

Dandakaranya Educational & Cultural Development Research Society, Gadchiroli's

**SHRI. GOVINDRAO MUNGHATE ARTS AND
SCIENCE COLLEGE, KURKHEDA**

(Affiliated to RTM Nagpur University Nagpur & Gondwana University, Gadchiroli)



SELF STUDY REPORT (RAR)

For

Cycle-2, Reaccreditation-2013

Submitted to

**NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL, BANGALORE-560072**

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Preface

Shri. Govindrao Munghate Arts and Science College, Kurkheda had a humble beginning in 1990, with a single Faculty (Arts), a handful of teachers and just a small number of students. The name of the college was originally *Vidyabharti Mahavidyalaya* and it retained it until a couple of years ago when it was changed to the present name, after its great founder, late Shri. Govindrao Munghate. The college is run by Dandakaranya Educational and Cultural Development Research Society, Gadchiroli. The upliftment and enlightenment of the tribal people - the marginalized, poor people of the region through higher education and their gradual empowerment was the main aim of the society when it started the college. In course of time the college was accredited by the NAAC with C+ grade in 2004.

The post accreditation period witnessed marked-progress of the institution. The Establishment of the IQAC, its effective functioning and the guidance of the NAAC, the Peer Team Suggestions and Recommendations as well as the concerted effort of the various stakeholders of the institution helped it in course of time to make rapid strides in its quest towards becoming a reputed institution of the district and the university. The college has now grown considerably both from the view point of infrastructure and academic activities. There are nearly 1000 students in the college now. The introduction of the Science Faculty in 2009-10 and the PG department (2008-09) in two subjects were landmarks in its growth. Not only has there been an increase in the number of faculty members but also that in the quality of the faculty members appointed of late.

The college is situated in a remote tribal belt in the tribal predominant district of Gadchiroli in Maharashtra. The district is both Naxal infested and backward. The constant threats from the Naxalites have created an atmosphere of horror in the minds of the people, which hangs like the sword of Damocles in the region. This menace has an inhibiting and stultifying effect on the minds of the people. The institution has to forge ahead under these constraints as also those of poverty, illiteracy and superstition. The college is situated about 02 km away from the Kurkheda town which is a Taluka place.

Though Kurkheda is situated in the hinterland surrounded by forests, far away from cities like Nagpur, Bhandara, Gondia, and Chandrapur, it is accessible through fairly good roads. The nearest railway station is at Wadsa (Desaiganj) some 26 km away, and the airports are at Nagpur (150 km) and Gondia (100 km). Nagpur airport is an international airport and the city is the Head Quarters of the Central Railways as well. Nagpur is located at exactly the centre of India, at zero point.



DANDAKARANYA EDUCATIONAL & CULTURAL DEVELOPMENT RESEARCH SOCIETY GADCHIROLI'S
SHRI GOVINDRAO MUNGHATE ARTS & SCIENCE COLLEGE
KURKHEDA, (DIST.) GADCHIROLI

Dr. R.G.MUNGHATE
PRINCIPAL

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DATE : 01.07.2014
Ref. No. : 1023/14
To :

The Director,
National Assessment and Accreditation Council,
Post Box No. 1075, Nagarbhavi,
Bangalore-560 072

Dear Sir,


Sub: - Submission of Self Study Report for Cycle-2, Reaccreditation, 2013.

Having fulfilled all the requirements for reaccreditation, and in compliance with those of the LOI, we are submitting the Self Study Report (RAR) for Cycle-2 (Reaccreditation) of our institution for your kind perusal and evaluation. In preparing this strenuous report all the stakeholders of the institution had extended their whole-hearted support and worked together for months on end. The report is as objective as possible and sheds light on the diverse and key aspects of the institution. This SWOC analysis has helped the institution to have greater insights into its functioning and is understandably a notable step towards its journey towards quality enhancement.

We gratefully acknowledge the unstinted support and guidance of the NAAC in reaching this stage. We hope you will accept it positively and appreciate our genuine efforts and help us further in our quest for excellence. We would be very grateful if you could send the Peer Team at the earliest and inform us of the same promptly.

Thanking you,

Yours faithfully,


Principal
Shri. Govindrao Munghate Arts
and Science College
Kurkheda, Distt. Gadchiroli
(Dr. R. G. Munghate)



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A.Executive Summary

Shri. Govindrao Munghate Arts and Science College, Kurkheda (formerly known as Vidyabharti Mahavidyalaya, Kurkheda) is run by Dandakaranya Educational and Cultural Development Research Society, Gadchiroli, founded by the visionary, late Shri. Govindrao Munghate. The main aim of the society is to spread education among the tribals of this remote, Naxal affected area, to empower and enlighten the youth, to help the people preserve and foster the tribal culture and stimulate research activities. Shri. Govindrao Munghate Arts and Science College has been providing higher education to the tribal and other poor people of this area and been preparing the youth to lead a more meaningful and richer life empowering and enlightening through higher education, in consonance with the objectives of the society, The college strives to ensure quality education which instills in the youth moral values, thirst for knowledge, and desire for national service as well as a quest for a higher plane of existence. Similarly preparing the youth to live in the modern world with a certain degree of employability and a higher degree of personality development is a set goal of the college.

The college initially started as an Arts and Commerce institution at UG level in 1990 but could not find adequate number of applicants for the commerce stream and had to be satisfied with the Arts stream for a long while till recently when we introduced the science stream in 2009. The introduction of the Science stream evoked highly positive response. Now the college has an adequately developed Science stream (B. Sc) with a capacity to the full strength. Its introduction has been a blessing to the people of this area who had otherwise to travel to far off places to do their B. Sc Degree Course. We have also introduced PG course for two subjects, namely, Marathi and Sociology. Moreover, five Certificate Courses have been introduced over time after the first accreditation in 2004. In order to train the students at HSS level (+2) to be a good source for B Sc, we introduced XI and XII - Science Group- (a couple of years ago) whose growth was phenomenal. This has made the B. Sc wing grow effectively. The college has now considerably grown in terms of the number of students and the staff. Simultaneously it has made rapid

strides in quality enhancement also, in compliance with the guidelines of the NAAC (given in the Report by its Peer Team during its on-site visit), and the insights it obtained from various sources. The institution has implemented nearly all the suggestions made by the NAAC Peer Team. (We gratefully acknowledge that it has boosted the growth of the institution. But for the guidance and timely interference of the NAAC Peer Team, we would have been directionless, lethargic and going ahead at a snail's pace with a complacent attitude feeling at home with the mediocre achievements we had made. Hence from the depths of our hearts we sincerely thank the NAAC for revivifying us). In the current academic year there are 835 students in the college in the UG and PG sections whereas it was less than 500 students during the last accreditation, clearly indicating the growth of the college. The following is the Criterion-wise summary of the Reaccreditation Report.

Criterion-I: Curricular Aspects:

The vision of the institution is transformation of students, through quality education, into enlightened, successful, global citizens as well as leaders of their own local communities. Its mission is to economically empower the underprivileged segment of the society. Its main objective is the emancipation of the marginalized tribal people through education so as to enable them merge with the mainstream and live a healthy and more enlightened life. These are conveyed to them through the Prospectus and the display boards. The college is affiliated to both the RTM Nagpur University, Nagpur and the newly formed Gondwana University, Gadchiroli. By 2014-2015, the college will come fully under the affiliation of Gondwana University. Under affiliated status the college follows the curricula devised by the universities. Both annual system and credit based semester system are currently followed. The core options in both the Arts and Science streams are decided by the university and the college follows the guidelines of the university.

Although the curriculum has been devised to help the learners become employable, it is insufficient in the global era. So the college made a needs analysis of the learners of the area after due consultations with the students, parents and the alumni members and has supplemented it with five career-oriented certificate courses

related to Spoken English, Library and Information Science, Panchayat Raj and Rural Administration, Computer Science. So far some 635 students have been the beneficiaries of these courses. The need for curricular changes has been conveyed to the University through the Principal of the college, Dr. R. G. Munghate, who has been member as well as chairman of the Board of Studies in English, Nagpur University and is currently Dean of Arts Faculty, Gondwana University. Prof. Joseph. T. C. from the department of English also was an Expert Member of the Board of Studies in English, Nagpur University. He also made the draft syllabus for Spoken English Course. The university curriculum has also taken into consideration the changing global scenario and the present educational needs of the learners. Hence the current curricula have been updated to include Communicative English.

The curriculum is also transacted in the college with the help of modern educational technology and the ICT. Teachers judiciously make use of OHP, LCD power point, LCD TV, digital presenters, interactive white boards and the internet resources in addition to the black boards, chalks, books and periodicals. Classes are made interactive through pair activities, group discussions, brain-storming sessions, quizzes, debates, assignments, and seminars. Remediation is given to the academically challenged students. The college has some linkages with famous institutes like the BAIF and Rockefeller Foundations with which it had research connections. To help the drop outs and the general public a Centre of the YCMOU has been active in the college for the past seven years or so, which facilitates distance education. The college has active linkage with the NGOs and research bodies of the district. The members of these are invited to the college every year to conduct various programmes all of which supplement the curricula on diverse issues. Further, Lecturers and experts from other colleges have been occasionally invited to deliver lectures.

Criterion-II: Teaching, Learning and Evaluation:

The admission policy of the institution is transparent and wide publicity is given through the news papers, notices displayed on the notice boards, etc. Every eligible candidate is given admission irrespective of caste creed, sex and religion. There is a

committee that looks into the admission process. Minimum merit for admission is 35% marks in the qualifying examination. The institution stands for the poor. Hence admission is not denied to them on the grounds of low merit. The demand ratio is 1:1. SC, ST and OBC constitute the majority of the student community. The institution takes into account student needs. Based on this we introduced English literature, Geography and Home Economics. Further, B Sc, and PG in Marathi and Sociology were introduced (as also several certificate courses).

Teaching is done basically following the lecture method but judiciously supplementing it with modern educational technology including ICT and interactive, learner-centred approaches. Teachers have considerably modified their roles based on the recent paradigm shift into facilitators. *Remediation* and *Teacher-Ward Tutorial System* are followed by all the teachers. Several teaching aids are also used. Teachers from every department pay Rs.500/- each as incentive prize to the top scorers. Educational trips and study tours are also arranged every year to give students on-field experience. The institution has made provisions to address cross-cutting issues like gender, climate change, environment education, human rights, and ICT. The different wings of the NSS like the Women Study Centre, Population Education Centre, Students Redressal Cell, Environment Awareness etc address these various issues. Teaching Diaries are written by the teachers, and academic calendar followed. Further, every year Annual Reports are written by each department which are the main sources of data for AQAR and RAR and also help the teachers later to write their PBAS. The IQAC helps and guides the teachers in several matters related to the teaching learning activities. Thus, teachers are encouraged to participate in several conferences/seminars/workshops/orientation/refresher courses/ short term training programmes to update their subject knowledge and hone up their teaching skills. Teachers conduct Unit Tests, class tests, and the model exam as a part of the continuous evaluation. Teachers encourage students to read a lot from the rich library resources and conduct debates and brainstorming sessions, and ask challenging questions and give assignments to foster critical thinking. Students are free to differ with the teacher on academic matters if they have genuine reasons to do so. The learner-centred approach adopted by the teachers

creates a democratic atmosphere fostering not only critical but independent thinking. Since modern technology is integrated with the traditional methods a shift has taken place from teacher-centric to student-centric method.

Absenteeism and late coming students pose challenges to complete the lessons, but special classes and remedial classes are taken and Teacher-Ward Tutorial System adopted. Several programmes are shelved during the peak period. With the introduction of the Semester System by the Gondwana University, with its internal assessment scheme, the situation is improving. The drop-out ratio is somewhat high at 62%. It is mainly because of the poor economic background and the ATKT system followed by the university. To reduce this, meritorious students are given incentive prizes of Rs.500/- by teachers from every department and remediation as well as academic counselling given.

The institution has a good repertoire of modern educational technology with Interactive Boards (02), OHP, Digital Presenters, LCD Projectors, LCD TV, computers, a computer centre, a digital language lab, V-Sat video conferencing hall (basically meant for the HSC), NRC, CDs/DVDs, internet facilities, N-List /INFLIBNET. Teachers generally use them whenever the need arises for a better presentation. Every year a few workshops are organized at college level, some subject experts are invited and special talks organized on certain subjects to supplement the teachers' work. In order to update their knowledge teachers attend a large number of conferences/workshops/seminars at university, regional, state, national, and international levels and present their papers. This helps them keep abreast of the times. Career Guidance and academic counselling are given to students. They are asked to make proper use of the library resources - both books and e-learning resources. Now the number of students who visit the library has considerably increased.

Teacher quality and teaching quality are ensured by the policy of the management. Regular student feedback on teachers is taken. The student evaluation of teachers is communicated to the teachers to evaluate their own performance. In the appointment of teachers care is taken to appoint the best and highly eligible teachers

available. Most of the vacancies are filled. The rest will be filled soon. Teachers are encouraged to participate in conferences, seminars or workshops. 90% of them, barring the new appointments, have been regularly participating in them and 90% of them have presented/published several research papers also. Some 17 refresher/orientation/short term programmes have been attended by the staff during the last four years. Four teachers have become PhD holders, 07 M Phil (04-Permanent and 03-Temporary), and 09 NET holders, by the end of 2012-13 session. More NET holders expected in the very next year. Most other teachers are doing PhD. Teachers are given adequate support by the Management in obtaining grants for research. They are given study leave and helped in publishing their works. Two teachers have won awards. Teachers are mainly evaluated by the students through their feedbacks. University reforms are implemented as per the directions of the university. The college follows the *Credit Based Semester System* as introduced by the Gondwana University and the Annual system as followed by the RTM Nagpur University, Nagpur, since the college has presently affiliations to both of them. Both summative and formative evaluations are resorted to in order to measure the student achievements. The results of the students show wide and unexplainable fluctuations as they vary markedly between as low as 10% and as high as 100%. But the average is fairly good.

