaching was offered through Zoom /Google Meet, etc. Generally blended teaching -learning is practiced in the broad sense of the term, i.e, blending or mixing the traditional lecture method (Face to face teaching) with ICT. In the sense of combining face to face with online mode we have not yet introduced any MOOC or SWAYAM offered by the UGC since these are all given in English medium and not Marathi medium. Students cannot follow any such English medium materials since all follow Marathi medium. Hence they are not willing to join any such courses. When such courses are offered in the regional languages, they can be offered and students may welcome them.

Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

Answer - (the same as above.)

2. Extended Profile of the Institution

1. Programme:

1.1 Number of courses offered by the Institution across all programs during the year

Year	2021-22
Number	7

2. Student:

2.1 Number of students during the year.

Year	2021-22
Number	

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

Year	2021-22
Number	

2.3 Number of outgoing/ final year students during the year

Year	2021-22
Number	56

3. Academic:

3.1 Number of full time teachers during the year

Year	2021-22
Number	7

3.2 Number of Sanctioned posts during the year

Year	2021-22
Number	9

4. Institution:

4.1 Total number of Classrooms and Seminar halls: 6

4.2 Total expenditure excluding salary during the year (INR in lakhs)

Year	202-22
Expenditure	

4.3 Total number of computers on campus for academic purposes: 22

PART B

Criterion 1 – Curricular Aspects

Key Indicator – 1.1 Curricular Planning and Implementation

Metric No.	
1.1.1. QM	<p><i>The Institution ensures effective curriculum delivery through a well planned and documented process</i></p> <p>Write description of initiatives in not more than 200 words</p> <p>File Description:</p> <p>The institution has a well-planned mechanism for effective curriculum delivery, though we still lag behind in proper documentation of the teaching-learning process in the absence of Teaching Management System, etc. Teachers go to the class in time, follow their Teaching Plan as it is envisaged in the <i>Teacher's Diary</i>. The Teaching Plan is done at micro and macro levels - daily plan and semester-wise plan. This helps them finish the portion well in time, do the revision for students, and conduct model exams. Teachers occasionally use various teaching aids, though predominantly they use the lecture method with which they feel more at home and are very much used to. It is supplemented by the online resources, thus effecting blended learning. Most of the classrooms are ICT-enabled, with LCD projectors which they occasionally use. Teachers encourage learners to spend considerable time in the library to read books or browse the internet for further reading materials or 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 to implement the curriculum effectively is uploaded as a supportive document.</p> <ul style="list-style-type: none"> • Upload relevant supporting document: (Action Plan for Curriculum Delivery) <p style="text-align: center;">PrabhakarraoMamulkarMahavidyalaya, Korpana</p> <p style="text-align: center;">ACTION PLAN</p> <p style="text-align: center;">(For <i>Effective Implementation of the Curriculum</i>)</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 method is blended well with the modern ICT 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, Brainstorming sessions, collaborative and co-operative learning. Give tasks/assignments to students.

	<ol style="list-style-type: none"> 7. Encourage learners to be autonomous and develop metacognition/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 net-working etc. 15. Represent the University bodies like the BoS, Academic Council, etc., to bring the desired changes to the syllabus. <ul style="list-style-type: none"> • Link for Additional information: 0
<p>1.1.2. QM</p>	<p><i>The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)</i></p> <p>Write description in maximum of 200 words</p> <p>File Description</p> <p>The Academic Calendar of the institution is generally adhered to. But some flexibility had to be made occasionally whenever some unforeseen exigencies happened. So in consonance with the prevailing situation, desirable changes had to be made from time to time. In order to ensure the academic progress and quality of learning of the students Continuous Internal Evaluation (CIE) was exhorted in the institution as far as possible or to the extent feasible., Teachers conduct a few exams since the time required to finish up the portion was very little due to the introduction of so many programmes as insisted on by the regulatory authorities including the government. So teachers had to speed up with the portions to be completed well in time before the semester exams. Yet they conducted occasional class tests to check the learning pace of students within the constraints of time. Besides, teachers were instructed to conduct unit tests, which were left to their freedom. But Model Exams were strictly conducted. All these exams along with the internal evaluation and oral exams ensured the continuous internal evaluation of students. So some divergences from the Calendar were a necessity occasionally. The assignments, oral exams, class performance, seminar, etc., carry 20% of their marks in the final examination in every semester.</p> <ul style="list-style-type: none"> • Upload relevant supporting document (Academic Calendar) • Link for Additional information; ()

1.1.3.

Q_nM

Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year

Year	2021
Number	03

1. Academic council/BoS of Affiliating University
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ Certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Options

1. All of the above
2. **Any 3 of the above**
3. Any 2 of the above
4. Any 1 of the above
5. None of the above

	<p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Number of teachers participated: 03 • Name of the body in which full time teacher participated: BoS • Total number of teachers <p>Documents: Upload the scanned copies of the letters issued by the affiliating university / institutions w.r.t the activity in which the teachers are involved.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Details of participation of teachers in various bodies/activities provided as a response to the metric • Any additional information
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Key Indicator- 1.2 Academic Flexibility

Metric No.					
<p>1.2.1. QnM</p>	<p><i>Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented.</i></p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented.</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>01</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of all Programmers adopting CBCS • Name of all Programmes adopting elective course system <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Minutes of relevant Academic Council/ BOS meetings • Institutional data in prescribed format (Data Template) 	Year	2021-22	Number	01
Year	2021-22				
Number	01				
<p>1.2.2. QnM</p>	<p><i>Number of Add on /Certificate programs offered during the year</i></p> <p><i>1.2.2.1: How many Add on /Certificate programs are added during the year.</i></p> <p><i>Data requirement for year: (As per Data Template)</i></p> <p><i>The template is combined with 1.2.3</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>0</td> </tr> </table> <ul style="list-style-type: none"> • Names of the Add on /Certificate programs with 30 or more contact hours • No. of times offered during the same year • Total no. of students completing the course in the year <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Brochure or any other document relating to Add on /Certificate programs • List of Add on /Certificate programs (Data Template) 	Year	2021-22	Number	0
Year	2021-22				
Number	0				

<p>1.2.3 Q_nM</p>	<p><i>Number of students enrolled in Certificate/Add-on programs as against the total number of students during the year</i></p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs during the year</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>0</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Total number of students enrolled in certificate / Add –on programs • Total number of students across all the programs <p>File Description(Upload)</p> <ul style="list-style-type: none"> • Any additional information • Details of the students enrolled in Subjects related to certificate/Add-on programs 	Year	2021-22	Number	0
Year	2021-22				
Number	0				

Key Indicator- 1.3 Curriculum Enrichment

<p>Metric No.</p>	
<p>1.3.1. Q₁M</p>	<p><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</i></p> <p>Upload a description in maximum of 200 words.</p> <p>File Description (Upload)</p> <p>Under the affiliation system, the institution has to follow the curricula framed and prescribed by the university. Hence the institution lacks the freedom to manipulate or integrate anything into the curricula in anyway. But the syllabi prescribed by the university itself have properly integrated crosscutting issues in its generic papers. Gender issues are highlighted in Gender or Women Studies prescribed in Literature and Sociology classes. Economics and History also have several topics highlighting human values, environmental issues and gender issues. Similarly Environmental Studies and its Sustainability is a compulsory paper in the Second Year B.A. Several essays in Literature incorporate human values. Nevertheless, the institution makes effort to share the knowledge related to these crosscutting issues with all the students by arranging some special programmes from time to time on Gender Equality/ Gender Sensitization / Women Empowerment / Environment and its Sustainability / Professional Ethics / Human Values. During NSS programme also some of these issues were dealt with.</p> <ul style="list-style-type: none"> • Any additional information • Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

<p>1.3.2.</p> <p>Q_nM</p>	<p><i>Number of courses that include experiential learning through project work/field work/internship during the year</i></p> <p>1.3.2.1 : Number of courses that include experiential learning through project work/field work/internship during the year</p> <table border="1" data-bbox="328 360 740 443"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>01/02</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Course: Population Education/Research Methodology • Details of experiential learning through project work/field work/internship • Name of the Programme: B.A. <p>File Description:</p> <ul style="list-style-type: none"> • Any additional information • Programme/ Curriculum/ Syllabus of the courses • Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses • MoU's with relevant organizations for these courses, if any • Number of courses that include experiential learning through project work/field work/internship (Data Template) 	Year	2021-22	Number	01/02
Year	2021-22				
Number	01/02				
<p>1.3.3.</p> <p>Q_nM</p>	<p><i>Number of students undertaking project work/field work/ internships</i></p> <p>1.3.3.1. Number of students undertaking project work/field work/ internships</p> <table border="1" data-bbox="328 1021 740 1115"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>56</td> </tr> </table> <p>Data Requirement : (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the programme • No. of students undertaking project work/field work /internships <p>File Description:(Upload)</p> <ul style="list-style-type: none"> • Any additional information • List of programmes and number of students undertaking project work/field work/ /internships (Data Template) 	Year	2021-22	Number	56
Year	2021-22				
Number	56				

Key Indicator- 1.4 Feedback System

Metric No.	
1.4.1. QnM	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) Students 2) Teachers 3) Employers 4) Alumni</p> <p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above Choose any one D. Any 1 of the above E. None of the above</p> <p>Data Requirement: Report of analysis of feedback received from different stakeholders</p> <p>File Description</p> <ul style="list-style-type: none"> • URL for stakeholder feedback report • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) • Any additional information (Upload) <p>(Note: Data template is not applicable to this metric)</p>
1.4.2 QnM	<p><i>Feedback process of the Institution may be classified as follows:</i></p> <p>Options:</p> <p>A. Feedback collected, analyzed and action taken and feedback available on website B. Feedback collected, analyzed and action has been taken C. Feedback collected and analyzed D. Feedback collected E. Feedback not collected</p> <p>Documents: Upload Stakeholders feedback report, Action taken report of the institute on it as stated in the minutes of the Governing Council, Syndicate, Board of Management</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • URL for feedback report <p>(Note: Data template is not applicable to this metric)</p>