Criterion-III: Research, Consultancy and Extension:

The institution does not have a recognized Research Centre. But it has a Research Committee chaired by the Principal and with four others from the faculty as members who are quite good at research activities. The institution has taken several steps to encourage research activities. This has boosted the research culture of the college. Students have been encouraged to participate in research activities like projects, poster presentations and participation in exhibitions. Two from the faculty have completed two Minor Research Projects (UGC funded) and two more projects are on-going. The Principal himself has completed another project sponsored by the Rockefeller Foundation. Teachers actively participate in conferences, seminars and workshops. They have written, presented or published as many as 147 research papers after the last accreditation, out of which 24 have been published in *peer*

reviewed journals, both national and international. There is only one PhD guide/supervisor (the Principal himself) in the college in 2013 and another has applied for supervisorship. More are following the suit. Only three students are being guided currently. But most teachers are actively doing their PhD research having registered for it a few years ago. Three have already been awarded doctorate degrees and one more is awaiting the report. Seven teachers have M Phil research degrees.

A few workshops have been organized to create in the students a research culture wanting in this area. The pressing problems of this backward area are the prioritized research areas. Most MRPs undertaken try to address these issues. Research organizations like the SEARCH and the NGO *Amhi Amchya Aarogyasaathi* are frequently invited to the institution to interact with the staff and the students to stimulate research aptitude. None from the staff has so far availed a Sabbatical Leave for research purpose. But a few lecturers had availed a few weeks/months as study leave for research activities. The students and parents are informed of the research findings during public programmes arranged in the college.

The fairly good Library, with around 15,000 volumes and about 50 periodicals, scores of encyclopedias, a good collection of e-learning materials, is the main facility for research. The NRC, the INFLIBNET and the Inter-library Borrowing also help the researchers considerably. The college has helped the researchers to obtain funds from the UGC by helping them send proposals of Minor Research Projects. In this way, four members of the faculty have been able to conduct MRPs. Two of them have completed and two are yet to complete. Two Projects completed are particularly useful to the local community as they address their issues directly. These projects are: 1. *The Habit of Tobacco Chewing among the College Students and its Effect on their Oral Health* by Dr. R.G Munghate; and 2. *A Study of the Psycho-Linguistic Variables which Impede the English Language Learning Process (with Special Reference to the Tribal Students of Gadchiroli District)* by Prof. Joseph. T. C, from the department of English. The 147 research papers written, presented or published by the faculty are the main inputs contributing to the new initiatives and social development. The college has not yet started publishing any research journal of its own. The faculty has published a few books. One of the research papers by the

faculty has won the best research paper (international level) award. Research articles of a few teachers have Impact Factor. The college gives free consultancy to those who approach it for subject-specific help. No income is generated on this score.

The extension activities and outreach programmes of the institution done through the NSS and its related wings - Women's Study Cell, Population Education Centre, Environmental Cell – and National Harmony, Red Ribbon Club, etc, has won for it great acclaim from the university. The college has once been accorded the Best NSS Unit Award of the university. Through the activities of these various cells and units the college tracks the social involvement. The regular Alumni Association and PTA Meet help the institution solicit stakeholder perception on overall performance and quality of the institution. The institution has a few research collaborations with BAIF (Pune), and Rockefeller Foundations (New York), Sree Chithira Thirunal Institute of Cancer Research Centre (Thiruvananthapuram), SEARCH (Gadchiroli), *Amhi Amcha Aarogyasaati* (Kurkheda), etc. It has also collaborations with YCMOU for distance mode education, and Gujarat University for *Gandhian Thought Examination* (as per the instructions of the Home Ministry). We have collaboration with the *Vedanta Foundation*, Mumbai which has helped the establishment of the Computer Centre, the Certificate Course in Computer Science, and Placement activities. It is an instance of industry-institution-community linkage since it helps the community in picking up computer literacy etc. that are useful to this backward community.

Criterion IV: Infrastructure and Learning Resources:

The institution has drafted a *Perspective Plan* based on which we keep on expanding the infrastructural facilities like hostel building for girls, library building, administrative building, creation of more class rooms, laboratories, language laboratory, girls' common rooms, gymnasium, computer centre, NRC, canteen, indoor court, etc. For more effective teaching and learning activities we introduced Green Boards, Smart Boards/ Interactive Boards, lecterns, dais, etc in several class rooms. Also better seating arrangements, spacious classrooms, etc are made.

We have adequate number of spacious classrooms. (10 classrooms for UG programmes, 04 classrooms for PG classes, Labs with classroom facilities for Botany, Zoology, Electronics, and Geology; and Laboratories for Physics, Chemistry, Microbiology, Geography, and Home Science. Thus, there is no shortage of classrooms at present. Several departments are provided computers with internet facility. The classrooms are traditional type, but modified with lecture platforms, green boards, and a few lecterns. We have a V-Sat Video Conferencing Hall arranged specifically for the XI & XII Standards sponsored by the Government of Maharashtra. The facility can be used for college purpose too. We also have a Computer Centre with as many as 11 computers. Computer classes are arranged for the students there. Further, facilities like LCD, OHP and Digital Presenters are also available. We have a fairly big Seminar Hall. There is a Network Resource Centre with 06 computer monitors presently (to be expanded soon). The reading room facility has a capacity for 40 students at a time. Tutorials are given in the classrooms after the normal classes. Laboratories are being well-equipped for the Science Stream. A separate spacious English Language Laboratory equipped a few years ago has some 21 computers and multimedia package software and microphone facilities. CCTV cameras are installed at four vantage points for the safety and security of the students. Also there are fire extinguishers installed in both the floors of the hostel building. A small Botanical Garden is being cultivated by the deptt. of Botany. We do not have any animals in the campus. As for research, we have a moderately good library with the latest books/ encyclopedias/CDs/DVDs, and several back-volumes of periodicals, and magazines. Scholars from different institutions and our own teachers, who are research scholars, make good use of the library. Our Audio Visual Aids facility is quite laudable.

We have in the library a good collection of Synopses and PhD Theses on many subjects.

Our campus area is 04 acres (02 acres on the campus and 02 acres off the campus the college). There are facilities like Gymnasium, Table Tennis Hall, a moderately large auditorium, and a large indoor stadium complex (under construction). Though there is no NCC there is an active NSS unit in the college. Cultural activities are

highly active and two full days are set aside for the college day celebrations. There are facilities for public speaking, quiz contest, communication skills and other soft skills development. During the past four years (2009-10 to 2012-13), a little more than Rs.86 lakh (86,09,143/-) has been spent on expanding facilities like Administration Building, Library Block, Classrooms, ladies' common rooms, sports equipment, science labs, digital language laboratory, etc. The amount comes from the UGC development grants. All these ensure that the available facilities are in line with the academic growth of the institution. There are residential facilities in the campus for girl students. The ladies hostel has facilities for accommodating 80 students. It has recreational facilities, gymnasium, Table Tennis facility, etc. There are around 35 computers in the hostel building (21 in the language lab; 10 in the computer centre.) Others are in the various rooms currently used by the faculty members. But the hostel is non-functional because hardly any students opted to stay here away from their parents because the place is Naxal affected and the parents unable even to bear the food expenses of the children. There are various health care facilities like free medical check-up, dental check-up, etc. available in the campus.

There are spaces for units like IQAC, Grievance Redressal Cell, Women's Study Cell, Canteen, Recreation, career guidance, auditorium, safe drinking water, etc. There is a large water cooler-cum purifier for students. There is also a water filter cum cooler in the Administrative Block. The library has an active Advisory Committee, with the Principal as its Chair Person and a few from the faculty as its members. The library works for eight hours on working days. It has a floor area of 2201 sq. ft, with a total capacity for 40 students to sit and read. It has a zone for accessing e-resources, but no lounge or carrels. It has INFLIBNET facility. The total cost of the library for procuring new books, e-resources, Journals, periodicals and miscellaneous items has been Rs. 18,35,852/- during the last four years. The library has such facilities as OPAC, N-List, and access to e-publications. Arrangements are being made for bar-coding facility. It has 03 computers, and internet facility. Average number of walk-ins is 90 and average number of books issued is 65. Ratio of library books to students enrolled is 15:1. The average number of login to OPAC is 15 and that to e-resources is 10. Training sessions organized for Information

Literacy are 02. There is Inter-Library Loan and Book Bank Scheme in the library. Two notice boards have been fixed on the library wall for information deployment. There is no printer in the library, but there is download facility. There is a Reading List and remote access to e-resources. For User Orientation and awareness every year a 'Reader Development Programme' and a Book Exhibition are arranged in the college. The librarian assists the students and staff in searching databases through the internet. Library has started taking the Student feedback on library services.

The institution has more than 50 computers. The computer student ratio is 1:20.

The institution has 10 computers with stand alone facility. There are some 35 computers / nodes with internet facility. In addition to the Principal and the clerical section (administrative block), most teachers are given a computer each. The institution has made arrangement and plans for deploying and upgrading IT infrastructure. For this purpose provisions have been made in the annual budget. Provisions have also been made for Wi-Fi facility. Most teachers have developed power point slides, transparencies, CDs/DVDs to be used for teaching. The institution is a registered member of N-List developed and managed by the INFLIBNET. Institutional budget shows greater expenditure on computers and software maintenance shifting in favour of modern technology. The Infrastructure Maintenance Committee takes care of the maintenance and upkeep of the infrastructure facilities and equipment of the college. Calibration is done based on the need for it. Sensitive equipments are installed in safe places away from the easy reach of students.

Criterion V: Student Support and Progression:

The college supports the students in a number of ways to forge ahead academically and otherwise. The very Prospectus of the college issued to the students at the time of admission contains all necessary information regarding the institution, fee structure, incentives to the students, etc. The vast majority of students of this tribal belt get scholarships from the Government of India and a small percentage freeships. The percentage of students getting assistance from the government is 77.72%, i.e. a total of 649 out of 835 students, in 2013 which was

somehow less than that of the previous years. The total amount disbursed to students by way of scholarships and freeships amounted to a whopping Rs. 25, 03,743/- Further, students of various categories, disabilities, academic and economic problems are all helped by the institution in various ways. Remedial teaching, programmes by the Career Guidance Cell, adoption of students under Teacher-Ward Tutorial System, conveyance allowance and stipend by the UGC, Book Bank System, Interlibrary Loan, sports and cultural incentives, cash incentive of Rs. 500/- each to the top scorers of all subjects given by the teachers themselves, grievance redressal, counselling and several other facilities are available to the students. Spoken English and a few other certificate courses are offered to the students to develop their skills and communicative abilities. The college magazine *Mrudh Gandh* is regularly published with the creative efforts of the students.

The institution has always taken concrete steps to encourage students' active involvement in extracurricular and co-curricular activities. Students have won several laurels at the university level for volley ball, kho kho, kabbadi, korfbal, cricket, hockey, athletics, etc. We have also arranged a few quiz contests, debates, elocution, discussions, special state level camp on Gandhian thought, etc. Every year the cultural department of the college conducts cultural events in the college and numerous prizes are given away. College Day is celebrated every year with great enthusiasm. To support the academic activities of the students, diverse audio-visual aids, are provided in addition to the traditional facilities. The counselling services available in the college are: academic counselling, personal counselling and career counselling. All these are done mainly by the Career Guidance Cell and Grievance Redressal Cell. Students are given academic counselling mainly by the teachers especially while teaching.

The institution has an active Career Guidance Cell which organizes every year some useful programmes to help students face competitive exams. Prof. A. A. Bhojar, the librarian, is in charge of Career Guidance Cell. He calls every year some experts from outside to deliver their informative talks on competitive exams.

The college has various cells and committees to solve the various issues of the students. There is a committee to resolve issues pertaining to sexual harassment of women, and the Grievance Redressal Cell addresses the grievances and complaints of students. There is also an Anti-Ragging Committee to guard against the possibility of ragging, although not a single case of ragging has so far been reported. Though not registered, the college has an Alumni Association whose meetings are held every year. The former students then share their memories of the institution and experience gleaned from outside. They also give good suggestions for better progress of the institution. The institution lacks adequate reliable data regarding student progression to PG and higher studies and gainful employment. Some of our students join PG in our own college opting for either Marathi or Sociology in MA. Others go to other colleges far and wide choosing other subjects. There is a Placement Cell which helped campus selection in 2011 and 18 were selected out of 36.

The exam results are generally good. In 2013, B Sc had 100% pass; B.A 55%, M.A (Mar) 50% and M.A Sociology) 100%. There are fluctuations in the result year-wise and subject-wise also. Nevertheless, the result is comparatively good.

We have Remediation, Coaching under *Teacher Ward Tutorial System* and Counselling to help students under the risk of drop outs or failure. There is a wide array of games, sports events, cultural and extracurricular activities for the students to choose from. Students have won several prizes at various levels. The college keeps in touch with its graduates as far as possible and keeps making enquiries about their future activities.

The college magazine *Mrudh Gandh* also helps students give expression to their artistic and creative talents. The college involves students in many activities. It has a Students' Council. Students are included in various administrative and other bodies like IQAC, Marathi and English Literary Associations, NSS, and Alumni Association. The college networks with the former students mainly through the mobile phones and sometimes through letters since these remote area students do not have internet connections.

Criterion VI: Governance, Leadership and Management:

The '**vision**' of the institution is: *'Transformation of students, through quality education, into enlightened, successful, global citizens as well as leaders of their own local communities'* The **mission** of the college is: *'Empowering the economically challenged and socially marginalized tribal people of the region and making them enlightened, successful, and developed personalities so that they might serve well their own communities and the nation at large as dutiful citizens and productive members of society'*.

As the mission statement reveals the institution is duty-bound to educate the poor tribal students of the area who constitute about 80% of the student population in the college. These students are children of the first generation parents who are illiterate, superstitious and ignorant. Their economic condition is abysmally poor. Moreover, Naxal problem has aggravated their situation. Their schooling, under straitened circumstances and affected by their intellectual deprivation, does not help them on a par with the non-tribal students. Hence they pass the High School and later the HSC, scoring very low. They have to be uplifted and through them their families dependent on them and the tribal community in general. Numerous modern and traditional facilities are made available for them for bettering themselves. Their extra-curricular and co-curricular activities are encouraged with many opportunities provided to them. The Women Empowerment Centre, the Population Education Centre, the Career Guidance Cell, the NSS wing, the YCMOU study centre, Gandhian Thought Exam, various Certificate Courses (03-months courses), the Cultural Cell, the modern technology available in the college for better curricular transactions, the Lecture Series organized every year by various departments, departmental Associations like the English Literary Association, Marathi Literary association, etc, for the benefit of students, sports and games activities arranged by the physical education department of the college, health related programmes etc, all reflect the commitment of the college towards its stated mission.

The institution, run by Dandakaranya Educational and Cultural Research Development Society, has a tradition of working for the upliftment of the poor, their

educational development and through that their overall development. Giving voice to these voiceless, marginalized people and helping them preserve their unique culture, etc, have been the aims behind the establishment of the society and the various institutions set up by the society. The college following the vision, mission and objectives set down by the society has been rendering the local society meritorious service, especially in the field of education. It upholds the dignity of the human individual, his/her need for emancipation, equality, economic and social freedom, humanity, national harmony, secularism, love of fellow beings, etc as the main values. No students are here discriminated on any grounds. This tradition of upholding values has been attracting all sorts of students to this institution from the neighbourhood.

The institution cherishes the vision of a morrow when its students become rich assets to the nation and emerge well-prepared to live in the modern world, yet it upholds the time-tested moral values uncompromisingly. All-round development of their personalities and their burning desire for social service are part of our vision.

The President, Vice-President, Secretary and most others of the Society that runs our college, are highly educated people from the academic arena itself. They have a noble vision about the college, and so in consultation with the Principal, the Faculty and other stakeholders evaluate the existing conditions periodically and devise better plans for more effective educational outcome. Our society has won the State Award for the Best Society. The Principal has played a major role in bringing about a lot of healthy changes to suit the needs of the times. He has drawn vastly from the quality experiences of major educational institutions far and wide. The members of the Management always extend to him all sorts of support and encouragement. IQAC has been a powerful weapon for these activities. The policies of the top management were such as those that would mitigate the lot of the poor tribal people; educate well the marginalized to enlighten and empower them. Quality has been perceived in intellectual, moral and physical terms as a process to attain the first rate in these fields.

The management plays a key role in ensuring that the policies adopted are capable of fulfilling the stated mission. The Principal acts as an effective link between the top management and the staff. He participates in the management meetings, that of the LMC and in turn calls staff meetings/IQAC meetings to apprise teachers of various plans and seek their opinions and solicit their ideas. Lacunas are identified and corrective steps are taken. In periodic IQAC Meetings everything is discussed and necessary action plans drafted. Later occasional evaluation of the progress of the plan is made.

The leadership interacts with all the stakeholders of the institution like teachers, students, parents, staff etc. Needs analysis is made, although not in written form, before the introduction of any course. Research inputs from various sources like the internet, conferences, other institutions, research publications and papers are made good use of in devising the policies

To champion organizational changes they resort to modern methods. Modern educational technology is made available and teachers are urged to make proper use of it. Feedbacks from various stakeholders are collected to know their opinions and reactions.

The management encourages research culture and insists that all teachers involve in various research activities and complete PhD/M Phil. Nearly all permanent teachers have registered for PhD. Four of them have already been awarded PhD. Some of the teachers have obtained the M. Phil degree. All teachers have started writing Research Papers. Teachers' participation in conferences /workshops also increased. Four teachers have undertaken Minor Research Projects as part of the policy of enhancing research and Development. Two Minor Research Projects have been completed and their Reports submitted to the UGC for evaluation. A Project on *Tobacco Chewing Habit of the Tribal Students* has also been completed.

Proper grooming for leadership is given to the faculty especially to the sincere and efficient members of the staff. It depends on their performance of various duties allotted to them. The institution has a perspective plan which indirectly states its quest for excellence and quality.

Principal is the Head of the institution. He is assisted by an honorary Vice Principal chosen by the Principal. Below him are the staff and Heads of various departments, and teachers with various charges. The students have their representatives for the university and the classes. This, in a nutshell, is the structure of the organization.

Operational autonomy is given to the Heads of the Departments, but necessary consultations have to be made before any major decisions taken which will have its bearing on the department. The institution believes in participatory management with students in the IQAC and teachers in the management bodies. Key decisions are taken by the top management but are later discussed in the IQAC meetings for support, modification and implementation.

The management is insistent on community and outreach programmes. As a result of our admirable outreach and extension work, our NSS unit was once chosen by the RTM Nagpur University as the Best NSS Unit of the university. The management functions on democratic principles. Decisions are never one-sided but finalized only after due deliberations with the faculty and staff.

The Local management Council is an inclusive body, with teaching and non-teaching staff representations. Thus, the institutional policies are formulated and governed with the support of the teachers and the staff of the college. The affiliating university has a provision for according autonomous status to the institutions. The idea of seeking for autonomy is a major consideration in our minds but in the not so distant future it is likely to become a reality when the institution has considerably grown.

The grievances of the students are solved promptly soon after the representatives bring the grievances to the notice of the authority. There has been no court case filed by or against the college during the last four years.

The student feedback, taken at the end of every academic year, is seriously studied and suitable actions taken if the suggestions are found sensible and practical.

The institution has made considerable effort to develop the professional side of the faculty to empower them. They have been encouraged to participate in

conferences, orientation/refresher courses, write research works, or articles, do the placement in time, and make use of the library which has been improved with several volumes the faculty seek after. They have been asked to write annual report on the performance of their departments and on their various activities inside and outside the institution. This report has helped the teachers to write their PBAS very effectively.

There is a credit co-operative society run by our educational society which grants substantial amounts of loans to the staff at the hour of their need. Financial resources are optimally utilized for the growth of the institution and benefit of the stakeholders. Auditing has been regularly done as per the norms. The main sources of income are the fees, salary and non-salary grants and various other grants from the UGC/government.

The institutional policy is to follow the plans, suggestions, and ideas that come up in the IQAC meetings- the synergy of various stakeholders who are in the IQAC. Plans are formulated, implemented and evaluated by the IQAC. Every year a few meetings are called and quality related issues are discussed and quality augmentation steps are identified and without any compromise they are implemented, under normal circumstances. Apart from the IQAC guided framework for quality assurance, we also follow the conventional general meetings called by the Principal. We follow the instructions of the external quality regulatory authorities such as the UGC and the NAAC regarding qualitative changes to be ushered in the institution.

There are institutional mechanisms to continuously review the teaching learning process. Proper communication is easily done by the co-ordinator and the Principal to engage staff from different constituents of the institution since the college is not that large.

Ours was the first college in the Taluk to give educational leadership to the tribal areas around. It was because of the able management, fine leadership, laudable governance, numerous quality initiatives and the remarkable foresight of the founder that the institution which had a humble beginning in 1990 with a handful of students has now emerged as one of the biggest colleges of the newly formed Gondwana

University, Gadchiroli. The institution was fortunate have a founder who was a versatile genius, – a novelist, dramatist, poet, social reformer and a fighter for the cause of the marginalized. No wonder, he (Shri. Govindrao Munghate) won the State Level Award for the Best Novel.

Criteria VII: Innovations and Best Practices

The college has resorted to several innovative practices. The following are the major **Innovations** which contributed to the quality enhance process of the college. Since they defy summarizing, they are given as they are in the RAR.

- a. Teacher-Ward Tutorial System: Under this all the teachers adopted some students, about twenty, to pay special attention to their studies and made sure that their results and overall standard improved.
- b. The use of modern technology in teaching-learning activity.
- c. Learner-centred mode of teaching, getting the students involved in tasks and Communicative activities.
- d. Field trips and educational tours organized most years.
- e. Use of CDs/DVDs/hand-outs/pictures etc, in teaching-learning activity.
- f. Conducting quiz, debates, elocution, group discussions & brain storming sessions
- g. Leadership training to students to do anchoring, delivering speeches, organizing programmes etc.
- h. Students' self management programme on Teachers' Day.

The following are the **26 Best Practices** followed by the institution as identified by the IQAC. These are not possible to summarize and so are given just as they are in the RAR:

- a. Spoken English for the Staff (conducted in 2011, for the second time).
- b. Certificate Course in Spoken English (UGC Sponsored) for the Students
- c. Taking out rallies/processions to the nearby town using placards/banners during the rallies on special occasions and staging Street Dramas and giving awareness talks.
- d. Friendly Volley Ball Matches between the teachers and students from time to time

- e. Organizing awareness programmes in the college on gender issues, sex education, AIDS, women empowerment, national harmony, tobacco consumption, sickle cell disease, etc.
- f. Participation of students in the management of the college especially in discipline and in conducting various programmes.
- g. Putting up a Suggestion/Complaint Box for the students
- h. Programmes on career guidance and competitive exams
- i. Reader Development Programme
- j. Book Bank Scheme for the poor students & Online Book Bank
- k. Inter-library Borrowing involving a few neighbouring colleges
- l. Speeches by every lecturer on Welcome Day Programme to new students, explaining the charges, achievements and future plans of the department to the students, thus giving a complete picture of the quality developmental activities of the college.
- m. Celebrating the birthdays or commemorating the death anniversaries (or important days) of great people, often with a talk on the person.
- n. Giving separate rooms and computers to teachers with important charges.
- o. Add-on (career-oriented) certificate courses.
- p. Uniform for students, staff and the faculty
- q. Book Exhibition for the students and the public
- r. Adoption of a village (Nanhi) and a couple of poor children for special help
- s. Adoption of students under Teacher-Ward Tutorial System
- t. Lecture series by Guest Lecturers from other colleges
- u. Teachers playing volley ball or Shuttle Bad Minton every evening to remain fit.
- v. State-of-the-art Administrative Block
- w. Annual Report by all departments at the end of every academic year.
- x. Writing Teacher's Diary to plan and execute the lessons.
- y. Active Participation in conferences/ seminars and writing research articles by the Staff

- z. Giving incentive Cash Prizes of Rs.500/- each to the top scorers of every subject, every year by the Principal and the teachers.

Two of the **Best Practices detailed** in the Report are:

- a. *Spoken English for the Staff*, and
- b. Adoption of Students under *Teacher-Ward Tutorial System*. (Please see page No. 269)

Finally, the “**Evaluative Reports of the Departments** of the various departments of the college are detailed followed by “**Post-Accreditation Initiatives**”

B. Profile of the Affiliated /Constituent College

1. Name and address of the college:

Name: Shri. Govindrao Munghate Arts & Science College (Old Name: Vidyabharti Mahavidyalaya)
Address: Kurkheda (P.O.), Gadchiroli (District).
City: Kurkheda Pin: 441209 State: Maharashtra
Website: www.sgmunghatecollege.org

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. R. G. Munghate	O: 07139/ 245475 R: 07139/ 245984	08956262263	07139/ 245358	vidyakurkheda@ rediffmail.com
Vice Principal	-	O: - R:	-	-	-
Steering Committee Coordinator	Joseph. T. C.	O: 07139/ 245475 R: Nil	09420629410	07139/ 245358	thekkemuriylj309 @yahoo.com

3. Status of the Institution:

- Affiliated College
- Constituent College
- Any other (specify)

4. Type of Institution:

- a. By Gender
 - i. For Men
 - ii. For Women
 - iii. Co-education
- b. By shift
 - i. Regular
 - ii. Day
 - iii. Evening

5. Is it a recognized minority institution?

- Yes
- No

If yes, specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Source of funding:

- Government
- Grant-in-aid
- Self-financing
- Any other

7. a. Date of establishment of the college: 25/07/1990

b. University to which the college is affiliated /or which governs the college
(If it is a constituent college): **RTM Nagpur University, Nagpur & Gondwana University, Gadchiroli.**

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	Oct, 2005	vide UGC letter No. F. 8-17/2003 (CPP-1) dated 27.10.2005
ii. 12 (B)	Oct, 2005	vide UGC letter No. F. 8-17/2003 (CPP-1) dated 27.10.2005

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act): **Enclosed.**

d. Details of recognition/approval by statutory/regulatory bodies other than UGC

(AICTE, NCTE, MCI, DCI, PCI, RCI etc.): **Nil**

Under Section/clause	Recognition/Approval details Institution/Department/ Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	-	-	-	-
ii.	-	-	-	-
iii.	-	-	-	-
iv.	-	-	-	-

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy?

(as recognized by the UGC), on its affiliated colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency and Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Rural, Tribal
Campus area in sq. mts.	16000 sq. mts.
Built up area in sq. mts.	1946.68 sq.mts (i.e., 20932.05 sq. ft)

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

*Auditorium√/seminar complex with infrastructural facilities: One

• Sports facilities: Yes

*play ground: **One**

*swimming pool : **Nil**

*gymnasium: **One (modernized)**

*indoor court: **One (Nearing completion)**

•Hostel:

*Boys' hostel **Nil**

i. Number of hostels **Nil**

ii. Number of inmates **Nil**

iii. Facilities (mention available facilities)

*Girls' hostel

i. Number of hostels: **One**

ii. Number of inmates: **Nil. Students are yet to seek admission.**

iii. Facilities (mention available facilities): **Dormitories-16; Recreation Halls-01;**

**StudyRooms-01; Parlour-01; Infirmary-01; Hall-01; Warden’sRoom-01;
Canteen-01; Office Room-01; Bath Rooms-16; Toilets-20.**

*Working women’s hostel: **Nil**

i. Number of inmates: **Nil**

ii. Facilities (mention available facilities)

•Residential facilities for teaching and non-teaching staff (Give numbers available- cadre wise): **Nil**

•Cafeteria: **Yes. We have a Canteen in the campus**

•Health centre – **01**

First aid√, inpatient√, outpatient, emergency care facility√, ambulance: Nil

Health centre staff – **01**

Qualified doctor	Full time	<input type="text"/>	Part-time	<input type="text" value="01"/>
Qualified Nurse	Full time	<input type="text"/>	Part-time	<input type="text"/>

•Facilities like banking, post office, bookshops: **Nil, but are available nearby at Kurkheda.**

•Transport facilities to cater to the needs of students and staff: **Only Public Transport system.**

•Animal house: **Nil**

•Biological waste disposal: **Nil**

• Generators or other facility for management/regulation of electricity and voltage: **02 generators**

•Solid waste management facility: **Nil**

•Waste water management: **Nil**

•Water harvesting: **Nil**

B. Details of programmes offered by the college (Give data for current academic year): (2013-14)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned approved Student strength	No.of students admitted
1.	Under Graduate	B. A. B. Sc	03 yrs 03 yrs	H. S. C H. S. C	Marathi English	720 360	552 204
2.	Post-Graduate:	M.A.(Mar) M.A.(Soc.)	02 yrs 02 yrs	B.A. B.A	Marathi Marathi	160 160	48 31

13. Does the college offer self-financed Programmes? No

If yes, how many? : **00**

14. New programmes introduced in the college during the last five years if any? 03

Number	Programmes
01	UG (B. Sc): Mathematics, Chemistry, Physics, Botany, Zoology, Microbiology, Computer Science, Geology, Electronics
02	PG (M.A): Marathi; Sociology.