Criterion 2- Teaching- Learning and Evaluation

Key Indicator- 2.1 Student Enrolment and Profile

Metric No.					
2.1.1. QnM	<p>Enrolment Number</p> <p>Number of students admitted during the year</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>264</td> </tr> </table> <p>2.1.1.1. Number of sanctioned seats during the year</p>	Year	2021-22	Number	264
Year	2021-22				
Number	264				

	<table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>360</td> </tr> </table> <p>Data Requirement last completed academic year.</p> <ul style="list-style-type: none"> Total number of Students admitted Total number of Sanctioned seats <p>File Description:</p> <ul style="list-style-type: none"> Any additional information Institutional data in prescribed format 	Year	2021-22	Number	360
Year	2021-22				
Number	360				
2.1.2. Q _n M	<p><i>Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories during the year</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>261</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Number of Students admitted from the reserved category Total number of seats earmarked for reserved category as per GOI or State government rule <p>File Description: (Upload)</p> <ul style="list-style-type: none"> Any additional information Number of seats filled against seats reserved (Data Template) 	Year	2021-22	Number	261
Year	2021-22				
Number	261				

Key Indicator: 2. 2. Catering to Student Diversity

Metric No.	
2.2.1. Q ₁ M	<p><i>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners.</i></p> <p>Write description in maximum of 200 words.</p> <p>File Description:</p> <p>Learning levels are assessed by oral questions and class tests conducted at the beginning of the academic session. The special programmes for both comprise the following:</p> <p>Additional special periods are taken to improve the slow learners. Additional reference sources and materials are given to advanced learners to deepen their subject knowledge. Class quizzes, debates, or seminars also help the advanced learners to enhance their learning levels. They are also encouraged to spend more hours in the library reading subject related books, articles in periodicals and journals or visiting useful websites or browsing the internet to track useful materials elsewhere. Print-outs and handouts are occasionally given to both slow learners and advanced ones. Additional hours of remedial teaching is done to raise the level of the slow learners or to make their concepts clear. Further, two or three times' repetition of the main points of the lecture also helps the slow learners. Discussion and repeated or frequent asking of oral questions in between the lecture to judge the pace of their perception or comprehension also help them considerably.</p>

2.2.2. Q _n M	<p>Student- Full time teacher ratio (Data for the latest completed academic year)</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number of Students</td> <td>264</td> </tr> <tr> <td>Number of teachers</td> <td>7</td> </tr> </table> <p>Data requirement:</p> <ul style="list-style-type: none"> • Total number of Students enrolled in the Institution • Total number of full time teachers in the Institution <p>Formula: Students: teachers</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information <p>(Note: Data template is not applicable to this metric)</p>	Year	2021-22	Number of Students	264	Number of teachers	7
Year	2021-22						
Number of Students	264						
Number of teachers	7						

Key Indicator- 2.3. Teaching- Learning Process

Metric No.	
2.3.1. Q ₁ M	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences.</p> <p>Upload a description in maximum of 200 words</p> <p>File Description:</p> <p>The Lecture method is supplemented by several student-centric methods in which students themselves are the active agents of learning. The students are helped to construct their own meaning through experiential learning and problem solving techniques. Rather than being passive listeners to lectures they are made to involve in activities or tasks in which they get the chance to experience what is being learned. Group discussion, debates, pair activities, co-operative or participatory learning are resorted to by the teachers. Students are asked to read the topics for a while silently and then ask a few questions to each other and answer them. The advanced ones are asked to help the slow learners by explaining the matter to them in their own ways. In such learner-centric activities, their mental powers such as thinking, feeling, imagination, intellect and intelligence or even memory are brought into active play. Classes become lively and learning interesting. Occasional seminars also help the learners. Assignments are given as compulsory part of the internal assessment. To check the speaking skills, <i>viva voce</i> is also conducted in languages. Subject teachers give the students problems to be solved or questions to be answered. This gives them a chance to think deeply.</p> <ul style="list-style-type: none"> • Upload any additional information • Link for additional information

<p>2.3.2.</p> <p>Q₁M</p>	<p><i>Teachers use ICT enabled tools for effective teaching-learning process.</i></p> <p>Write description in maximum of 200 words</p> <p>File Description: Teachers sparingly use ICT-enabled tools for effective teaching-learning process. They mainly resort to the Lecture method which is supplemented, when necessary, with the ICT tools. These tools are used when there is a need for better visual effect or better presentation. The commonly used ICT tools are computers, Lap-tops, mobile phones, etc. Occasionally, useful items - both audio and video- from the You-Tube, WhatsApp, and Google are shown to the students. Teachers make power-point slides and use them now and then on the LCD projector. LCD projectors are installed in most classrooms. There is a Network Resource Centre in the college, too. It has also an LCD Projector which teachers use, now and then. When the Lecture method turns ineffective in some cases, ICT-enabled tools are used for their visual appeal and more effective presentation. Thus the method is, in a way, blended learning mode. It is to be noted that the teachers who have been in the teaching field for more than 20 years or so are mere migrants to the ICT area. Hence they have their limitations and hesitations despite the compulsion on them to become techno-savvy. Their use of the ICT-enabled tools is limited to a moderate level.</p> <ul style="list-style-type: none"> • Upload any additional information. • Provide link for web page describing the ICT enabled tools for effective teaching-learning process. 				
<p>2.3.3.</p> <p>Q_nM</p>	<p><i>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</i></p> <p>2.3.3.1. Number of mentors Number of students assigned to each Mentor</p> <table border="1" data-bbox="347 1205 842 1317"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number of mentors</td> <td>07</td> </tr> </table> <p>Formula: Mentor : Mentee</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload, number of students enrolled and full time teachers on roll. • Circulars pertaining to assigning mentors to mentees • mentor/mentee ratio <p>(Note: Data template is not applicable to this metric)</p>	Year	2021-22	Number of mentors	07
Year	2021-22				
Number of mentors	07				

Key Indicator- 2.4 Teacher Profile and Quality

Metric No.					
2.4.1. QnM	<p>Number of full time teachers against sanctioned posts during the year</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>7</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> Number of full time teachers Number of sanctioned posts <p>File Description (Upload)</p> <ul style="list-style-type: none"> full time teachers and sanctioned posts for year(Data Template) Any additional information List of the faculty members authenticated by the Head of HEI 	Year	2021-22	Number	7
Year	2021-22				
Number	7				
2.4.2. QnM	<p>Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the year(consider only highest degree for count)</p> <p>D.N.B 2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.C Superspeciality / D.Sc. / D.Litt. during the year</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>05</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Number of full time teachers with PhD./ D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /D.Litt. Total number of full time teachers <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information List of number of full time teachers with Ph. D / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) 	Year	2021-22	Number	05
Year	2021-22				
Number	05				
2.4.3. QnM	<p>Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)</p> <p>2.4.3.1 : Total experience of full-time teachers</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>See Template</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> Name and Number of full time teachers with years of teaching experiences <p>File Description: (Upload)</p> <ul style="list-style-type: none"> Any additional information List of Teachers including their PAN, designation, dept. and experience details(Data Template) 	Year	2021-22	Number	See Template
Year	2021-22				
Number	See Template				

Key Indicator - 2. 5. Evaluation Process and Reforms

Metric No.	
2.5.1. Q1M	<p><i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</i></p> <p>Upload a description not more than 200 words File Description:</p> <ul style="list-style-type: none"> • Any additional information • Link for additional information
2.5.2. Q1M	<p><i>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient</i></p> <p>Upload a description not more than 200 words File Description: The mechanism to deal with the internal examination and related grievance is quite transparent, time-bound and efficient. Although there are hardly any grievances or complaints cropping up after the internal examination, yet provision has been made to deal with any such untoward thing ever happening in the post evaluation period. The Grievance Redressal Committee of the college is always on the lookout for any issues related to the evaluation or any student-related problems for that matter. Generally, the teacher of the subject concerned, looks in to the matter, if at all any grievances arise regarding evaluation. If the complainant is not satisfied with the way the issue is handled, he / she can approach the Grievance Redressal Committee, which immediately convenes a meeting, and the problem is promptly and justly handled to the highest satisfaction of the students. Despite all these, if the problem persists, the student is free to air his grievance to the Principal who will finally arrive at a solution at the earliest in consultation with the Committee. Thus, the mechanism is transparent, time-bound and efficient in dealing with internal evaluation/ assessment related grievances. The students will be ensured full justice in this matter without delay.</p> <ul style="list-style-type: none"> • Any additional information • Link for additional information

Key Indicator- 2.6 Student Performance and Learning Outcome

Metric No.	
2.6.1. Q1M	<p><i>Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.</i></p> <p>Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 200 characters and maximum of 200 words File Description: B. A-III (English Literature): On completion of the course:</p> <ul style="list-style-type: none"> ➤ The students will be familiar with the nuances of drama as a genre of literature ➤ They will understand the mechanism of drama through famous plays

	<p>like <i>King Lear</i>, <i>Tughlaq</i>, and <i>Dance Like a Man</i></p> <ul style="list-style-type: none"> ➤ They will get to know about the famous playwrights like William Shakespeare, GirishKarnad, Mahesh Dattani and their style of writing in drama. ➤ They will be able to critically examine and analyze plot, character, and the theory of catharsis in the prescribed dramas. ➤ They will come to know about the various dramatic devices especially aside, soliloquy, monologue. ➤ They will be able to understand literary terms related to drama such as climax. <p>B. A. III (Marathi Literature): On completion of the course:</p> <ul style="list-style-type: none"> ➤ The students will get sufficient insights and knowledge about Ancient Marathi Literature. ➤ They will be able learn the various branches of Linguistics and develop their knowledge of Phonology, Phonetics, Morphology, Syntax, Graphology, Etymology, Semantics, etc. ➤ They will be able read and study travelogues and thereby appreciate the geographic peculiarities, cultures, food habits, life styles, languages, etc. of the people of different places. <p>B.A-III (Economics) On completion of the course:</p> <ul style="list-style-type: none"> ➤ Students will understand the developed and developing economy. ➤ Students will know the basic characteristics of Indian Economy. ➤ Students will understand the concepts of percapita income & Human Development Index. ➤ Students will acquire knowledge about the theory of demographic transition. ➤ Students will be able to explain the features of the Indian Population. ➤ They will know the importance of planning undertaken by the government of India. ➤ They will be able to understand agriculture as the foundation of economic growth and development. ➤ They will understand the <i>NITI Ayog</i> and its function. ➤ They will differentiate between 'economic growth' and 'economic development'. <p>BA -III (History)</p> <p>On completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> ➤ Describe the significance of the American Revolution. ➤ Define what is meant by capitalism, colonialism and imperialism. ➤ Delineate the crucial linkages between Atlantic slavery and European capitalism, ➤ Explain the global interconnectedness of capital. ➤ Examine the process of colonial expansion via trade. ➤ Discuss the linking of the non-European economies with the capitalist-dominated world market via case studies of certain commodities. ➤ Describe the significance of the American Revolution. ➤ Define world history and explain the evolving polities. ➤ Categorize the economies and cultures of the twentieth century world. ➤ Define the making of the geopolitical order and 'North-South' distinctions. ➤ Delineate the complex character of modernity and its differences.
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	<ul style="list-style-type: none"> ➤ Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends. ➤ Discuss and explain the evolving politics, economies and cultures of the twentieth century world. <p>B.A-III-(Sociology)</p> <ul style="list-style-type: none"> ➤ Students will come to know about the meaning and various aspects of the tribe and tribal community of India. ➤ Students will know about tribal social organization, family structure, etc. ➤ They will become aware of the social mobility and social change taking place in tribal society. ➤ They will know about the various aspects of the tribal economy in India. ➤ Students will have a deep understanding of tribal law and justice. ➤ They will be aware of the various aspects of the tribal religion and magic. ➤ They will get insights into the various tribal movements such as BirsaMunda Movement, Santhal Movement, etc. ➤ Students will come to know about the innumerable problems faced by the tribals in India. ➤ They will come to know about the major tribes existing in Vidarbha such as Gonds, Kolams, Korkoos, Banjaras, etc. <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional information • Upload COs for all courses (exemplars from Glossary)
<p>2.6.2. Q1M</p>	<p><i>Attainment of Programme outcomes and course outcomes are evaluated by the institution.</i></p> <p>Describe the method of measuring the level of attainment of POs, PSOs and COs in not more than 200 words</p> <p>File Description:</p> <p>The level of attainment is mainly measured by the institution mainly through the semester-end examinations, and internal evaluations through assignments, oral exams, class performance, attendance, and seminar presentations. But the improvement of students in attaining the various levels of knowledge areas, and skills such as creative thinking, critical thinking, presentation skills, communication skills, analytical skills, event management skills, leadership skills, time management skills, etc, are also judged through their performance in N.S.S camp activities, debates, elocution, group discussion, performance in quizzes, and other co-curricular activities. Their performance and participation in various activities/events, Cultural Day programmes and Sports Day activities organized by the institution also shed light into the level of educational improvement they have attained in various areas during the course of their study.</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional information

2.6.3.	Pass percentage of Students during the year						
Q_nM	<p>2.6.3.1. Total number of final year students who passed the university examination during the year</p> <p>2.6.3.2. Total number of final year students who appeared for the university examination during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <th colspan="2" style="text-align: center;">Previous completed academic year: 2021-22</th> </tr> <tr> <td>Number of students appeared</td> <td style="text-align: center;">51</td> </tr> <tr> <td>Number of students passed</td> <td style="text-align: center;">47</td> </tr> </table> <p>Data Requirement (As per Data Template)</p> <ul style="list-style-type: none"> • Programme code • Name of the Programme • Number of Students appeared • Number of Students passed • Pass percentage <p>File Description</p> <ul style="list-style-type: none"> • Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) • Upload any additional information • Paste link for the annual report 	Previous completed academic year: 2021-22		Number of students appeared	51	Number of students passed	47
Previous completed academic year: 2021-22							
Number of students appeared	51						
Number of students passed	47						

Key Indicator- 2.7 Student Satisfaction Survey

Metric No.	
2.7.1	Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)
Q_nM	

Criterion3- Research, Innovations and Extension

Key Indicator 3.1- Resource Mobilization for Research

Metric No.					
3.1.1.	Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)				
Q_nM	<p>3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Year</td> <td style="text-align: center;">2021-22</td> </tr> <tr> <td>(INR in Lakhs):</td> <td style="text-align: center;">0</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Project/Endowments • Name of the Principal Investigator • Department of Principal Investigator • Year of Award 	Year	2021-22	(INR in Lakhs):	0
Year	2021-22				
(INR in Lakhs):	0				

	<ul style="list-style-type: none"> • Funds provided • Duration of the project • Name of the Project/Endowments <p>File Description(Upload)</p> <ul style="list-style-type: none"> • Any additional information • e-copies of the grant award letters for sponsored research projects /endowments • List of endowments / projects with details of grants(Data Template) 				
<p>3.1.2</p> <p>QnM</p>	<p><i>Number of departments having Research projects funded by government and non-government agencies during the year</i></p> <p>3.1.2.1: Number of departments having Research projects funded by government and non-government agencies during the year</p> <table border="1" data-bbox="331 712 742 790"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>(INR in Lakhs):</td> <td>0</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of Principal Investigator • Duration of project • Name of the research project • Amount / Fund received • Name of funding agency • Year of sanction • Department of recipient <p>File Description(Upload)</p> <ul style="list-style-type: none"> • List of research projects and funding details(Data Template) • Any additional information • Supporting document from Funding Agency • Paste link to funding agency website 	Year	2021-22	(INR in Lakhs):	0
Year	2021-22				
(INR in Lakhs):	0				
<p>3.1.3</p> <p>QnM</p>	<p>Number of Seminars/conferences/workshops conducted by the institution during the year</p> <p>3.1.3.1: Total number of Seminars/conferences/workshops conducted by the institution during the year</p> <table border="1" data-bbox="331 1462 742 1574"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number of teachers</td> <td>04</td> </tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the workshops /seminars: • Number of Participants: • Date (From-to): • Link to the activity report on the website <p>File Description(Upload)</p> <ul style="list-style-type: none"> • Report of the event: • Any additional information • List of workshops/seminars during last 5 years (Data Template): <ol style="list-style-type: none"> 1. A One-day UGC Sponsored National Seminar by the Marathi Department in 2017. (s1,c1 2. Economics-1 (national) (s1,c1 	Year	2021-22	Number of teachers	04
Year	2021-22				
Number of teachers	04				

	<p>3. History-2 Syllabus& State level???(w1 4. English -2-????(w1, 5. Library- Stae Level (s1, 6. Economics-1 (Blended) 7. IQAC-(w1,webil,cw1,</p>
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Key Indicator 3.2- Research Publication and Awards

Metric No.					
3.2.1. QnM	<p><i>Number of papers published per teacher in the Journals notified on UGC website during the year</i></p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the year</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>1</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Title of paper • Name of the author/s • Department of the teacher • Name of journal • Year of publication • ISBN/ISS Number <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • List of research papers by title, author, department, name and year of publication (Data Template) 	Year	2021-22	Number	1
Year	2021-22				
Number	1				
3.2.2. QnM	<p><i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year</i></p> <p>3.2.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>11</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the teacher: Title of the paper Title of the book published: Name of the author/s : Title of the proceedings of the conference • Name of the publisher: National/International • National/international : ISBN/ISSN number of the proceedings • Year of publication: <p>File Description: (Upload)</p> <ul style="list-style-type: none"> • Any additional information • List books and chapters edited volumes/ books published (Data Template) 	Year	2021-22	Number	11
Year	2021-22				
Number	11				

Key Indicator 3.3- Extension Activities

Metric No.					
3.3.1. Q1M	<p><i>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year</i></p> <p>Describe the impact of extension activities in sensitizing students to social issues and holistic development within a maximum of 200 words.</p> <p>File Description: Owing to the Covid-19 pandemic we were not allowed to organize any extension activities or NSS programmes in the villages during the current academic year since gatherings were not allowed. But at the beginning of the year, 2020, we conducted a four-day extension activity by way of an outreach programme in a 100% Adivasi/Tribal village which we had adopted for extension activities. The name of the village was Borgaon (Buchruk). A series of highly useful programmes were organized for the poor backward villagers. Resource persons from the legal, political, police, medical, banking, administrative sections were invited to give awareness talks and guidance to the villagers. The students from our college who were present on the occasion were highly inspired. They became aware of the harsh realities of life of the Adivasis or aborigines - the marginalized section of our society. Students were sensitized to the diverse issues of such people in the social periphery. Students became wide awake to the ignorance, superstition, and helplessness of the tribals. Such awareness contributed to their holistic development. Formal education coupled with extension activities only can bring about holistic development. Their sense of service was stimulated and sympathies for the poor were roused. But owing to shortage of time we could not organize any activities there. We have planned to organize a series of activities next year.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 				
3.3.2. QnM	<p><i>Number of awards and recognitions received for extension activities from government / government recognized bodies during the year</i></p> <p>3.3.2.1. Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year.</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>0</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the activity • Name of the Award/recognition • Name of the Awarding government/ government recognized bodies • Year of the Award <p>File Description: (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Number of awards for extension activities in last 5 year(Data Template) • e-copy of the award letters 	Year	2021-22	Number	0
Year	2021-22				
Number	0				