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Particulars	UG	PG	Research
Arts (08)	English (Literature) Marathi (Literature) Economics Political- Science Sociology History Geography Home- Economics	Marathi Sociology	Nil Nil
Science (09)	Mathematics Chemistry Physics Botany Zoology Microbiology Computer Science Geology Electronics	Nil	Nil
Commerce	Nil	Nil	Nil
Any other not covered above	NSS, Physical Education, Library, Compulsory English, Compulsory Marathi, Cultural Wings, etc.		

16. Number of Programmes offered under (Programme means a degree course

like B.A, B. Sc, MA, M. Com...)

- a) Annual system: **B.A II & III, B. Sc II & III & MA-II = 03 (RTM Uni, Nagpur)**
- b) Semester system: **B.A I , B. Sc I, M.A I= 03 (Gondwana University, Gadchiroli)**
- c) Trimester system: **Nil**

17. Number of Programmes with

Choice Based Credit System - **00**

Inter/Multidisciplinary Approach - **00**

Any other (Specify and provide details): **Credit-Grade Semester System: 03**

(BA-I; B Sc I; MA I)

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No

19. Does the college offer UG or PG programme in Physical Education?

Yes No

If yes,

a. Year of introduction of the programme(s)..... (dd/mm/yyyy)

and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:

c. Is the institution opting for assessment and accreditation of Physical

Education Programme separately?

Yes

No

20. Number of teaching and non-teaching positions in the Institution: (in 2012-13)

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor.		Associate Professor.		Asst. Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	F	*M	*F	*M	*F
Sanctioned by the UGC / University /State Government	-	-	-	-	22	04	07	01	05	00
Recruited	-	-	-	-	12	04	06	01	05	00
Yet to recruit	-	-	-	-	10	00	01	00	00	00
Sanctioned by the Management society or other authorized bodies	-	-	-	-	22	04	07	01	05	00
Recruited	-	-	-	-	12	00	06	01	05	00
Yet to recruit	-	-	-	-	10	00	01	00	00	00

*M-Male *F-Female

21 Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D. Sc./D.Litt.	-	-	-	-	00	00	00
Ph.D.	-	-	-	-	04	00	04
M. Phil.	-	-	-	-	02	02	04
PG	-	-	-	-	06	02	08
Temporary teachers							
Ph.D.	-	-	-	-	00	00	00
M. Phil.	-	-	-	-	02	01	03
PG	-	-	-	-	-	-	-
Part-time teachers							
Ph.D.	-	-	-	-	-	-	-
M. Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

22. Number of Visiting Faculty /Guest Faculty engaged with the College: 00

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 2009-10		Year 2 2010-11		Year 3 2011-12		Year 4 2012-13	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	60	58	67	62	67	52	80	62
ST	157	92	138	115	130	119	143	128
OBC	105	90	118	113	108	95	122	108

General	12	24	15	23	18	33	15	21
Others	47	28	45	31	35	37	38	34

**24. Details on students' enrollment in the college during the current academic year:
2013-14**

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	756	79	Nil	Nil	835
Students from other states of India	Nil	Nil	00	00	00
NRI students	Nil	Nil	00	00	00
Foreign students	Nil	Nil	00	00	00
Total	756	79	00	00	835

25. Dropout rate in UG and PG (average of the last two batches)

U G

64.16%

P G

62.78%

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled): **Year-2013.**

(a) including the salary component

Rs. 17433/-

(b) excluding the salary component

Rs. 1386/-

27. Does the college offer any programme/s in distance education mode (DEP)? Yes

If yes,

a) is it a registered centre for offering distance education programmes of another University ?

Yes

No

b) Name of the University which has granted such registration: **YCMOU**

(Yashwantrao Chavan Maharashtra Open University)

c) Number of programmes offered: **01**

d) Programmes carry the recognition of the Distance Education Council?

Yes No

28. Provide Teacher-student ratio for each of the programme/course offered:

Our institution:

B.A - 17: 560 (1:32)

B. Sc - 9:147 (1:16)

M. A - 5:38 (1:7)

29. Is the college applying for:

Accreditation: Cycle 1 Cycle 2 Cycle3 Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to reaccreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and reassessment only)

Cycle 1: **14 /05/2004** (dd/mm/yyyy) Accreditation Outcome/Result: **C+**

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: (dd/mm/yyyy) Accreditation Outcome/Result.....

**Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an*

Annexure: Enclosed

31. Number of working days during the last academic year: (2012-13): 237days

32. Number of teaching days during the last academic year: (2012-13): 180 days

(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC): 10/08/2004

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to

NAAC: All the 09 AQARs of the past 09 years.

AQAR (i) 18/07/2005

AQAR(ii) 01/10/2006

AQAR(iii) 25/12/2007

AQAR(iv) 25/12/2008

AQAR (v) 20/02/2009

AQAR (vi) 29/10/2013

AQAR(vii) 29/10/2013

AQAR(viii)16/12/2013

AQAR(ix) 23/12/2013

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information): Nil

C. Criteria-Wise Inputs

Criterion I: Curricular Aspects

1.1. Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

a). **Vision:**

Transformation of students, through quality education, into enlightened, successful, global citizens as well as leaders of their own local communities

b). **Mission:**

Empowering the economically challenged and socially marginalized tribal people of the region and making them enlightened, successful, and developed personalities so that they might serve well their own communities and the nation at large as dutiful citizens and productive members of society.

c). **Objectives:**

- a. Socio-economic empowerment of the youth of the tribal region.
- b. Emancipation of the marginalized, suppressed tribal people of the area.
- c. Enlightening the youth of the locality through higher education.
- d. Making the youth healthy citizens of the country and its productive members.
- e. Moulding the character of the youth by instilling in them moral values, the desire to serve the nation, and a wish to strive for national integration and communal harmony.
- f. Preserving of the tribal culture and gradually fusing it with the mainstream culture with its own distinct identity

In order to communicate the **mission, vision, and objectives**, the institution has taken the following steps: 1. These are written on the display/notice boards which were put up on the walls of the administrative section of the college where everyone can read them. 2. These are given in the prospectus of the college from which students and parents can have adequate information. 3. For wider communication to all the stakeholders, they have been given on the web-site of the college. 4. During staff meetings and student-addressing functions these have been discussed in detail. 5. During the PTA and Alumni Association's Meet also these are communicated to these stakeholders.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

Under affiliated status the college has to implement the curriculum as devised by the RTM Nagpur University, (Nagpur) and Gondwana University, Gadchiroli to which our college is affiliated. Any curricular/syllabus changes are immediately brought to the notice of the faculty by the Principal. The institution has developed its own action plans to effectively implement it. As the first step the teachers are encouraged to attend University, National or even International level conferences, seminars or workshops which shed light on the effective implementation of the syllabi of respective subjects. Lecture method is supplemented by modern Technology Assisted Teaching. Some of these are the use of the internet, OHP, LCD Power Point Presentations, and Digital Presenters in addition to paper cuttings, books, pictures, etc. Teachers are asked to plan in advance the lessons in the Teacher's Diary and implement them accordingly. Curriculum based invited talks by the experts from outside are also arranged for students occasionally so that they have deeper insights. Every year a few experts are invited to talk on some areas of the curriculum. Besides, study tours are conducted for subjects like science, geography, and history. Curriculum enrichment courses/ add-on courses like Certificate Courses in Spoken English, and Library and Information Science have been introduced to overcome any lacunae in the curriculum. Further, time-bound teaching plan aims at finishing the portion in time during both the terms. Further, the periodic evaluation

ensures better students performance. Teachers are directed to give students additional study materials from the library and the internet. Reading books from the library is greatly encouraged as also browsing the internet.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

From the institution teachers are supported and directed by adequate instructions given by the Principal to effectively implement the curriculum. Teachers are also encouraged attending various conferences/seminars/workshops to update themselves in the latest developments in the field of study and also methodological changes. Also, the use of modern technologies (such as computers, laptops, OHPs, TVs, tape-recorders, Power Point Presentations/LCDs etc,) for more effective curricular rendering is exhorted. Such technological items are provided by the college having acquired them with the help of UGC development funds. Rather than teacher-centred education, student-centred education is currently emphasized, and the paradigm shift necessitates the methodological changes. The university organizes workshops, seminars etc, highlighting these aspects. Also the changing 'student needs' in the globalized era require drastic changes in the curriculum. Hence, the university occasionally revises the syllabi, and encourages colleges to introduce certificate courses, career-oriented courses etc., to supplement the syllabi and effect better skills development. Refresher and Orientation Courses arranged by the university under Academic Staff College also help teachers implement the curriculum more effectively.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

The institution sends teachers regularly to training programmes and faculty development programmes to hone their teaching skills for effective curriculum delivery. Besides such modern equipment items as OHP, LCD Projector, T.V's, Computers, Digital Presenters, etc., which make curriculum delivery more attractive

and effective are all provided by the college. Occasional class tests, the terminal and model exams evaluate the students' level of acquired knowledge. Teachers are exhorted to involve students in Group Discussions, Brain Storming sessions, Pair activities, seminars, debates etc., in addition to the lecture method followed. These help learners' thinking power and expression capacity. The introduction of certificate courses also enriches the curriculum.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

- a. **Industry:** The whole district is a non-industry zone. Moreover, being an Arts College till recently we did not have any scope of networking and interacting with industrialists to help our students for placements or such similar services. Only by 2009 we introduced the science stream which has some job orientation. But our not having the Commerce stream and Management or Administration streams has really handicapped us to interact with the industry. With the introduction of B. Sc and a few certificate courses, the scope for interacting with the industries has increased and the institution is trying for linkages with them on the internet. The University has helped the college to introduce a few certificate courses so that the curriculum becomes more effective.
- b. **Research bodies:** In the research arena, we have linkages with TATA Institute, Rockefeller, BAIF, Pune, etc.
- c. **Linkages with the universities:** As for university linkages, we have linkages with YCMOU, Nasik, for distance education mode, and Gujarat University, for '*Gandhian Thought*' Examination. The UGC has funded the four Minor Research Projects we have undertaken.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

The institution has made some notable contribution to the development of the curriculum by the university. Dr. R. G. Munghate, the Principal of the college, has been the Chairman of the Board of Studies in English for a few years in Nagpur University. He had also been the member of the Board of Studies for a while. He has been elected Dean of Arts Faculty in the newly created Gondwana University, Gadchiroli to which our college is now affiliated. During his tenure in all these capacities he gave voice to the feedback obtained from the teachers, students of the college, the members of the Alumni Association, the parents in the P.T.A of the college, etc., in the Board of Studies and thereby the university and brought about some useful changes in the curriculum. Besides, Joseph T. C, Assistant Professor from the department of English, has been chosen Expert Member of the Board of Studies for Spoken English. He made the draft of the syllabus for the *Certificate Course in Spoken English*. This syllabus was passed by the Board of Studies and Academic Council after some modifications. Our college is probably the first in the entire Nagpur University to have introduced the *Certificate Course in Spoken English* (UGC Sponsored) as early as 2007. This course became later UGC sponsored, too. In 2013 we introduced the *Certificate Course in Communicative English* (funded by the UGC). For this also the syllabus was drafted by Prof. Joseph. T. C to be considered by the Gondwana University, Gadchiroli.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed

Yes, as mentioned above, for *Certificate Course in Spoken English* (2007-2012) and *Certificate Course in Communicative English* (2013-2018) the institution developed the syllabus. In the global era, communication in English has assumed grave significance. A working knowledge of English is helpful in having access to a good number of jobs. Oral communication is of particular significance.

Needs Assessment: When students voiced their wish to develop the English speaking skill, the Principal introduced Spoken English course in the college with the help of

Prof. Joseph T.C. Out of this Needs Assessment of the students, we strove for the introduction of the Spoken English course which bore fruit, and nearly one hundred students have been the beneficiaries of this course by now. The Course was introduced in 2005; it was funded by the UGC in 2007 and had been active ever since till 2012 (the five year period permitted). In 2013 we introduced *Certificate Course in Communicative English* in order that students are able to develop all language skills simultaneously as also the knowledge areas of the language.

Design: The Spoken English Course included Basic Grammar, Phonetics, Conversation Skills, Speech Practice, and Public Speaking Training. Practical Sessions included listening to Spoken English CD's of the BBC, Pronunciation CD's of J. D. O' Connor, etc. and repetition practice till the speech sounds were sensibly mastered. Texts by the CIEFL for Phonetics practice were also used.

Development: The course was basically developed for the U. G students; particularly for the B.A students to enable them have a winning edge over the highly competitive world.

Planning: The Course was planned as a Three Month's Course, in 60 periods, with both written and oral exams and converting the marks into grades.

As for the other courses, the curricula developed by the university were used. They were also introduced to comply with the demands of the students as expressed in the Alumni Association, or other forums.