<p>3.3.3. QnM</p>	<p><i>Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year</i></p> <p>3.3.3.1. Total Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year</p> <table border="1" data-bbox="328 439 639 515"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>15</td> </tr> </table> <p>Data Requirements (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> • Name and number of the extension and outreach Programmes • Name of the collaborating agency: Non-government, industry, community with contact details <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Reports of the event organized • Any additional information • Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) 	Year	2021-22	Number	15
Year	2021-22				
Number	15				
<p>3.3.4. QnM</p>	<p><i>Number of students participating in extension activities at 3.3.3. above during the year</i></p> <p>3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year</p> <table border="1" data-bbox="347 1126 659 1202"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>100</td> </tr> </table> <p>Data Requirements for last (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> • Name of the activity • Name of the scheme • Year of the activity • Number of teachers participating in such activities • Number of students participating in such activities <p>File Description:</p> <ul style="list-style-type: none"> • Report of the event • Any additional information • Number of students participating in extension activities with Govt. or NGO etc (Data Template) 	Year	2021-22	Number	100
Year	2021-22				
Number	100				

Key Indicators 3.4 – Collaboration (20)

Metric No.					
<p>3.4.1. QnM</p>	<p>The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year</p> <table border="1" data-bbox="347 461 655 539"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>02</td> </tr> </table> <ul style="list-style-type: none"> • Number of linkages for faculty exchange, student exchange, internship, field trip, on-the- job training, research etc during the year <p>Data Requirements:(during the year)(As per Data Template)</p> <ul style="list-style-type: none"> • Title of the linkage: MoU for Faculty and Student Exchange, Research & Collaboration for Organizing Seminars/Conferences/Workshops • Name of the partnering institution /industry/research lab with contact details: Shri. Shivaji Arts, Com. & Science College, Rajura • Year of commencement: 2019-20 • Duration(From-To): 2019 to 2024 • Nature of linkage: MoU for Collaboration <p>File Description: (Upload)</p> <ul style="list-style-type: none"> • e-copies of linkage related Document • Any additional information <p><u>Details of linkages with institutions/industries for internship (DataTemplate)</u></p>	Year	2021-22	Number	02
Year	2021-22				
Number	02				
<p>3.4.2. QnM</p>	<p>Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year</p> <p>3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year</p> <table border="1" data-bbox="328 1245 638 1323"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>01</td> </tr> </table> <p>Data requirement for year : (As per Data Template)</p> <ul style="list-style-type: none"> • Organization with which MoU signed: Shri. Shivaji Arts, Com. & Science College, Rajura • Name of the institution/industry/corporate house • Year of signing MoU:2019-20 • Duration: 05 years • List the actual activities under each MoU • Number of students/teachers participating under MoUs: All <p>File Description:</p> <ul style="list-style-type: none"> • e-Copies of the MoUs with institution./ industry/corporate houses • Any additional information • Details of functional MoUs with institutions of national, international importance, other universities etc during the year 	Year	2021-22	Number	01
Year	2021-22				
Number	01				

Criterion 4 - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metric No.	
<p>4.1.1. QIM</p>	<p><i>The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.</i></p> <p>Describe the adequacy of infrastructure and physical facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum 200 words</p> <p>File Description: We have already developed adequate infrastructural facilities. The three-storey building is large enough for the single Arts Faculty. There are two halls and five classrooms which are enough for the current situation considering the single Faculty of the college. The library is being expanded year after year. It has a spacious reading room. The Computer Lab has 12 computers. There is also a Network Resource Centre (NRC) with 08 computers. 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. There are rooms for NSS wing, Common room, Administrative office, IQAC, Women Study Centre, Population Education Centre, washrooms, canteen, etc. The institution earmarks some money annually for renovation and maintenance of all the facilities.</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information
<p>4.1.2. QIM</p>	<p><i>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</i></p> <p>Describe the adequacy of facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 200 words</p> <p>File Description The playground stretches over nearly 2.5 acres. It is sufficient for several games and sports activities. Some gym equipment like cross bars and pull up rings are installed in safe places the playground for open-air practice and for the use of the public. There is also a volley ball court, jumping pit, etc. There is also an improvised track and field for athletics. The ground has been used for three-months’ Pre-recruitment police training in which nearly 140 students were participants. The Gymnasium has basic facilities and a moderate number of equipment articles but more items will be installed soon since during the pandemic students hardly ever gather in limited or closed space for group practice. The large hall/auditorium is used for cultural activities. It can easily accommodate a sizable gathering.</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information

<p>4.1.3. QnM</p>	<p><i>Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.</i></p>				
	<p>4.1.3.1 : Number of classrooms and seminar halls with ICT facilities</p>				
	<table border="1"> <tr> <td data-bbox="328 300 687 336">Year</td> <td data-bbox="687 300 975 336">2021-22</td> </tr> <tr> <td data-bbox="328 336 687 371">Number of Classrooms</td> <td data-bbox="687 336 975 371">04</td> </tr> </table>	Year	2021-22	Number of Classrooms	04
Year	2021-22				
Number of Classrooms	04				
	<p>Data Requirements: (As per Data Template)</p>				
	<ul style="list-style-type: none"> • Number of classrooms with LCD facilities: 02 • Number of classrooms with Wi-Fi/LAN facilities • Number of smart classrooms-0 • Number of classrooms with LMS facilities-0 • Number of seminar halls with ICT facilities:01 				
	<p>File Description</p>				
	<ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information • Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) 				

<p>4.1.4. QnM</p>	<p>Expenditure, excluding salary for infrastructure augmentation during the year(INR in Lakhs) 4.1.4.1.Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)</p> <table border="1" data-bbox="347 338 746 416"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>(INR in Lakhs)</td> <td>?</td> </tr> </table> <p>Data Requirements : (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> • Expenditure for infrastructure augmentation • Total expenditure excluding salary <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Upload audited utilization statements • Upload Details of budget allocation, excluding salary during the year(DataTemplate) 	Year	2021-22	(INR in Lakhs)	?
Year	2021-22				
(INR in Lakhs)	?				

Key Indicator – 4.2 Library as a learning Resource

<p>Metric No.</p>	
<p>4.2.1. QIM</p>	<p>Library is automated using Integrated Library Management System (ILMS) Data requirement for year: Upload a description of library with,</p> <ul style="list-style-type: none"> • Name of ILMS software: MastersSoft ERP Solutions, Nagpur • Nature of automation (fully or partially):Partially • Version:CCMS • Year of Automation:2021 <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional Information
<p>4.2.2. QnM</p>	<p>The institution has subscription for the following e-resources</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access toe-resources <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Details of membership: • Details of subscription: <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)

<p>4.2.3 QnM</p>	<p><i>Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</i> 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)</p> <table border="1" data-bbox="347 331 769 414"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>(INR in Lakhs)</td> <td>Rs 4240</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Expenditure on the purchase of books/e-books • Expenditure on the purchase of journals/e-journals in during the year • Year of Expenditure: <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Audited statements of accounts • Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) 	Year	2021-22	(INR in Lakhs)	Rs 4240
Year	2021-22				
(INR in Lakhs)	Rs 4240				
<p>4.2.4 QnM</p>	<p><i>Number per day usage of library by teachers and students (foot falls (visitors) and login data for online access)(Data for the latest completed academic year)</i> 4.2.4.1 Number of teachers and students using library per day over last one year Data Requirement</p> <ul style="list-style-type: none"> • Upload last page of accession register details • Method of computing per day usage of library • Number of users using library through e-access • Number of physical users accessing library <p>File Description(Upload)</p> <ul style="list-style-type: none"> • Any additional information • Details of library usage by teachers and students <p>The HEI is requested to calculate the teachers and students usage library per day. Average usage of the library by the college = Total no. of teachers & students in each day for all working days / Total no. of working days (Note: Data template is not applicable to this metric)</p>				

Key Indicator - 4. 3. I T Infrastructure

<p>Metric No.</p>	
<p>4.3.1. Q₁M</p>	<p><i>Institution frequently updates its IT facilities including Wi-Fi</i></p> <p>Describe IT facilities including Wi-Fi with date and nature of updating within a maximum of 200 words</p> <p>File Description</p> <p>The main IT facilities in the institution comprise such tools as computers, Laptops, Printers, Xerox machines, TV, LCD projectors and their screens, the internet, WiFi connections and the mobile phones teachers use for teaching or interaction with the students with a large number of Applications such as the WhatsApp, You-Tube, etc. The Computer Lab of the institution has 14 computers and the NRC (Network Resource Centre) has 08 computers. There also computers in the administrative office, the staffroom and the library, IQAC,</p>

	<p>etc. and the total goes to about 32 in all. There are four LCD projectors in the college out of which three are installed in the classrooms and one in the NRC. There are some Xerox machines and a few printers wherever necessary including the library and the NRC. The Wi-Fi was installed in the college with connectivity for most sections but when the misuse and overuse was noticed it was restricted to the administrative section as of now. It is to be updated now.</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information
<p>4.3.2. QnM</p>	<p>Student – Computer ratio Number of students : Number of Computers Data Requirements:</p> <ul style="list-style-type: none"> • Number of computers in working condition 32 • Total Number of students 264 <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Student – computer ratio <p>(Note: Data template is not applicable to this metric)</p>
<p>4.3.3. QnM</p>	<p>Bandwidth of internet connection in the Institution Options:</p> <ol style="list-style-type: none"> ≥ 50MBPS 30 - 50MBPS 10 - 30MBPS 10 - 5MBPS < 5MBPS <p>Data Requirement:</p> <ul style="list-style-type: none"> • Available internet band width <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional Information • Details of available bandwidth of internet connection in the Institution <p>(Note: Data template is not applicable to this metric)</p>

Key Indicator – 4.4 Maintenance of Campus Infrastructure

Metric No.					
<p>4.4.1</p> <p>QnM</p>	<p><i>Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)</p> <table border="1" data-bbox="328 495 785 573"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>(INR in Lakhs)</td> <td>?</td> </tr> </table> <p>Data Requirement : (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Non salary expenditure incurred • Expenditure incurred on maintenance of campus infrastructure <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Audited statements of accounts. • Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) 	Year	2021-22	(INR in Lakhs)	?
Year	2021-22				
(INR in Lakhs)	?				
<p>4.4.2.</p> <p>Q₁M</p>	<p><i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</i></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 200 words</p> <p>File Description:</p> <p>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 14 computers. There is also an NRC (Network Resource Centre). 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. The Policies and Procedures document is uploaded:</p> <ul style="list-style-type: none"> • Upload any additional information: <p style="text-align: center;"><i>Policies and Procedures:</i></p> <ol style="list-style-type: none"> 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, 				

<p>smart room, computer lab, IQAC room, NSS room, water coolers for pure drinking water, toilets, canteen, etc.</p> <p>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.</p> <p>5. All should use the facilities with utmost care and not cause any damage to anything.</p> <p>6. Students should regularly use computers and the Gym facilities for their ICT skill development and better physical fitness, respectively.</p> <p>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.</p> <p>8. Those in charge of the various facilities should ensure that all these facilities are properly used as also during the stipulated time.</p> <p>9. At the beginning of the academic year a List should be prepared of interested students from various classes.</p> <p>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.</p> <p>11. Those in charge of the computer lab should make the time table after consulting the Principal.</p> <p>12. Students should follow the time table and make proper use of the facilities offered.</p> <p>13. Any malfunctioning or damage of any facility should be immediately reported by the person in charge to the Principal for immediate action.</p> <p>14. All students are equally entitled to the use of all the various facilities of the college.</p> <p>15. The behaviour of all those who use such facilities should be decent in such places where the facilities are arranged.</p> <p>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.</p> <p>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</p> <ul style="list-style-type: none">• Paste link for additional information

Criterion 5- Student Support and Progression

Key Indicator- 5.1 Student Support

Metric No.					
<p>5.1.1 QnM</p>	<p><i>Number of students benefited by scholarships and free ships provided by the Government during the year</i></p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year</p> <table border="1" data-bbox="347 593 655 674"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>82</td> </tr> </table> <p>Data Requirement : (As per Data Template)</p> <ul style="list-style-type: none"> Name of the Scheme Number of students benefiting <p>File Description:</p> <ul style="list-style-type: none"> Upload self-attested letter with the list of students sanctioned scholarship Upload any additional information Number of students benefited by scholarships and freeships provided by the Government during the year (Data Template) 	Year	2021-22	Number	82
Year	2021-22				
Number	82				
<p>5.1.2. QnM</p>	<p><i>Number of students benefitted by scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</i></p> <p>5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</p> <table border="1" data-bbox="328 1211 638 1285"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>0</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the Scheme with contact information Number of students benefiting <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information Number of students benefited by scholarships and freeships institution / non- government bodies, industries, individuals, philanthropists during the year (Date Template) 	Year	2021-22	Number	0
Year	2021-22				
Number	0				

<p>5.1.3. QnM</p>	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. none of the above <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the capability building and skills enhancement initiatives • Year of implementation • Number of students enrolled • Name of the agencies involved with contact details <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Link to Institutional website • Any additional information • Details of capability building and skills enhancement initiatives (Data Template) 				
<p>5.1.4. QnM</p>	<p>Number of students benefited by guidance for competitive examinations and career counseling offered by the Institution during the year.</p> <p>5.1.4.1. Number of students benefited by guidance for competitive examinations and career counseling offered by the institution during the year</p> <table border="1" data-bbox="327 1200 638 1279"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>0</td> </tr> </table> <p>Data requirement for year:(As per Data Template)</p> <ul style="list-style-type: none"> • Name of the scheme • Number of students who have passed in the competitive exam • Number of students placed <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) 	Year	2021-22	Number	0
Year	2021-22				
Number	0				

<p>5.1.5. QnM</p>	<p><i>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases.</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organization 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 <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data Requirement: Upload the grievance redressal policy document with reference to prevention of sexual harassment committee and anti-ragging committee, constitution of various committees for addressing the issues, minutes of the meetings of the committees, number of cases received and redressed.</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee • Upload any additional information • Details of student grievances including sexual harassment and ragging cases <p>(Note: Data template is not applicable to this metric)</p>
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Key Indicator- 5.2 Student Progression

Metric No.					
<p>5.2.1 QnM</p>	<p><i>Number of placement of outgoing students during the year</i></p> <p>5.2.1.1: Number of outgoing students placed during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 2px;">Year</td> <td style="padding: 2px;">2021-22</td> </tr> <tr> <td style="padding: 2px;">Number</td> <td style="padding: 2px;">0</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the employer with contact details • Number of students placed <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Self-attested list of students placed • Upload any additional information <p>Details of student placement during the year (Data Template)</p>	Year	2021-22	Number	0
Year	2021-22				
Number	0				
<p>5.2.2. QnM</p>	<p><i>Number of students progressing to higher education during the year</i></p> <p>5.2.2.1. Number of outgoing student progression to higher education</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 2px;">Year</td> <td style="padding: 2px;">2021-22</td> </tr> <tr> <td style="padding: 2px;">Number</td> <td style="padding: 2px;">47</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p>	Year	2021-22	Number	47
Year	2021-22				
Number	47				

	<p>Number of outgoing students progressing to higher education</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting data for student/alumni • Any additional information • Details of student progression to higher education 								
<p>5.2.3. QnM</p>	<p><i>Number of students qualifying in state/national/international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</i></p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year</p> <table border="1" data-bbox="347 667 655 741"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>0</td> </tr> </table> <p>5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the year</p> <table border="1" data-bbox="347 860 655 934"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>0</td> </tr> </table> <p>Data requirement for year: (As per Data Template) Number of students selected to</p> <ul style="list-style-type: none"> • JAM • CLAT • NET • SLET • GATE • GMAT • CAT • GRE • TOEFL • Civil Services • State government examinations <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting data for the same • Any additional information <p><i>Number of students qualifying in state/ national/international level examinations during the year (Data Template)</i></p>	Year	2021-22	Number	0	Year	2021-22	Number	0
Year	2021-22								
Number	0								
Year	2021-22								
Number	0								

Key Indicator- 5.3 Student Participation and Activities

Metric No.					
<p>5.3.1</p> <p>QnM</p>	<p><i>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 year.</i></p> <p>5.3.1.1 : 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 year.</p> <table border="1" data-bbox="347 562 655 645"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>0</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the award/medal • University /State/National/International • Sports/Culture <p>File Description (Upload)</p> <ul style="list-style-type: none"> • e-copies of award letters and certificates • Any additional information • Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year)(Data Template) 	Year	2021-22	Number	0
Year	2021-22				
Number	0				
<p>5.3.2</p> <p>QIM</p>	<p><i>Institution facilitates students’ representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)</i></p> <p>Describe the students’ representation and engagement in various administrative, co-curricular and extracurricular activities within a maximum of 200 words</p> <p>File Description</p> <p>Generally the institution facilitates students’ representation and engagement in various administrative, co-curricular and extra-curricular activities. But due to the pandemic Students’ Council Election was cancelled by the University in 2021-22. Again, the curricular and co-curricular activities conducted during the period were minimal due to the pandemic. But students were active participants in most activities. Students are represented in administrative bodies as per the norms set by the regulatory authorities. Student and alumni representatives are included in the IQAC also as per the Guidelines. Students also have their proper representation in NSS activities also. Due to the pandemic situation and also based on the strict orders of the government, extracurricular activities such as Sports and Cultural activities were cancelled because these would violate the social distancing norm. But in normal situations, students are active agents in such activities under the leadership of the teachers.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 				

<p>5.3.3. QnM</p>	<p><i>Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)</i></p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated during the year</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>0</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> List of events/competitions <p>File Description</p> <ul style="list-style-type: none"> Report of the event Upload any additional information Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) 	Year	2021-22	Number	0
Year	2021-22				
Number	0				

Key Indicator- 5.4 Alumni Engagement

Metric No.	
<p>5.4.1 QIM</p>	<p><i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.</i></p> <p>Describe contribution of alumni association to the institution within a maximum of 200 words</p> <p>File Description:</p> <p>We have an Alumni Association which is not registered yet. We had organized the Alumni Meet this year. The poor background of the students makes them unable to make financial contributions. The earnings from their jobs have to be used for helping a good number of dependents who are either poor or unemployed. Hence we cannot demand money from them in this peculiar situation in which they are caught. Although not registered, it gives valuable suggestions, shares experiences and motivates the current students and guides them. They keep in touch with their <i>alma mater</i> and show their appreciation, gratitude and goodwill for all that they have received from the institution. Their suggestions for quality improvement of the institution have always been sensible and useful. Though non-financial in nature this contribution is something the institution really values.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>5.4.2 QnM</p>	<p><i>Alumni contribution during the year (INR in Lakhs)</i></p> <p>Options:</p> <p>A. \geq 5Lakhs B. 4 Lakhs - 5Lakhs C. 3 Lakhs - 4Lakhs D. 1 Lakhs - 3Lakhs E. <1Lakhs</p> <p>Data requirement for year ():</p> <ul style="list-style-type: none"> • Alumni association / Name of the alumnus • Quantum of contribution • Audited Statement of account of the institution reflecting the receipts. <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information <p>(Note: Data template is not applicable to this metric)</p>