1.1.8. How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The objectives of the curriculum differ from subject to subject. If languages aim at skill development, subjects aim at knowledge of the subject area. As for Spoken English considerable oral practice is given to ensure that the learners really speak the language. For this purpose dialogue practice and conversational practice are plentifully given in addition to teaching of the basic grammar, phonetics, and vocabulary which build up their knowledge areas. Such practice sessions enable them to apply their knowledge in contexts and gradually build up confidence.

Sessions are arranged for listening, reading and writing also so that all the four language skills as mentioned in the objectives can be developed systematically. As for other certificate courses and other subjects the respective teachers teach them through lecture method and also interactive sessions. Audio-visual aids are used when and where relevant. Finally exams are conducted to test the knowledge. Graded certificates are given for certificate courses. Students' feedback taken by the institution is a way to ensure that the stated objectives are realized quite satisfactorily. The institution conducts co-curricular activities such as debate, elocution contest, group discussion, seminars, quiz contest, general knowledge test etc, to check their skills and knowledge in various areas which mark their personality development. Further, leadership qualities and initiative are developed through the NSS guidance programmes.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives, give details of the certificate/diploma/ skill development courses etc., offered by the institution.

We introduced a few certificate courses to develop the job potentials of the students:

Goals and Objectives: The goals and objectives of introducing these courses are to enable the graduates to develop their skills and enable them get jobs in the current competitive era. Mere graduation in arts subjects is not enough to get jobs. Hence their skills have to be developed. Once they get good jobs their families are empowered economically.

Two Certificate Courses were offered till 2012. Their details area as follows:-

- 1) ***Certificate Course in Spoken English:*** It is a 'Three Months' Course (UGC Sponsored). The periods allotted are 60. Grades are finally awarded converting their marks obtained out of 100.

Grading Criterion: 90-100 = A+; 80-89= A; 70-79 = B+; 60-69 = B; 50-59 = C+; 40-49 = C; Below 40 = D (Failed).

Distribution of Marks: Written Exam =50; Oral Exam =20; Home Assignments = 15; Class Performance = 15. (Total Marks = 100).

Course Fee = Rs. 500/- only.

Periods: Generally more than 70 to 80 periods were engaged as against the stipulated 60.

Occasionally a few Guest Lecturers were invited for classes.

Goals and Objectives of the Course:

Developing communicative ability and the following four language skills:

- a). Listening: to listen to and understand elementary spoken structures.
- b). Speaking: to engage in simple dialogues
- c). Reading: to be able to read and understand elementary texts
- d). Writing: to write a few simple sentences and short paragraphs.

2) *Certificate Course in Library and Information Science* (UGC Sponsored):

Duration: 03 months; Periods =60; Course Fee= Rs. 500.

Grading Criterion: It is the same as that of Spoken English Course.

Goals and Objectives: Developing the information and knowledge base of students and their skill for market-oriented economy.

Distribution of Marks: Theory- 250, Practical- 100, Viva Voce- 50. (Total= 400.)

The following courses are **newly introduced**:

1) *Certificate Course in Panchayat Raj and Rural Administration*

Year of Commencement: 2009-10

Duration: 03 months; Periods =60; Course Fee= Rs. 500.

Grading Criterion: It is the same as that of Spoken English Course.

Goals and Objectives: Developing awareness and knowledge base of Panchayat Raj/ Rural Administration and imparting practical knowledge about their working in Gram Panchayat, Panchayat Samiti and Zilla Parishad.

Distribution of Marks: Written - 50; Oral - 20; Field Work –15; Home Assignment–15.

- 2) *Certificate Course in Human Rights* (UGC funded): (started in 2011-12)
- 3) *Certificate Course Communicative English* (UGC funded; commences from 2013-14 Session onwards in place of *Spoken English*)
- 4) Certificate Course in Computer Science: (started in 2009-10- self financed)
- 5) Certificate in Beautician Course (started in 2009-10- self-financed)

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

No.

1.2.3. Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability.

Under affiliated status, the college does not have the freedom to introduce the subjects it wants to. It has to follow strictly the norms of the university. But the institution is free to introduce add-on courses such as the certificate courses mentioned above. Hence for skills development (speaking, reading, listening, and writing), we introduced the *Certificate Course in Spoken English* and later *Certificate Course in Communicative English* (both UGC funded). The other certificate courses mentioned earlier were introduced along with Spoken/Communicative English for improving the potential of students for employability. Besides, though with lesser scope for employment we introduced English Literature, Geography, and Home Science (which are self-financed) purely for the benefit of the students. To further the scope of students for employability we

introduced B. Sc (the Science Stream at UG level) with several subject options. The cultural programmes, the physical education training given, the NSS activities etc. enable students to develop their potentials for employability and personality development. We recently introduced a value-addition *Certificate Course in Human Rights* in addition to the ones we mentioned earlier.

• **Range of Core/Elective options offered by the University and those opted by the college:**

We have to follow the Core/ Elective options as offered by the university. The students can opt for a combination of any three subjects from the following:

B.A:

Subjects: Economics, Sociology, Political Science, History, Geography, Home Economics, English Literature, and Marathi Literature. Besides, English and Marathi are compulsory for all. The options are made like this: (Any Three of the following).

- 1) History/Sociology
- 2) Political Science/Economics
- 3) Home Economics/Geography
- 4) Marathi Literature/English Literature

B. Sc:

Subjects: Mathematics, Physics, Chemistry, Botany, Zoology, Geology, Computer Science, Microbiology, and Electronics Besides, English and Marathi are compulsory for B.Sc-I Year.

The option allowed is as follows: Any three from the following groups:

- 1) Chemistry, Botany, Zoology
- 2) Physics, Electronics, Mathematics
- 3) Chemistry, Physics, Mathematics
- 4) Physics, Computer Science, Mathematics
- 5) Chemistry, Microbiology, Botany

- 6) Chemistry, Physics, Geology
- 7) Chemistry, Physics, Electronics
- 8) Chemistry, Geology, Zoology

•**Choice Based Credit System and range of subject options:**

What we have is a modified version of it -*Credit-Grade System* which is followed for the First Year B.A, B.Sc and M.A affiliated to Gondwana University, Gadchiroli. The second and Third Years of B.A and B.Sc are affiliated to RTM Nagpur University, Nagpur even now. They follow the conventional Marks System.

•**Courses offered in modular form:** Nil

•**Credit transfer and accumulation facility:** Nil

•**Lateral and vertical mobility within and across programmes and courses:**

We have facilities only for vertical mobility within the programmes and no lateral mobility across programmes.

• **Enrichment courses:**

We have offered 05 Certificate Courses (as mentioned above) for our students and those eligible candidates from the locality. In addition, we conduct every year an *Examination in Gandhian Thought*, to spread the ideas and ideals of Mahatma Gandhi.

1.2.6 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

No.

1.2.7 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

Yes, the 05 Certificate Courses mentioned earlier are aimed at additional skill-oriented programmes in view of the regional and global employment scenario. Till

2012-13 numerous students and some elderly people from the outside have been the beneficiaries. The number comes to **635**. Their details are given below:

Course	Academic Year	Male	Female	Total passed
1. <i>Spoken English</i>	2005-06	10	11	21
	2006-07	07	11	18
	2007-08	10	14	24
	2008-09	18	09	27
	2009-10	10	07	17
	2010-11	08	04	12
	2011-12	08	07	15
Total beneficiaries =				134
Course	Academic Year	Male	Female	Total passed
2. <i>Library and Information Science</i>	2008-09	23	12	35
	2009-10	12	04	16
	2010-11	12	10	22
	2011-12	16	21	37
	2012-13	03	03	06
Total beneficiaries =				116
Course	Academic Year	Male	Female	Total passed
3. <i>Panchayat Raj & Rural Administration</i>	2009-10	20	07	27
	2010-11	24	12	36
	2011-12	22	20	42
	2012-13	08	04	00
Total Beneficiaries =				105
Course	Academic Year	Male	Female	Total passed
4. <i>Certificate Course in Computer Science</i>	2009-10	49	36	Tally-56 DTP-16 MSOffice13 Total= 85
	2010-11	41	12	Tally-14, DTP-03, MS-Office-36 Total= 53
	2011-12	33	05	Tally-13

				DTP- 19 MS- Office-06 Total=38
Total Beneficiaries =				176
Course	Academic Year	Male	Female	Total passed
5. <i>Certificate in Beautician Course</i>	2009-10	00	34	34
	2010-11	00	35	35
	2011-12	00	35	35
	2012-13	00	00	00
Total Beneficiaries =				104

1.2.8 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice”? If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

No. But both these modes are separately available for the students to choose either of them. However combining them has not become a reality as yet.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

The institution has made some notable contribution to supplement the curriculum by the university. Dr. R. G. Munghate, the Principal of the college, has been the Chairman of the Board of Studies in English for a few years in Nagpur University. He had also been the member of the Board of Studies for a while. He has been elected Dean of Arts Faculty in the newly created Gondwana University, Gadchiroli to which our college is now affiliated. During his tenure in all these capacities he gave voice to the feedback obtained from the teachers, students of the college, the members of the Alumni Association, the parents in the P.T.A of the college, etc., in the Board of Studies and thereby the university and brought about some useful

changes in the curriculum. Besides, Joseph T. C, Assistant Professor from the department of English, has been chosen Expert Member of the Board of Studies for Spoken English. He made the draft of the syllabus for the *Certificate Course in Spoken English*. This syllabus was passed by the Board of Studies and Academic Council after some modifications. Our college is probably the first in the entire Nagpur University to have introduced the *Certificate Course in Spoken English* (UGC Sponsored) as early as 2007. This course became UGC funded, too. In 2013 we introduced the *Certificate Course in Communicative English* (funded by the UGC). For this also the syllabus was drafted by Prof. Joseph. T. C. Since the main goal of the institution is to empower the weak students of the area, these courses are aimed at this.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

Under affiliated status not much can be done. Nevertheless, the introduction of the various certificate courses (mentioned earlier) by the institution has been a humble effort to reflect the experiences of the students and to cater to the needs of the dynamic job market.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

a. **Gender:**

To bring about gender equality, while appointing teaching and non-teaching staff special attention was paid. During the last accreditation period there was not a single female teacher on the staff. But by 2012-13, 04 permanent and 05 contributory female lectures were appointed. Also one female member (peon) was appointed on the non-teaching staff. Further, female students are encouraged to take part in all activities of the college. The College has a Women Education Centre whose activity includes gender sensitization talks, rallies with placards around the town for

awareness creation, and sex education classes given by invited experts. Every year some programmes are organized for this purpose. Female issues are also included in some of the NSS programmes. By 2012-13 three more females were appointed as permanent assistant professors. We conducted a week-long *Awareness Programme (Jaagir Jaanivacha)* during 2012-13 session for creating greater awareness about the pressing problems the females are currently facing such as raping (mass/otherwise), of both the infants and grown-ups and such similar atrocities committed on women throughout the length and width of the country and in increasing rates year after year. All the injustice done to women and all the causes of exploitation has been discussed in the programmes. Several experts from outside have been invited to talk on the occasion. The girl students were given the chance to be teachers for a few days to empower them and give them training.

b. Climate Change:

Alarming changes taking place in the climatic conditions have been duly noted by the institution. Sensing that the loss of tree coverage has been a serious reason for such change, the college has been planting (with the help of the students and staff) hundreds of saplings for the past few years in the areas around the college, especially on either side of the roads in villages like Nanhi and Dhamti Taula. Though many of them have been destroyed by the grazing cattle, yet a good number of them have survived and become trees. Further, much awareness has been created in the students and parents of the region through arranged talks and NSS programmes.

c. Environmental Education:

Environment awareness programmes are regularly organized in the college and sometimes with the help of the famous NGO's of the region SEARCH (Gadchiroli) and *Amhi Amcha Arogyasaati* ('we ourselves for our own Health') (Kurkheda). Some Environment Awareness Programmes have been conducted in collaboration with the BAIF. Again, Environmental Science has been a compulsory subject for the second year BA students as insisted by the Nagpur University itself. Such a class is a good occasion for teachers to speak elaborately about the issue.

d. Human Rights:

Realizing the importance of Human Rights in a globalized world of glaring exploitation, where the rich become richer and the poor poorer, our institution began a UGC sponsored Certificate Course a couple of years ago. This will make the exploited section of this area aware of their own rights in a democratic set up, and enable them to fight for their justice, rights, and governmental provisions to ameliorate their condition in different ways. During NSS programmes Human Rights are occasionally included to enlighten the people of the area. During college day functions also occasionally 'Human Rights' has been chosen to be dilated upon by experts. The introduction of a *Certificate Course in Human Rights* has enriched the syllabus.

e. ICT:

To enhance the use of ICT, which has become an imperative factor in the globalized world, a large number of computers have been installed in the college. The college has internet facility to tap the ocean of information available in the internet. Efforts are made to expand internet facilities so that students easily browse the various web-sites to glean information on diverse subjects they study. The college has also set up *Smart Boards/ Interactive Boards* to aid teaching-learning process. We already have *LCD TV, LCD Projectors, Digital Presenters*, and around 50 computers. We have started 'Certificate Course in Computer Science' for aspiring students. We have also introduced in the college library *N-LIST/INFLIBNET* for easy internet access to highly educational materials. We have a V-Sat Video-conferencing facility arranged for the HSC students; its utility can also be availed by the UG and PG students. All these help Information Communication Technology expansion in the college.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

Moral and ethical values = Gandhian *Thought Examination*.

Employable and life skills=1. *Certificate Course in Spoken English*

2. *Certificate Course in Library and Information Science*

Better career options= *Certificate Course in Spoken English*

Community orientation= *Gandhian Thought Examination.*

1.3.5. Citing a few examples, enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum.

We get feedback from our students at the end of every year. They answer the questions on the Feedback forms supplied to them. The Principal studies these feedback sheets on the teachers, teaching-learning experience, and the institutional role. In devising plans under IQAC guidance, the insightful information gleaned from the students are used to accommodate overall positive changes. Also the suggestions and responses of the children regarding the nature of the syllabus taught are found to be highly useful for bringing healthy changes in the syllabus framed by the university. The feedback obtained from the ex-students during Alumni Association Meet and that from the parents (during PTA Meet), and that of academic peers, who occasionally visit the institution, are all useful in sensing the lacunae of the existing curricula and in rethinking its modification in accordance with the needs and demands of the times. Such feedback from various stakeholders found their proper expression when the Principal himself was the Chairman of the Board of Studies for English, and presently Dean (Arts Faculty) of the new Gondwana University, Gadchiroli, and Prof. T. C. Joseph an Expert Member of the same Board. Moreover, during National/ International seminars/ conferences the feedback came handy for discussions on curriculum and enriching it with certificate courses/ add-on courses, introduction of job-oriented courses, interdisciplinary programmes etc. Such feedback and discussions led to the introduction of various certificate courses in our college as mentioned earlier.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The institution ensures that the courses are taught well and the written/ oral result is laudable, and the practical performance of the students quite satisfactory. At the year end soon after the completion of the course the teachers/ coordinators of different courses are required to present before the Principal the result sheet along

with a report which in turn will be sent to the UGC which sponsors the courses. To ensure the classes are taught efficiently, and all the topics are properly covered Guest faculty is also invited to assist the coordinator. All the required teaching materials are provided by the institution. Further the students are consulted to inquire about the usefulness and relevance of the course and its delivery quality. Exams are conducted as per UGC instructions. These are some of the ways to monitor, and evaluate the quality of our enrichment programmes.

1.4 **Feedback System**

1.4.1. **What are the contributions of the institution in the design and development of the curriculum prepared by the University?**

The institution has made some notable contribution to the development of the curriculum by the university. Dr. R. G. Munghate, the Principal of the college, has been the Chairman of the Board of Studies in English for a few years in Nagpur University. He had also been the member of the Board of Studies for a while. He has been elected Dean of Arts Faculty in the newly created Gondwana University, Gadchiroli to which our college is now affiliated. During his tenure in all these capacities he gave voice to the feedback obtained from the teachers, students of the college, the members of the Alumni Association, the parents in the P.T.A of the college, etc., in the Board of Studies and thereby the university and brought about some useful changes in the curriculum. Besides, Joseph T. C, Assistant Professor from the department of English, has been chosen Expert Member of the Board of Studies for Spoken English. He made the draft of the syllabus for the *Certificate Course in Spoken English*. This syllabus was passed by the Board of Studies and Academic Council after some modifications. Our college is probably the first in the entire Nagpur University to have introduced the *Certificate Course in Spoken English* (UGC Sponsored) as early as 2007. This course became later UGC sponsored, too. In 2013 we introduced the *Certificate Course in Communicative English* (funded by the UGC). For this also the syllabus was drafted by Prof. Joseph. T. C to be considered by the Gondwana University, Gadchiroli.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If ‘yes’, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes. We get feedback from our students at the end of every year. They answer the questions on the Feedback forms supplied to them. The Principal studies these feedback sheets on the teachers, teaching–learning experience, and the institutional role. In devising plans under IQAC guidance, the insightful information gleaned from the students are used to accommodate overall positive changes. Also the suggestions and responses of the children regarding the nature of the syllabus taught are found to be highly useful for bringing healthy changes in the syllabus framed by the university. The feedback obtained from the ex-students during Alumni Association Meet and that from the parents (during PTA Meet), and that of academic peers, who occasionally visit the institution, are all useful in sensing the lacunae of the existing curricula and in rethinking its modification in accordance with the needs and demands of the times. Such feedback from various stakeholders found their proper expression when the Principal himself was the Chairman of the Board of Studies for English, and presently Dean (Arts Faculty) of the new Gondwana University, Gadchiroli, and Prof. T. C. Joseph an Expert Member of the same Board. Moreover, during National/ International seminars/ conferences the feedback came handy for discussions on curriculum and enriching it with certificate courses/ add-on courses, introduction of job-oriented courses, interdisciplinary programmes etc. Such feedback and discussions led to the introduction of various certificate courses in our college as mentioned earlier.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?).

As the new programmes we introduced at P G level M.A. (Sociology), and M.A. (Marathi) and at UG level in Science Stream: (B. Sc). We also introduced the following certificate courses in addition to the already existing ones:

1. *Certificate Course in Panchayat Raj and Rural Administration*
2. *Certificate Course in Human Rights*
3. *Certificate in Beautician Course, and*
4. *Certificate in Computer Science.*

1.4.4 **Any other relevant information regarding curricular aspects which the college would like to include?** Nil

2. Criterion II: Teaching-Learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

The college advertises in the news papers about the date of admission and the courses available etc. Also notices are displayed on the board and details given in the prospectus. There is absolute transparency about the admission process. All the eligible candidates are given admission after checking the merit during an interview. They are also given right guidance/counselling for choosing the right subjects according to their aptitude and previous academic performance. All the rules regarding admission process as set down by the university are strictly followed in the procedures. Admission is given to any candidate who has the passed the qualifying exam. We do not insist on high merit in this poor, exploited area where students do not have either time to study or the materials essential for their study. Their intellectual background is also poor. Hence giving chance to all aspiring candidates is a part of our objective to uplift these downtrodden people somehow or other, within the constraints.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

Merit and performance during interview are the criteria we have set for the candidates being chosen. Generally we do not deny admission to these poor students of abysmal background. Even by bunking classes they have to go to the farms or do daily manual labour to earn their daily bread. Under such circumstances it would not be sensible to expect a high academic standard from them. We just have to offer them chance for higher education. The more aspiring ones and those who get inspired by the teachers later will perform as per our expectations. Generally the students appear gloomy and frustrated in life since they are so much face to face with

the harsh realities of their life—financial problems, Naxal threats, inexorably hot climatic conditions, occasional floods, poor prices for their agricultural products, remoteness of the place from cities, tiger infested jungles all around, etc. Many students come on foot from distant villages lying 20-25 kilometers away, hungry and thirsty. Hence they cannot sit in the classes for a long time. After three or four periods they bunk classes and go back when they feel the pangs of hunger. What is more shocking: many of them have a monthly income of just around Rs.1000/- !

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

The minimum marks, for admission at entry level, is **35%** which is just pass marks. There is no limit to maximum marks. We are committed to give admission to all the tribal and poor students since we intend to educate them and develop the poor tribal community. We do not expect very high standard from them as they are the children of the first generation parents with their abysmal poverty, illiteracy and intellectual deprivation which they suffered under the caste system over a millennium or so. We lend them a helping hand to forge ahead in life through our college. The same policy is followed by all the colleges in the city as well as the district.

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes', what is the outcome of such an effort and how has it contributed to the improvement of the process?

No, we have not started such a practice yet because free access to all eligible candidates is made as the requirement of the region, and a part of the set goal of the institution. Choosing only the most meritorious ones will not help the backward aborigines' region educationally. Choosing the cream of academic society and developing them is tantamount to discrimination. Moreover, the college has the capacity to give admission to more students than the currently available number of students.

2.1.5 SC/ST, OBC, Women, Differently-abled, economically weaker sections, Minority community or any other:

As the data given in B-23, SC, ST, and OBC constitute the majority of students in the college. Women students keep on increasing year after year. Majority of students belong to economically weaker sections. Religious minorities like Buddhists, Muslims, Christians, etc., all find admission here without any sort of discrimination because our policy is to absorb all qualified candidates irrespective of caste, creed, or sex. So any disabled student who seeks admission here is also given admission provided he/she can cope with the situation. The institution has made all possible arrangements for the differently-abled but their number is very small. In short, students have easy access to our college. We have much diversity, and our policy is highly inclusive. The financial help (Rs.500/-each) to the highest scoring students in the Annual Exam by the Principal and the teachers is a creative step in encouraging the economically weaker sections and aspiring students in addition to making available freeships and scholarships for them from the government.

2.1.6. Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i. e. reasons for increase / decrease and actions initiated for improvement.

Programs	Number of applications				Number of students admitted				Demand Ratio
	2010,	2011,	2012	2013	2010,	2011,	2012	2013	
UG									
1. B A	572	547	556	552	572	547	556	552	1:1
2. B. Sc	00	30	70	100	00	30	70	100	1:1
PG									
1.M.A(Mar)	18	38	59	28	18	38	59	28	1:1
2.MA(Soc)3	14	34	41	25	14	34	59	25	1:1
M. Phil.									
Ph.D.									
Integrated PG Ph.D.									

Programs	Number of applications				Number of students admitted				Demand Ratio
	2010,	2011,	2012	2013	2010,	2011,	2012	2013	
Value added 1 2 3 Certificate Courses									
1.Spoken English	35	23	20	20	35	23	20	20	1:1
2.Library & Information Science	42	28	22	36	42	28	22	36	1:1
3.Panchayat Raj & Rural administration	00	27	36	42	00	27	36	42	1:1
	00	00	29	38	00	00	29	38	1:1
5.Human Rights									
Diploma 1 2									
PG Diploma 1 2 3									
Any other 1 2 3	NIL								

2.2 Catering to Diverse Needs of Students

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

As for the physically handicapped, in the newly constructed hostel building, we have made the access into the building quite easy without steps; so also doorsteps are avoided in all areas including the toilets. This is done in accordance with the instructions of the government. Peons are asked to help the physically challenged to

reach the classrooms easily and later to leave the classrooms. We do not have any blind students in the college currently. Even then provisions are made for Braille.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

Yes. We take in to account the students' needs in terms of not only knowledge and skills but their aptitude also at the commencement of each additional programme. That is why we kept on introducing various courses year after year. During the last five years we introduced various certificate courses as mentioned earlier, and different subject options like English Literature, Geography and Home Economics. Also we introduced PG course in Sociology and Marathi Literature. We also introduced B Sc at UG level as we had planned earlier to help meet the diverse needs of the students as also four more Certificate Courses—*Panchayat Raj and Rural Administration, Human Rights, Certificate in Beautician Course, and Computer Science*. We made our Gymnasium modern by using the state-of-the-art articles of equipment to help develop their physical skills in sports and games also.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc)

We arrange remedial classes, add-on /enrichment courses like Certificate Courses such as Spoken English Course and the other courses mentioned earlier in the report. Spoken English helps students considerably in improving their English speaking skill which later helps them understand and learn their English lessons much better. Computer Course is intended to help the 'would be'-B. Sc computer students in understanding their topics better.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Programmes are regularly conducted a few times every year under Women Study Centre, and Population Education Cell of the college to sensitize the staff and students on issues of gender. (Please also see 1.3.3)

Inclusion is a set-policy of the college. No eligible candidates are excluded from admission or from any creative activity in the college. All sorts of students belonging to different castes, creed and sex are given admission without raising any such questions.

Under Environment Study Cell Programmes like “*Jungle Bhraman*”/ ‘Roaming the Forest as a ‘study tour’ (Forest Trip) are conducted, tree plantations done, awareness programmes and rallies organized to sensitize students and staff on environmental issues. At present we are also conducting *Environmental Studies*, based on the instruction of the university, as a compulsory for the Second Year B.A students.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

The teachers, after interaction with the students and after the class tests, find out the cleverer of students and guide them to find out the relevant books, CDs, and useful periodicals for their further study from the library. Also the students are guided to get their latest materials from the internet. Finally students are encouraged to meet the teachers in person and get more information from them if they so wish to. The advanced learners are urged to make the best use of the vast resources available on the N-LIST-INFLIBNET available in the Central Library and the NRC.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

As soon as the results of the Annual Exams come out, the Principal asks the teachers to study the results of their own subjects and come prepared with the data to participate in the discussion during the Staff Meeting. Every teacher has to explain why his/her result was good/bad and suggest remedies to improve. Then, the

principal makes his own suggestions to improve the performance. Also much probing is done every year as to why many students drop out, and advice of teachers is sought for preventing the phenomenon.

The institute has been giving incentive money as prize for the top-scorers of each subject. Every teacher pays a sum of Rs. 500/- for the top scorer of his respective subject. This attracts the poor sections to study hard and solve their economic problem to some extent. The *Teacher -Ward Tutorial System* followed in the college as one of our best practices helps many slow learners to be adopted for special classes and guidance by the teachers. Nearly all teachers adopt some students, say 15 to 20 on an average and help out their academic problems. All these help prevent the risk of increasing number of drop-outs.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc)

In addition to following the academic calendar, the teachers are required to plan their teaching at the micro and macro levels. Not only is daily plan made but also yearly plan for the whole academic year in the Teaching Diaries. Since the students turn up very late in the college after the beginning of the academic year, the teachers have to struggle to finish the syllabus. Hence conducting several exams has become practically very difficult. Therefore, gradually we had to reduce the number of exams to a few class tests, at the most one terminal exam and the model exam before the Final/Annual Exam. But every year we plan at the beginning of the year itself as to when the various exams have to be conducted, very often tentatively and afterwards at later meetings fixed the dates finally.

For the past nine years or so the teachers have been writing Annual Reports of their respective departments/subjects evaluating what they did in the previous year/s as objectively as possible. In this Report many used to write a future plan for their departments /subjects. These Reports are collected every year in the IQAC Cell after

showing the Principal and used in the writing of IQAC Reports/SSR as a source of data.

2.3.2. How does IQAC contribute to improve the teaching-learning process?

The Internal Quality Assurance Cell insists that all teachers participate in various seminars /conferences/workshops, and write research papers so that they become up-to-date with the latest teaching techniques which focus on a paradigm shift from teacher-centred to a student-centred one. Based on this guidance by the IQAC teachers participate in such programmes, write several research papers, change their mode of teaching and opt for the more interactive, students-focused mode of teaching-learning. For this purpose, technology assisted programmes are encouraged with computers, CD's, OHP's, LCD, and so on. Everything is provided by the college to be learner-friendly, students-centred and make learning a pleasant experience for students. Moreover, teachers are to write an Annual Report of their performance at the end of the academic year.