Criterion 6- Governance, Leadership and Management

Key Indicator- 6.1 Institutional Vision and Leadership

Metric No.	
6.1.1 QIM	<p><i>The governance of the institution is reflective of and in tune with the vision and mission of the institution</i></p> <p>Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution within a maximum of 200 words</p> <p>File Description: Vision: Emancipation and enlightenment of the students, particularly the marginalized ones, through quality higher education so as to take their personal, social and economic conditions on a par with that of the mainstream society enabling them to be motivated, productive, civic-conscious citizens of the country and the global society. Mission: To provide quality education that would mould them to be good, responsible, and employable citizens of the country so that they become the pillars of their own family and inspired leaders of the society at large. There is a close correlation between the Vision and Mission statement of the institution and the rest of the activities such as governance, perspective plan and participation of teachers in the decision making bodies such as CDC and IQAC. The institution strives to translate into action what the Vision and Mission envisage. The governance is transparent, inclusive, democratic and based on the principle of efficiency. Governance is an attempt to optimize the efforts to reach the aspiration aired the vision and task set by the mission. The Perspective Plan of the institution is an attempt to realize the projected goal embedded in the vision and mission. Teachers are included in the IQAC, CDC and numerous committees. They actively participate in all these body meetings.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information

by

6.1.2 QIM	<p><i>The effective leadership is visible in various institutional practices such as decentralization and participative management.</i></p> <p>Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 200 words</p> <p>File Description The powers are decentralized downwards from the Management Body to the Principal, and then to teachers and finally nonteaching members respectively. Practical Execution is done by the various Committees/Centres/Cells formed by the Principal after due consultation with the management representatives and teachers who are heads/in-charges of these various committees such as College Development Committee (CDC), IQAC, Admission Committee, Career Guidance Cell, Population Education Centre, Women Study Centre, Anti Ragging Committee, Grievance Redressal Cell, Library Advisory Committee, Examination Committee, etc. Example of a case study: If an event like the College Day is to be celebrated, the Principal consults the Governing Body and the CDC</p>
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	<p>and then on their advice and in consultation with the teachers during a meeting chalks out a working plan for effective implementation after considering all the ramifications. Then, the committee concerned is called in for special discussions and the head of the committee is given the charge to implement the event effectively taking help from all teachers, non-teaching members and of course students, too. Once the event is held, a meeting is held to evaluate the merits and drawbacks of the execution of the event to move to higher level of perfection for the next attempt.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
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Key Indicator- 6.2 Strategy Development and Deployment

Metric No.	
<p>6.2.1</p> <p>QIM</p>	<p><i>The institutional Strategic/ Perspective plan is effectively deployed</i></p> <p>Describe one activity successfully implemented based on the strategic plan within a maximum of 200 words</p> <p>File Description: ‘Outreach Programme in the Adopted Village’</p> <p>Empowerment and upliftment of the poor people is part of the Vision, Mission and Objectives of the institution of which the strategy forms a part. In order to realize this goal, we had adopted a 100% Adivasi village for outreach programmes in which we roped in resource persons from various walks of life. Politicians, policemen, doctors, lawyers, administrators, etc, were invited for a series of programmes in the adopted village named Borgaon (Buchruk) in 20-21. Activities and awareness programmes were organized for a period of four days. Various issues of farmers were solved. They were informed of the various schemes offered by the government. They were given a chance to interact with the policemen to get rid of their fear of the police and clarify many issues related to crimes and various rules. The farmers were given a lot legal advice and guidance by the lawyers/advocates. The doctors volunteered to help them and treated their livestock or cattle and removed the fleas or insects from them. The administrators offered them all possible help to tide over their administrative problems. Added to these were the awareness talks by the Principal and teachers to empower and uplift them.</p> <ul style="list-style-type: none"> • Strategic Plan and deployment documents on the website • Paste link for additional information • Upload any additional information
<p>6.2.2</p> <p>QIM</p>	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i></p> <p>Describe the Organogram of the Institution within a maximum 200 words</p> <p>File Description</p> <p>Organogram or Organization Chart describes the structure of administration and its functions. The organogram of the institution clearly shows the structure of administration of the college and its various functions. At the apex of the structure is the Governing/Management Body. It is followed by the Principal.</p>

The Principal performs the various administrative, academic and quality enhancement functions. He carries out the administrative functions with the help of the clerical section headed by the Head Clerk. But we have the post vacant as of now and also that of the Junior Clerks. So currently the entire task is shouldered by the Senior Clerk. The Academic & Extension Functions are carried out by the Librarian, Director of Physical education (presently the post is vacant and one of the teachers with a B. P Ed is given the charge), Faculty members and others. All these and HoDs are in charge of the numerous committees/Centres/Cells to carry out the various functions. Some of these sample centres are mentioned in the organogram. The Quality Enhancement Functions are performed by the Principal with the help of the IQAC (chaired by him) and the Co-ordinator who in turn is assisted by all other members of the IQAC.

- Paste link for additional information
- Link to **Organogram** of the Institution web-page:
- Upload any additional information

<p>6.2.3.</p> <p>QnM</p>	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1.Administration 2.Finance and Accounts 3. Student Admission and Support 4.Examination <p>Options:c</p> <ol style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • Areas of e-governance Administration Finance and Accounts Student Admission and Support Examination • Name of the Vendor with contact details • Year of implementation <p>File Description (Upload)</p> <ul style="list-style-type: none"> • ERP (Enterprise Resource Planning) Document • Screen shots of user interfaces • Any additional information • Details of implementation of e-governance in areas of operation, Administration,etc(Data Template)
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Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.	
<p>6.3.1</p> <p>QIM</p>	<p><i>The institution has effective welfare measures for teaching and non- teaching staff</i></p> <p>Provide the list of existing welfare measures for teaching and non- teaching staff within a maximum of 200 words</p> <p>File Description</p> <p>The institution has effective welfare measures for both the teaching and the non-teaching staff. Though teachers are entitled to pension/family pension, gratuity, commutation, and GPF, yet they have some technical issues due to the lack of NET qualification at the time of their appointment. All of them were appointed in June, 2000. However, their persistent demand may be granted by the government. They can also get loans from the GPF, from Credit Society run by our own Trust, and from LIC in which all have policies. Teachers also have Accidental Insurance of the Government. The non-teaching staff also enjoys all the same benefits, or rather, the above-mentioned welfare measures as enjoyed by the teachers.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information,

<p>6.3.2 QnM</p>	<p><i>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</i></p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</p> <table border="1" data-bbox="395 427 703 506"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>0</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the teacher • Name of conference/ workshop attended for which financial support provided • Name of the professional body for which membership fee is provided <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) 	Year	2021-22	Number	0
Year	2021-22				
Number	0				
<p>6.3.3 QnM</p>	<p><i>Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year</i></p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non-teaching staff during the year</p> <table border="1" data-bbox="395 1059 703 1137"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>1</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Title of the professional development Programme organized for teaching staff • Title of the administrative training Programme organized for non-teaching staff • Dates (From-to) <p>File Description (Upload):</p> <ul style="list-style-type: none"> • Reports of the Human Resource Development Centres (UGCASC or other relevant centres). • Reports of Academic Staff College or similar centers • Upload any additional information • Details of professional development / administrative training Programmes organized by the University for teaching and non-teaching staff (Data Template) 	Year	2021-22	Number	1
Year	2021-22				
Number	1				
<p>6.3.4 QnM</p>	<p><i>Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)</i></p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year</p> <table border="1" data-bbox="416 1816 724 1895"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>3</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Number of teachers • Title of the Programme <p>6.3.4.2. Duration (From-to)</p>	Year	2021-22	Number	3
Year	2021-22				
Number	3				

	<p>File Description</p> <ul style="list-style-type: none"> • IQAC report summary • Reports of the Human Resource Development Centres (UGCASC or other relevant centers). • Upload any additional information • Details of teachers attending professional development programmes during the year (Data Template)
<p>6.3.5</p> <p>QIM</p>	<p><i>Institution's Performance Appraisal System for teaching and non-teaching staff</i></p> <p>Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words</p> <p>File Description</p> <p>The teachers who are eligible for promotion under Career Advancement Scheme (CAS) and intend to apply for CAS promotion annually write their Performance Based Self-Appraisal (PBAS) with all the supportive documents and get them signed by the Principal after due verification of the points or score by the IQAC Screening Committee. After a few years of PBAS writing, when the right time comes for the stage of their promotion, they prepare a Placement Proposal with all the PBAS together and apply for the Committee of subject experts and V.C. Nominee appointed by the Vice Chancellor. Once the list of subject experts is obtained, an application is made to the Joint Director for Government Nominee. Then, a date is fixed for the Placement. Once the candidate is found to have fulfilled the required conditions of eligibility and scored the minimum required score, he is promoted. Then, an application for fixation is made to the J.D Office. Teachers are to keep a copy of their PBAS annually in the IQAC or a copy of the Placement File. Non-teaching staff have their promotion based on their seniority and completion of required eligibility. They are not required to write the PBAS.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information

Key Indicator- 6.4 Financial Management and Resource Mobilization

Metric No.	
<p>6.4.1</p> <p>QIM</p>	<p><i>Institution conducts internal and external financial audits regularly</i></p> <p>Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words</p> <p>We are yet to carry out the internal and external audit of the year - 2020-21. The inadequacy of the clerical staff is a great hurdle to keep the accounts updated and audited in time. A single Senior clerk, with no junior clerk to assist him, is managing the whole clerical work and hence the work is lagging behind. We are trying to have the clerical posts filled at the earliest so that the accounting and auditing work can be sped up.</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information