2.3.3. How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

To make learning more student-centric in addition to the “chalk and talk method”, more modern Technology assisted learning has been introduced. Computers are used judiciously, CD's, Power point facilities, LCD projectors digital presenters, OHP, Interactive White Boards, etc are provided by the institution. There is also an LCD TV available in the college for use. Students are occasionally invited to see programmes of educational value on that. Brain storming sessions are occasionally conducted; group discussions, seminars, more democratic interactive sessions involving free student responses are all encouraged in the classroom. As a part of the support system, teachers participate in Refresher, Orientation, and such programmes to groom themselves with the paradigm shift. Also paper presentations and such research activities, and participation in seminars /conferences/ workshops help teachers to adopt the changed methodology. Classroom activities are also to some extent based on co-operative and collaborative learning activities. For

autonomous or independent learning library reading, internet browsing, and assignments are encouraged.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Students are asked to read the books and prepare their own notes rather than just mugging up the notes given by the teacher. They are encouraged to listen to the lectures carefully and answer the questions using their critical faculties. They are encouraged to differ with the teacher's view in case they have a different view on a particular topic. Debates are occasionally conducted in subjects like Marathi in which they can easily communicate and express their ideas clearly and coherently. In Spoken English Class extempore speeches are encouraged with their original thinking rather than memorized speeches. Free thinking is encouraged. Independent thinking is fostered. Library research is always encouraged to have plenty of knowledge so that students can compare, analyze, synthesize, and critically examine different ideas. Although many students cannot easily come to this level some of the more intelligent and aspiring ones do. For creativity they are asked to write their own notes after each class. They are also encouraged to participate in essay, poetry, short story contests wherever available in addition to that which is arranged in the college. College Magazine gives them a chance for creative expression. Assignments also help them do a lot of creative and critical thinking. Online resources made available to the students, the project work given by some subject teachers, participation of students in poster presentations and quiz contests all help them in these areas.

For scientific thinking they are asked to look at things objectively, in an unprejudiced, unbiased manner without being influenced by factors like caste, creed, region, language, etc. They are asked to be on the lookout for truth and nothing but truth. Wishful thinking, coloured thinking, etc., should be avoided and neutral, clear, logical thinking is to be developed. They are asked to view the issue from various angles and also do some lateral thinking. Students are told about all these and practical training is given when topics are taught by asking them tricky questions.

Only a person who reads continuously and keep abreast of the times are life-long learners. Hence they have been asked to do a lot of reading and thinking. Such thinking will make them innovators too.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg.: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

By 2008-09 these facilities mentioned above were not available in the college because of its disadvantaged location. We have internet connection in the administrative and library blocks. We have made available internet facility for students and staff in the library so that they have access to various programs available on the internet. However, teachers make use of mobile phones, T.V's, and computers in addition as part of e-learning process.

Now, we have a good collection of e-learning resources in the college such as educational CDs/DVDs, a good number of computers etc. We have NLIST-INFLIBNET (Network Resource Centre) facilities in the central library. We have also an English Language Laboratory with multimedia software. Besides, we have V-Sat Video Conferencing hall. Teachers can draw vastly from the NLIST-INFLIBNET facility. The internet is an inexhaustible source now.

2.3.6. How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

As for the faculty, they frequently participate in seminars, conferences, workshops, refresher courses, etc, and thus expose themselves to advanced level of knowledge and skills. For the students a few expert lectures are arranged in the college every year in addition to a few workshops. Further, the latest arrivals in the library by way of new books/ periodicals /encyclopedias etc also help the advance learners, both the teachers and the students. Orientation /Refresher Courses also help

teachers. Those who write research papers on latest topics do a lot of library research and internet browsing to glean advanced levels of information.

2.3.7 Detail (process and the number of students /benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advice) provided to students?

We do not have a professional counselling facility in the college. But we have a Career Guidance and academic Counselling Cell whose members are teachers themselves who give students academic and psychological Counselling within the constraints of their ability. The badly performing students are singled out and enquiries are made about their difficulties and problems and remediation is given under *Teacher Ward Tutorial System* under which a dozen or more students are adopted by each teacher and remediation and necessary guidance is given.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Although teachers generally follow the traditional lecture method, they occasionally change the approaches from teaching centred to learning centred, and make use of modern teaching technology such as the OHP, PPT on the LCD screen, computers, digital presenter, white/interactive boards, etc. Lecturing is often tempered with discussions, brain storming sessions, seminars, assignments, role plays, etc, which make the class interactive and learner-centred. Besides, paper cuttings, periodicals, books, pictures, etc, are also periodically used. Teachers have also written several papers on innovative teaching-learning and modern teaching methods. Most teachers have made use of all these or some of these, depending on the nature of the subject taught, for the past four years.

2.3.9 How are library resources used to augment the teaching-learning process?

Teachers read reference books and related books and the insights are shared with the students. Further, students are told by the respective teachers to go to the

library and read as many subject-related or other useful books as possible. They are advised to make use of the e-resources and the internet for deeper study. Teachers suggest the helpful reference books and recommend their reading for further progress. Some good books are shown to the students to encourage them reading them. Question papers of the previous years are taken from the library and discussed in the classroom. Also students are told to read periodicals and magazines to update their general knowledge and glean additional information. Paper-cuttings and hand-outs are taken from the library to excite the curiosity of the students in some matters of contemporary significance. The brighter ones are told to refer to the large numbers of encyclopedias available in the library to enhance their knowledge. The BBC Shakespeare Films (complete set) in DVDs are also made available in the library for the benefit of the English students.

2.3.10. Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If ‘yes’, elaborate on the challenges encountered and the institutional approaches to overcome these.

Yes. We face several challenges and some of which have been mentioned earlier. The greatest problem is that students start coming to the college more than a month late after the opening date of the college. Even then, they start coming in small numbers after the completion of their sowing activity because if they do not do the sowing and allied activities in time they will have to starve. So we cannot in any way dissuade them from their dire need to come to college at the risk of their very existence. Greater compulsion will only force them to give up higher studies altogether. When students come late and in small numbers it is difficult to go ahead with the teaching activity in normal pace. We have to go ahead slowly and wait for the arrival of more students so that the late comers do not suffer. The next challenge is that even after coming to college they cannot sit for a long time because most of them come from far off places either walking or on their bicycles. They reach college almost exhausted and half hungry. So after a few periods when their hunger tells on them they leave college to reach their remote houses. Therefore, after a few periods only a very few students will be left and teaching will be virtually impossible. In such a situation we arrange extra classes during Diwali holidays and encourage

students to attend which is partly effective and partly not because many do not respond massively. Another way is to teach at greater pace in the peak time when maximum students are present. Further Remedial Classes also help them. This is how we manage to complete the curriculum.

With the introduction of Semester system last year (2012-13) in UG-I, the students have started coming a bit earlier. Besides, they have to do assignments/ attend classes/ seminars etc. for the 20 marks assigned to Internal Assessment. Being thus, forced by the circumstances, there is a little change in their attitude towards learning.

2.3.11. How does the institute monitor and evaluate the quality of teaching learning?

We believe that students, being the customers of the teachers' service, are the best judges of teachers. So we consider the feedback we obtain from the students as the best criterion to evaluate the quality of teaching-learning. Also the academic performance of students as reflected in the exam results also point to the quality of teaching-learning. Further, the improvement of students' overall performance reveals the level of personality development achieved by them, which is an important aim of education. Moreover, the institution makes all arrangements for better teaching-learning experience—improved educational technology, teaching aids, steadily improving the library with more and better books, CD's, DVD's, and periodicals every year—all these aim at helping the teacher and the taught to have better teaching learning experience. The teacher quality is initially evaluated during the interview of a teacher. Only a teacher who is good and articulate with a fairly high level of subject knowledge and fine teaching aptitude is appointed in the institution.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
<i>Permanent teachers</i>							
D.Sc./D.Litt.							
Ph.D.					4		4
M. Phil.					3	2	5
PG					8		8
<i>Temporary teachers</i>							
Ph.D.							
M. Phil.					2	1	3
PG					3		3
<i>Part-time teachers</i>							
Ph.D.							
M. Phil.							
PG							

The teachers are recruited as per the rules laid down by the University. But initially due to the non-availability of teachers some non-NET/SET teachers were appointed who in course of time were approved by the University. But later appointments were made strictly based on the UGC/University provisions. To meet the changing requirements of the curriculum teachers are sent to participate in Refresher and Orientation programmes organized by the UGC-ASC's. Again, they are encouraged to participate in conferences/ seminars/ workshops at various levels. Teachers do participate in all these either on their own or on the advice of the management. Moreover, they are exhorted to do M. Phil, PhD and Research projects. Hence most teachers are involved in these activities. In this way, the appointments and retention of the human resources is made to meet the changing requirements of the curriculum.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

As for the new programmes we make wide publicity through our web-site and media. Within three years from the inception of the Science stream we were able to recruit six faculty members, seven being left. We hope to get these seven also soon.

2.4.3 Providing details on staff development programmes during the last four years, elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes- (last four years)

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	13
HRD programmes	-
Orientation programmes	02
Staff training conducted by the university	02
Staff training conducted by other institutions	-
Summer /winter schools, workshops, etc.	-

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning: 02

Teaching learning methods/approaches: **00**

Handling new curriculum: **00**

Content/knowledge management: **00**

Selection, development and use of enrichment materials: **00**

Assessment: **00**

Cross cutting issues: **00**

Audio Visual Aids/multimedia: **02**

OER's: **00**

Teaching learning material development, selection and use: **00**

- c) Percentage of faculty invited as resource persons in Workshops /Seminars /Conferences organized by external professional agencies: = **10%**

participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies = **90%**

presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies = **90%**

Details of Staff development programmes attended by the faculty so far:

Sl No	Name of Faculty	Course/Programme Participated	Place	Duration
1	T. C. Joseph.	1.Refresher 2.Refresher 3.Orientation Programme	ASC, Nagpur ASC, Nagpur ASC, Nagpur	21 days 21 days 28 days
2.	P. S. Khope	1.Refresher 2.Refresher 3.Refresher 4.Refresher	ASC, Nagpur ASC, Nagpur. ASC, Nagpur ASC, Nagpur	21 days 23 days 24 days 24 days
3	P. M. Katake	1.Orientation 2.Refresher 3. Refresher 4. Refresher 5. Orientation	ASC, Nagpur ASC, Nagpur ASC, Nagpur ASC, Nagpur TISS, Wardha	28days 21 days 24 days 24 days 10 days

4	D. D. Ade	1 Refresher	ASC, Osmania	21 days
		2. Refresher	ASC, Pune University	21 days
		3. Refresher	ASC, Nagpur	24 days
		4. Refresher	ASC, Nagpur	24 days
		5. Staff Training Programme	ASC, Nagpur	06 days
		6. Orientation	TISS, Mumbai	12 days
5	V. D. Murkute	1. Refresher	ASC, Nagpur	21 days
		2. Refresher	ASC, Nagpur	24 days
		3. Orientation	ASC, Nagpur	28 days
6	N. T. Arekar	1. Refresher	ASC, Nagpur	21 days
		2. Refresher	ASC, Nagpur	21 days
		3. Refresher	ASC, Nagpur	21 days
		4. Staff Training Programme	ASC, Nagpur	06 days
		5. Orientation Programme	ASC, Nagpur	28 days
		6. Orientation	TISS, Mumbai	10 days
		7. Refresher	TISS, Mumbai	05 days
7	A. A. Bhoyar	1. Refresher	ASC, Nagpur	25 days
		2. Refresher	ASC, Nagpur	24 days
		3. Refresher	ASC, Nagpur	24 days
8	A G Ramteke	1.Orientation Programme	ASC, Nagpur	28 days
9	Abhay Solunke	1.Refresher	ASC, Nainital	21 days
10	H. A. Urade	1. Orientation	ASC, Nagpur	28 days
		2. Refresher	ASC, Nagpur	21 days

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications, teaching

experience in other national institutions and specialized programmes, industrial engagement etc.)

In order to recharge teachers (1) Research grants are made available to members of the staff by way of Minor Research Project Funds. Four teachers have availed themselves of this facility. Two Minor Research has been completed with the fund and others going on, 2) Study Leave is given on request by the teachers to complete the research work like the Ph.D. 3) For research and academic publication also the institution gives support. All those participating in national/ international conferences/ seminars/ workshops or presenting/ publishing research papers were given financial help, though conforming to the UGC fund rules.

2.4.5. Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

Dr. R. G. Munghate won *Mahatma Jyothiba Fule National Teachers Award* in 2012. For research, one teacher, (Prof. T. C. Joseph), won an International 'Best Research Paper Award' during an International Conference on English held at Tulsi Ramji Gaekwad-Patil Engineering College, Nagpur in 2010. Both the teachers are from the department of English.

2.4.6. Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Yes. We have introduced evaluation of teachers by students but not by external peers so far. The evaluation done by the students is used to improve teachers. After a general meeting where overall evaluation is discussed, the Principal calls the teachers individually and let them know how students evaluate them and point out in which all areas they have to improve as per the evaluation of the students and exhort them to work hard to improve in such areas. Teachers then work out their own methods to

overcome their shortcomings. Every year this process is repeated and naturally teachers develop.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

During staff meetings the principal explains the intricacies of the process and then teachers let students know about the details of the process, the requirements on the part of the students and the final preparation for each examination. Till recently, the traditional mode of giving marks to answers and adding them up at the end on answer books was practised, as was the prevailing mode in the Nagpur University to which our college was affiliated. But since the establishment of the new Gondwana University, Gadchiroli, our college is affiliated to it, and we have begun following the *Credit Grade Semester System* as was introduced by the University. Currently our First and Second year UG students and the PG students have under it, and by next year all the batches will come under this system. It has an *Internal Assessment* system which carries 20% marks for all programmes. Written Annual Exam is only for 80 marks. Workshops have been conducted by the University to inform the teachers and others stakeholders of the intricacies of the new Credit Grade Semester System and how marks are converted into credits/grades.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

In the field of evaluation some major reforms have been introduced by the Gondwana University recently. Whatever changes had taken place formerly were all adopted by the institution also. Ranks/ Positions/Pass/Failure were decided by the marks awarded to candidates earlier. But, with the introduction of the Semester System, now Semester Based Credit Grade System has been introduced wherein grades based on the marks obtained from Written Exam for 80 marks and Internal Assessment for 20 marks will be converted into grades by applying a specific formula developed. In the certificate courses introduced by the college, following the

instruction of the UGC we have introduced grading system based on the five point-ABCDE system. Also please see 2.5.1 of RAR (C-Section).