<p>6.4.2 QnM</p>	<p><i>Funds / Grants received from non-government bodies, individuals, philanthropists during the year (not covered in Criterion III)</i></p> <p>6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropists during the year (INR in Lakhs)</p> <table border="1" data-bbox="376 353 759 432"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>INR in Lakhs</td> <td>0</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> Name of the non-government bodies, individuals, Philanthropists Funds / Grants received <p>File Description</p> <ul style="list-style-type: none"> Annual statements of accounts Any additional information Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropists during the year (Data Template) 	Year	2021-22	INR in Lakhs	0
Year	2021-22				
INR in Lakhs	0				
<p>6.4.3 QIM</p>	<p><i>Institutional strategies for mobilization of funds and the optimal utilization of resources</i></p> <p>Describe the resource mobilization policy and procedures of the Institution within a maximum of 200 words</p> <p>File Description</p> <p>Currently we rely solely on the income from fees but a lion's share of which are going to the university which leaves us crippled financially. We are not eligible for UGC grant with our C-grade (by the NAAC), although we have been registered under the 2(f) and 12 (B) of the UGC Act. The College name change is also another hurdle. We have been trying for the past one year to effect the College name change in the UGC 2(f) and 12 (B). The effort is yet to bear fruit. We hope to improve the situation eventually. Since funds are scarce, we are not in a position to spend lavishly on construction of more classrooms or other rooms for further development of the institution, or on general quality enhancing activities. The resources we have are spent only on the bare necessities by which we can run the institution unaffected. So we refrain from any spending on matters which are not of any urgent need. In case of exigencies we approach the management with a request and some funds are raised.</p> <ul style="list-style-type: none"> Paste link for additional information Upload any additional information 				

Key Indicator- 6.5 Internal Quality Assurance System

<p>Metric No.</p>	
<p>6.5.1 QIM</p>	<p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</i></p> <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 200 words</p> <p>File Description</p> <p>1. Effective Curriculum Implementation Strategy devised by the IQAC. With the introduction of the Effective Curriculum Implementation Strategy, teachers started using web resources, the internet, computers, mobile phones,</p>

	<p>Laptops, LCD projectors etc. Their teaching using the lecture method is now blended with face to face and online resources to some extent. Further, they started resorting to group discussion, seminars, assignments, interactive method and co-operative learning methods. Thus, teaching became more learner-centric. Students have greater freedom now. This approach has improved the results of the examinations considerably well.</p> <p>2. Regular IQAC meetings to plan implement and evaluate. A minimum of three to four IQAC meetings are conducted every year on an average. The IQAC meetings and discussions on various issues of the college and finding solutions to them as well as implementing them enhance the quality culture. In addition, the lacunas are located and actions taken to overcome them. Frequent meetings help to trace the growth trajectory and build on the strengths of the institution as well. Reviews, revaluations and suggestions help with the help of the synergy of all members to do several things.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>6.5.2 QIM</p>	<p><i>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</i> (For first cycle - Incremental improvements made for the preceding year with regard to quality. For second and subsequent cycles - Incremental improvements made for the preceding year with regard to quality and post accreditation quality initiatives) Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 200 words each.</p> <p>File Description The IQAC meetings held after the results are out make a review of the results of the exam and compare it with the preceding results to find out whether there is any improvement. In case of stagnation or retrogression suggestions are made by the Principal to improve the learning outcome and are exhorted to work harder for improved exam results in future. An evaluation of both the teaching and learning areas are made by inviting opinions from all members. The discussion made as to where things are going wrong reveals the lacuna and rectifying steps are suggested to improve. The second is the general meeting called in the Principal's office after the results are declared and a similar evaluation is made as to whether there is any improvement in comparison with the previous results. If everything is on the upward trend exhortation is made to keep up the good trend and everyone is praised for their good work. In our tribal areas it is very difficult to maintain a good standard in the learning activity of the students. They are lazy in study matters by nature and are averse to intellectual activities. Teachers have to keep motivating them through various strategies.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information

<p>6.5.3</p> <p>QnM</p>	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements 2. <i>Collaborative quality initiatives with other institution(s)</i> 3. Participation in NIRF 4. <i>any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</i> <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data requirement for year: (As per Data Template)</p> <p>Quality initiatives</p> <ul style="list-style-type: none"> • AQARs prepared/submitted • Collaborative quality initiatives with other institution(s) • Participation in NIRF • Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>File Description</p> <ul style="list-style-type: none"> • Paste web link of Annual reports of Institution • Upload e-copies of the accreditations and certifications • Upload any additional information • Upload details of Quality assurance initiatives of the institution(Data Template)
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Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.1 Institutional Values and Social Responsibilities

Metric No.	Gender Equity
<p>7.1.1</p> <p>QIM</p>	<p><i>Measures initiated by the Institution for the promotion of gender equity during the year.</i></p> <p>Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 200 words</p> <p>There is gender equity in all activities of the college whether curricular or co-curricular. No injustice is shown to women in any case. In fact, we have more girl students on the admission register and daily attendance than boys. We have no control over the curriculum as it is designed by the university. But in extra-curricular activities we give both men and women equal chances and no disparity is shown on gender basis. During the classes also teachers are conscious of supporting the case of women to empower them and lift them on a par with the males in all walks of life. We arranged a gender sensitization programme and women empowerment programme this year. As for specific facilities for women, it is to be stated that there is</p>

	<p>a Girls Common Room for them to relax and study during the free periods. There is also a Sanitary Napkin Vending Machine installed in the Common Room for dispensing sanitary napkins. Since the police station is close by, there is no problem regarding their safety.</p> <p><i>Provide Web link to:</i></p> <ul style="list-style-type: none"> • Annual gender sensitization action plan • Specific facilities provided for women in terms of: <ol style="list-style-type: none"> a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information
Environmental Consciousness and Sustainability	
<p>7.1.2</p> <p>QnM</p>	<p><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Options:</p> <ol style="list-style-type: none"> A. 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p><i>Upload:</i></p> <ul style="list-style-type: none"> • Geo tagged Photographs • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.3</p> <p>QIM</p>	<p><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)</i></p> <ul style="list-style-type: none"> • Solid waste management: Solid waste is disposed of in two ways: One, materials except plastic will be burned in a remote corner of the campus. Plastic items are collected and deposited in the rubbish pick van from the Municipality which occasionally turns up. Scrap materials like paper or old iron or broken tools items will be sold to such vendors as would like to buy them. • Liquid waste management: We have no liquid waste in the college campus as we have no hostel attached to it. The natural rain water flows into the rain water harvest pit dug in the corner of the playground.. • Biomedical waste management: We have also no biomedical waste as the college is an Arts Faculty college. • E-waste management: Electronic waste is collected and disposed of by depositing in the van from the municipality that collects the rubbish or trash. • Waste recycling system: We have no such facility. • Hazardous chemicals and radioactive waste management: Again, we have

	<p>no such items in the college or in the campus since ours is an Arts College and that there is no Science faculty with its labsto dispose of hazardous chemicals or radioactive waste.</p> <p>Provide web link to</p> <ul style="list-style-type: none"> • Relevant documents like agreements/MoUs with Government and other approved agencies • Geo tagged photographs of the facilities • Any other relevant information
<p>7.1.4</p> <p>Q_nM</p>	<p><i>Water conservation facilities available in the Institution:</i></p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Bore well /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1of the above E. None of the above <p>Upload :</p> <ul style="list-style-type: none"> • Geo-tagged photographs / videos of the facilities • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.5</p> <p>Q_nM</p>	<p><i>Green campus initiatives include</i></p> <p>7.1.5.1. The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. Landscaping with trees and plants <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload</p> <ul style="list-style-type: none"> • Geo tagged photos / videos of the facilities • Any other relevant documents <p>(Note: Data template is not applicable to this metric)</p>

<p>7.1.6 QnM</p>	<p><i>Quality audits on environment and energy are regularly undertaken by the institution</i></p> <p>7.1.6.1.The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • Reports on environment and energy audits submitted by the auditing agency • Certification by the auditing agency • Certificates of the awards received • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.7 QnM</p>	<p><i>The Institution has Divyangjan-friendly, barrier free environment</i></p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. <i>Divyangjan</i>-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with <i>Divyangjan</i> accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • Geo tagged photographs / videos of the facilities • Policy documents and information brochures on the support to be provided • Details of the Software procured for providing the assistance • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
Inclusion and Situatedness	
<p>7.1.8 QIM</p>	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).</i></p> <p>The environment provided by the college is an inclusive one open to students of all caste, class, linguistic groups,regions, and creed. National Harmony Week is observed in the college. Flag Fund is collected and sent. During national</p>

	<p>Harmony celebration a series of talks by the Principal and Lecturers to liberate the students from all such barriers as linguistic, regional, cultural, communal, socio-economic, creed-related, etc., help the students transcend them. Further, such talks help them develop tolerance in the Indian situation of immense diversity. Besides, nearly all important days of National importance are celebrated during which a talk is given to strengthen national unity. All religions are respected and given equal importance and all languages are encouraged. Even in classes Lecturers advice the students to have an egalitarian, democratic, and broad-minded nature. During discussions on relevant subject topics in history, economics, sociology and literature, dealing with such areas students are exhorted to develop tolerance and harmony in the Indian situation of diversity. The <i>Constitution Day</i> is another day to highlight such matters. Even birthdays of great national leaders like Gandhiji or Dr. Ambedkar or Swami Vivekananda give such a chance for teachers to talk on tolerance and the need for fostering harmony.</p> <p><i>Provide Web link to:</i></p> <ul style="list-style-type: none"> • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution). • Any other relevant information.
	<p>Human Values and Professional Ethics</p>
<p>7.1.9 QIM</p>	<p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 200 words.</p> <p>The institution celebrates all the days of national and international importance. Again the birthdays and death anniversaries of great leaders or men of greatness are celebrated. Awareness Talks given on such occasions were mainly to emulate the great leaders and adhere to the great values they had stood for. Teacher’s Day celebration on the occasion of Dr. S. Radhakrishnan’s birthday, Mahatma Fule and JyothibaFule’s birthdays, Dr. BabasahebAmdekar’s Birth and Death Anniversaries, Gandhi Jayanthi, Birth Day of Subhash Chandra Bose, Jawarlal Nehru’s birthday (Children’s Day), etc, and celebration of Independence Day, Republic Day, Maharashtra Day N.S.S Day, Constitution Day, Kranti Din, Quit India Day, World Environment Day, Voter Awareness Programme, etc., are all used as occasions to inculcate in students values for being good and responsible citizens. Several topics in History class also are occasions to teach the students such values as enshrined in the constitution, especially liberty, equality, fraternity, justice, and other democratic values.</p> <p>Provide we blink to :</p> <ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens • Any other relevant information

<p>7.1.10 Q_nM</p>	<p><i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</i></p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Code of ethics policy document • Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.11 Q₁M</p>	<p><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the year within 200 words</p> <p>(The same as 7.1.9)</p> <p>Provide we blink to :</p> <ul style="list-style-type: none"> • Annual report of the celebrations and commemorative events for the last (During the year) • Geo tagged photographs of some of the events • Any other relevant information

Key Indicator - 7.2 Best Practices

<p>Metric No.</p>	
<p>7.2.1 Q₁M</p>	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</p> <p align="center">Best Practice-1.</p> <ol style="list-style-type: none"> 1. Title:“Reach out to the Poor Programme” in the Adopted Village 2. Goal: The goal of the programme was to lend a helping hand to the marginalized adivasi village, Borgaon (Buchruk), through a series of outreach activities in order to bring sunshine to their dismal life.

3. The Context: Korpana is predominantly a tribal/adviasa belt where the vast majority of people are poor and unemployed. Backwardness, underdevelopment and marginalization mark their present destiny. Adviasa villages lack the basic facilities of life. There are no good hospitals around for them to have regular health check up. Many of them are illiterate, superstitious, and depend on agriculture or allied activities like cattle rearing or sheep rearing.

4. The Practice: The IQAC of the College decided to extend a one-week outreach programme to one of these 100% Adviasa residing villages, Borgaon (Buchruk), which was adopted by the college this year. A comprehensive plan was chalked out for comprehensive help to the villagers. Dr. Malekar, the Head of the Department of Economics volunteered to actualize the plan in the village. He contacted the police, doctors, veterinary doctors, legal practitioners, political figures of the region and educationists to render the villagers help, counseling and medical check-up, criminal clarifications by policemen, legal advice regarding agricultural holdings and dealings by legal practitioners, check-up and insects or fleas removal from animals by the vets, and all sorts help from the government through various schemes by the political leaders of the region, etc. The village womenfolk were guided on Self-Help Group (SHP) formation and all the modalities associated with it for developing income saving habits among them. Various awareness programmes were held. The Principal, Dr. Joseph. T. C, and Dr. Malekar gave awareness talks and inspired them. All the teachers of the college also extended their help and co-operation. This effort to bring them to the mainstream was cordially welcomed by all the villagers.

5. Evidence of Success: The overwhelming positive responses from the villagers and their cooperation in all activities spanned over a period of nearly a week was indicative of the great success of this outreach programme. Further, the neighbouring villagers also came to request that such useful programmes be organized in their villages also. Their feedback on the programme on the concluding day was quite thrilling and encouraging. They were very happy to have been guided well on several issues that vexed them for long. Their doubts, fears and ignorance on many issues were clarified and dispelled. The profuse gratitude they expressed at the end of the programme show how successful the outreach activities were.

6. Problems Encountered and Resources Required: To reach this remote village some six k. m away from the town was a bit difficult since the roads were not in proper condition. They did not have sufficient space for meetings or awareness programmes. A nearby school with its limited campus was finally chosen for the purpose. The institution had to pay for the large pandal (pavilion) set for the awareness programme and the carpets, etc. The college bore the expenses for the whole programme.

7. Notes (Optional): Nil

Best Practice-2.

1. Title of the Practice: Pre-Recruitment Police Training Programme

2. Goal: The goal of the programme is to give training to the poor students of our area so that they are likely to be selected in the police recruitment held every year by the government of Maharashtra.

3. The Context: Korpana is predominantly a tribal belt where the vast majority of people are poor and unemployed. Backwardness, underdevelopment and marginalization mark their present destiny. The college provides them general higher education with the Arts Stream which lacks employability. Suggestions had

	<p>been made by the parents to arrange police training programme in the college campus for the aspiring college candidates and other young people of the region.. In order to give them a cutting edge in the police recruitment drive for which they are physically and mentally fit, the college organized a two-week long training programme during the academic year, 2018-19 and a four-month long training programme in 2020-21 and a three-month programme in 2021-22, in collaboration with <i>YuvaPrathishtan Club</i>, Korpana.</p> <p>4. The Practice: The Collegerequested the local police station of the Municipality to send a few police officers to our college campus to train the aspirants to be competitive in the upcoming police recruitment. The request was heeded and two officers volunteered to give the training. They came and gave training to our present and former students and other young people of the region for a fortnight. The intensive training and theory classes enabled the trainees to face the future examination and recruitment with great confidence and improve competency levels.</p> <p>5. Evidence of Success: Several students werereported to be selected from the 2018-19 batch and some 24 were selected from the 2020-21 batch, and the parents became happy. We are yet to know about the selection of the 2021-22 batch. They requested us to keep up this best practice of the institution for the benefit of the youth of the region so that many more would be employed in future, too. Accordingly we have decided to continue this practice in future also. Their overwhelming response was a clear evidence of the success of this practice.</p> <p>6. Problems Encountered and Resources Required: There were no problems regarding the participation of students or youth of the area except that some of them became drop-outs in during the course of the programme. The remaining regularly attended the programme with zeal and energy. But regarding the equipment required to give them training we had to make arrangements. In addition to the outdoor gym equipment of the college some other items required for their training had to be procured.</p> <p>7. Notes: The overall performance of the participants during the training sessions was quite good. As per the report we got, several of the candidates were recruited in the pre-police recruitment drive. This employment was not only a service to the nation but also a source of livelihood for the poor people of this mountainous, backward, Adivasi or tribal predominated area.</p> <p>Provide web link to:</p> <ul style="list-style-type: none"> • Best practices in the Institutional web site • Any other relevant information
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Note:

**Format for Presentation of Best Practices
(Institution should submit the Best Practices in this format only)**

1. Title of the Practice

This title should capture the keywords that describe the practice.

2. Objectives of the Practice

What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 20 words)

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice? (in about 30 words)

4. The Practice

Describe the best practice and its uniqueness in the context of Indian higher education.

What were the constraints /limitations, if any, faced? (in about 50 words)

5. Evidence of Success

Provide evidence of success such as performance against targets and bench marks, review/results. What do these results indicate? Describe in about 40 words.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 30 words).

7. Notes (Optional)

Please add any other information that may be relevant for adopting/implementing the Best Practice in other institutions (in about 30 words).

Any other information regarding Institutional Values and Best Practices which the institution would like to include.

Key Indicator - 7.3 Institutional Distinctiveness

Metric No.	
7.3.1 Q1M	<p><i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words.</i></p> <p>The institution has great concern for the marginalized and backward condition of the large tribal population scattered in and around Korpana Tahsil. As set in the Objectives of the institution, the college strives to empower and uplift or ameliorate the condition of this poor, illiterate, ignorant and marginalized section of our society. This is a part of our Vision and Mission too. Hence, we have adopted a village named Borgaon (Buchruk) and organized a series of useful and beneficial programmes for them helping them in legal, agricultural, live-stock-related, political, social, medical, and economic matters, in 2020. Experts from these fields were invited and they gave proper guidance and necessary help in their respective fields. (The details of this distinctive performance of the institution are elaborated in the Best Practice-1 given above.)</p> <p>Provide web link to:</p> <ul style="list-style-type: none"> • Appropriate web in the Institutional website • Any other relevant information

Future Plans of action for next academic year (200 words)

(Future Plan-2022-23)

1. Organize PTA meet by the end of March or at the beginning of April.

2. Organize Alumni meet on the same day as the PTA meet.
3. Organize Cultural Fest or College Day which was missed during the previous year.
4. Organize a slew of various useful activities for students
5. Organize Sports week well in time.
6. Adopt one more village and organize a series of programmes there.
7. Organize a 'Women Empowerment/ Gender Sensitive' Programme
8. Have the institution white-washed.
9. Prepare and equip a larger room for IQAC than the existing one.
10. Repair all the damaged benches and desks.
11. Strengthen and raise the height of the parapet which lacked safety.
12. Construct one or more ramps in view of the differently-abled.
13. Replace the benches and desks of the reading room with chairs and small tables.
14. Equip the hall with chairs and tables and make a framed background screen.
15. Organize one or more workshops/seminars/conferences.
16. Renovate the Notice Boards and make a new lecture stand for the hall.
17. Buy more books and periodicals for the library.
18. Speed up Accreditation work.
19. Organize a 'Cyber-crime/Atrocities on Women' programme.
20. Get the name of the college changed in the UGC 2(f) 12 (B) list.
21. Go for Academic Audit and complete the Financial Audit.
22. Improve or better equip the Gymnasium.
23. Organize regular IQAC, CDC meetings and update the website.
24. Organize a Computer Skills Development Training Programme.
25. Encourage teachers for both increased research and participation in FDPs.
26. Register students in ABC and implement action plan of NEP.

Name _____

Name _____

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC