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

Whenever evaluation reforms are introduced by the university, our college being under affiliated status follows the same reforms. The Principal of the college makes sure, after sufficient instructions to the teachers, that the reforms are duly implemented. For example, the newly formed Gondwana University has introduced Semester System which the college follows as per the university norms; again, the new university has made it mandatory to fill all application forms and examination forms online which the staff and the students follow as per the rule.

2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

College life is not merely scoring some marks and going back home or to employment, but it is a time to learn the art of living also through character formation socialization, and learning to face social and real situations. There many things to learn other than mere bookish knowledge. Psychic growth is a must. Emotional intelligence has to be developed. Dynamisms of group life, team building, stress management, crisis management etc, have to be learnt. They must learn to mingle with the members of the opposite sex in a healthy manner.

Adopting the **formative approach** students achievement is measured through interactions, oral exams, performance in brain storming sessions, group discussions, overall behaviour patterns, leadership abilities developed during the course, confidence levels, speech/rhetorical skills, performance in quiz, debates, artistic and cultural aspects etc and the service mentality developed over the years in the college, levels of emotional and volitional maturity they have reached and so on. This evaluation is done by observing them and having good rapport with them. The observations are communicated to them during the conversations with them. The

NSS has a serious role shaping their personality and contribute their character formation and mental growth from the emotional and volitional aspects. Further it helps their affective aspect too. The students are at times called to anchor certain functions which most of them accept gladly revealing they have grown emotionally. The college ensures several activities and occasions for the development of their psycho-social life.

The **summative evaluation** is done by their performance in the various exams including the test papers, unit tests, terminal or semester exams and the model exams. The level of their scoring is decided to judge their academic progress. The sum of a series of exams reveals their calibre as per this approach.

2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students' results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The result sheets of annual exams are displayed on the notice boards so that students can get the information quite easily. As for the other internal exams such as the unit tests, class tests, terminal exams, the teachers announce the results in the class and give the students the marked answer sheets to find out where they stand and what their mistakes are. Given below are the exam results of the students for the past four years, the highest scorers (to indicate the individual achievement, and with an analysis at the end:

Exam Results (for the last four years):

Year	Class	Total No. of students	Appeared for Exam	Absent	Passed	Failed	Percentage
BA							
2010	BA	100	98	02	62	36	63.27%
2011	BA	104	99	01	39	61	39.39%

2012	BA	93	86	02	30	54	34.88%
2013	BA	101	97	03	54	40	55.67%
B. Sc							
2012	B. Sc	20	20	00	16	04	80%
2013	B. Sc	29	28	00	28	00	100%
MA (Marathi)							
2010	MA(Mar)''	10	10	03	01	06	10%
2011	MA (Mar)	16	16	02	04	10	25%
2012	MA (Mar)	18	18	04	10	04	55%
2013	MA(Mar)	04	04	00	02	02	50%
MA (Sociology)							
2010	MA (Soc)''	05	05	00	02	03	40%
2011	MA (Soc)	21	21	00	15	06	71.42%
2012	MA (Soc)	10	09	02	03	04	33.33%
2013	MA (Soc)	02	02	00	02	00	100%

Highest Scorers

Name	Roll No	Marks(500)	Percentage	Year	Class
Randip Bajju Katenge	373158	819/1500	54.6%	2010	B.A.
Indeshwar B. Sahare	579382	841/1500	56.06%	2011	B.A.
Swati.T. Mungankar	404362	886/1500	59.06%	2012	B.A
Hemant D.Bawankar	145405	856/1500	57.06%	2013	B A
Ku.Punam C Makija	548775	800/1350	62.88%	2012	B.Sc
Sapna P. Titirmare	344935	797/1350	52.22%	2013	B.Sc
Surekha P. Katake	603661	335/800	41.87%	2010	MA(Mar)
Ranjana M. Gawrane	203341	401/800	50.12%	2011	MA(Mar)
Mahendra P. Sonkukara	205104	483/800	60.37%	2012	MA(Mar)
HarishS. Bawanthade	489082	386/800	48.25%	2013	MA(Mar)
Shilpa S. Bavankar	585260	380/800	47.5%	2010	MA(Soc)
Priti K. Raut	184527	414/800	51.75%	2011	MA(Soc)

Kiran V. Sahare	208704	374/800	46.755	2012	MA(Soc)
Dhananjay.H. Bawanthade	211054	491/800	61.37%	2013	MA(Soc)

Analysis: The results for **B A** reveal that the pass percentage was quite good in 2010 with 63.27%, but it was unsatisfactory in the next two subsequent batches, but in the next batch it improved (55.67%) showing signs of recovery. It is hard to explain why the result was at a low in 2011 and 2012. Our first **B Sc** batch came out in 2012. The B Sc results show steady progress from 80% in 2012 to an excellent 100% in 2013. Our first **MA** (Marathi and Sociology) came out in 2010. **MA (Marathi)** had a humble start with just 10% Pass, but thereafter the result was on the increase except in 2013 when there was a slight decrease (50%) compared to the previous year (55%). **MA (Sociology)** has also been generally making steady improvements in results climaxing in 100% pass in 2013 except for the year 2012 when the result crashed to a low 33.33%. Of all programmes, it was the B Sc course that showed the best result, followed by MA (Sociology), BA and MA (Marathi) in that order. The overall individual scoring is also not that high as it is the case in cities and bigger towns. There were only three First Classes during these four years.

2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.)

The students were strictly told to submit their assignments or projects in time and attend the classes regularly and perform well so as to get maximum marks for the internal exam. These were later scrutinized as objectively and rigorously as possible in front of the students themselves to ensure transparency. Their class performance was observed, behaviour was noted, and independent learning and communication skills were all taken note of. Further to encourage them come to classes regularly, 5% weightage was given to attendance in the internal assessment. It was from the academic year-2012-13 that the new University (Gondwana

University, Gadchiroli) introduced Semester system and consequently internal assessment. Their details are as follows:

Year/ Semester	Program me	Class Performance / Attendance	Assignment/ Seminar	Oral/Seminar/ Unit test	Total Marks for internal
2012-13/ First Semester.	BA	05	10	05	20
2012-13/ second Sem.	BA	05	10	05	20
2012-13/ First Sem.	B. Sc	05	03	02	10
2012-13/ second Sem	B. Sc	05	03	02	10
2012-13/ First Sem.	MA.I	05	10	05	20
2012-13/ second Sem	M.A I	05	10	05	20

2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If ‘yes’ provide details on the process and cite a few examples.

Yes, the institution and the individual teachers believe that assessment /evaluation is an indicator for evaluating student performance, achievement of learning objectives and planning. Only when we conduct exams can we find out how much they have understood, and how much hard work they are putting in, in the process of learning for which basically they come to college. Teachers generally conduct class tests, the terminal exam and the model exam. But in course of time when we found that the very late beginning of the classes, because of the habit and practical problems of students the teachers were finding it difficult to finish the portions well in time and so found it impractical to conduct several exams. In a way it affects their performance and in a way it is good because at least a lion’s share of the portion can be finished somehow or other, within the stipulated time constraint.

2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

If the students have any grievance regarding evaluation they can either talk it out with the subject teachers concerned, or approach the Grievance Redressal Cell of the college and get their problem remedied. At the university level they can apply for revaluation of the exam answer sheets about which they have complaint. After paying the required fee and applying for revaluation the university takes necessary action for revaluation and tries to solve the problem.

2.6 Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If ‘yes’, give details on how the students and staff are made aware of these.

Yes, it has. Even under the constraints of less aspiring, habitually absenting students of this tribal belt, the college insists that the result should be at least above sixty percent on an average at different levels. This is indeed a modest level but too ambitious at our tribal background. All the teachers have been repeatedly told about it and all work hard towards that learning outcome in terms of marks. Sometimes we achieve it sometimes we slip behind it in spite of genuine work.

2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

Every year, at the beginning of the academic year, during the staff/IQAC meeting, the Principal and the staff decide on the yearly plan concerning teaching, examinations to be conducted, and activities to be undertaken. Thus every year the leaning and assessment strategies specific to that year are well worked out with the intention of maximum positive results and students’ well-being and social benefit.

2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

Our institution believes that if students pursue Arts Stream, they can become good leaders of the nation, can become teachers, go for legal studies and become advocates and lawyers, can become poets and writers, can become social workers, go for IAS, IPS and such competitive exams, get employed in banks, join the military/ police force/ naval force, etc. Thus the stream should not be neglected and labelled unemployable since such professions require them. They have great social relevance and some economic relevance if not much, in the production field. To strengthen it with English knowledge we introduced the *Certificate Course in Spoken English*. No doubt, the Commerce, the Science and Technical Streams have greater chances of employability in the job market. So we complemented the Arts stream with Science Stream. Hence we introduced B. Sc in 2009-10 with such subjects as Geology, Micro-biology, Computer Science, and Electronics in addition to the Core Options. All these have greater job potential now. As for the introduction of commerce stream this remote place has not responded positively as yet. True that Commerce stimulates entrepreneurship and innovations more than the other branches. But the time is not ripe for Commerce here so far. The Science Stream introduced will cater to quality jobs and research aptitude, it is believed. To help students further we have introduced a series of Certificate Courses as mentioned earlier. Thus the institution has taken several possible steps to enhance the social and economic relevance of the courses offered.

2.6.4 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?

The result sheets of the various exams are checked by the Principal and he suggests various measures to improve learning outcomes, like special classes and remedial classes. On some occasions our Diwali vacation was cut short to engage more classes to help students with more lectures. Adoption under *Tutor-Ward Tutorial System* was introduced by every permanent teacher to select a few students and pay special attention to them and help them overcome their academic problems. PTA meetings have been used as forums to tell parents about the performance of their children and request them to send the students regularly to college to attend classes without fail.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes

It is through regular classes, early starting of classes and late closing of the college for study leave, special classes during the vacations, remedial classes, Spoken English Classes, and punitive steps if students absent themselves from the exams, taking the help of Students Council members and the University Representative to check students from wandering here and there and bringing them to attend classes through persuasion, advising them to do maximum library work, conducting occasional class tests, resorting to regular oral question practice, etc, that the institution monitors and ensures the achievement of learning outcomes.

2.6.6 What are the graduates attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

- a. A graduate of our college is expected to be a responsible citizen.
- b. He/she should be knowledgeable
- c. He/she should be employable
- d. He should have acquired some skills
- e. He should give voice to the voiceless
- f. He should fight against injustice and exploitation
- g. He should be a good leader, guide, and champion for the cause of the poor and the downtrodden.
- h. He should have aptitude for further studies and research activities.
- i. He should be morally upright.
- j. He should be broad-minded.

To ensure the attainment of these attributes the college strives through Teaching-learning evaluation process, NSS activities, organized seminars/ workshops, the job-oriented courses introduced, certificate courses introduced, etc.

2.6.7 Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include. Nil

3. Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

No.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes. We formed a Research Committee in 2012-13 to foster the research culture and guide the staff and students in research matters. The committee comprises the following members:

1. Dr. R. G. Munghate, the Principal (Chair Person)
2. Dr. Anil Bhoyar (Member)
3. Dr. V. D. Murkute (Member)
4. Dr. Abhay Salunke (Member)
5. Prof. Joseph. T.C. (Member).

Recommendations:

1. The faculty should write more research papers, articles, and chapters in books.
2. The faculty must write in international and national publications and get impact factor at the earliest.
3. Teachers should write more articles in *Peer Reviewed Journals* and get better scoring in the PBAS.
4. Teachers should write more books and get them published with ISBN Numbers.
5. Teachers should edit more books.
6. Organize Seminars/workshops/conferences to foster research.
7. Teachers should complete their PhD/M. Phil at the earliest.
8. Teachers should give project work to students to inculcate in the research aptitude.

The impact is yet to be felt. Teachers have all become keenly aware of the need to resort to more research work. But the Reaccreditation work of the college has consumed much of their time this year.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

All the following measures are taken by the management for making research work/projects smoother:

Autonomy to the principal investigator ✓

Timely availability or release of resources ✓

Adequate infrastructure and human resources ✓

Time-off, reduced teaching load, special leave etc. to teachers ✓

Support in terms of technology and information needs ✓

Facilitate timely auditing and submission of utilization certificate to the funding authorities. ✓

Any other: Nil.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Students are encouraged to participate in Science Exhibitions held in different institutions and present their own projects there. Once our students prepared their **project** and exhibited it at a **Science Exhibition** at N. H. College, Brahmapuri. Teachers also advice students to go to the library and do research work as per their aptitude as a step towards higher studies. Moreover, experts from SEARCH, a famous research organization of our district and experts from Amhi Amcha Aarogya Sathi, a reputed NGO from our town do give **occasional talks** in our institution on research-related topics on our invitation to help students develop research culture. Once, our students from the department of Sociology conducted a **project work** in the nearby village. On another occasion they had made a **Poster Presentation** on Ecological Issues in the college.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

Since the college does not have either an M. Phil or a Ph. D section, research guidance is not possible within the institution. Currently only one person of our college has become a recognized PhD Guide/ Supervisor thus, giving scope to guide scholars from outside. It is the Principal himself who has three students under him as research scholars. Another person from the department of Microbiology, namely, Dr. Abhay Solunke has applied for PhD Supervisorship /Guideship. The other members of the faculty have been actively involved in individual research activities such as doing Ph. D/ M. Phil, or Minor Research Projects or writing research papers/articles etc. A total of **149 research papers** have been written by the faculty after the last accreditation in 2004, i. e, in 09 years, till 2012-13. The details are given below:-

Sl	Name of Asstt. Professors	Minor Research Projects	Total No. of Research Papers	Internati Onal Level Papers	Natio al Level papers	State Level papers	Details of PhD/ M. Phil
	R.G. Munghate (Principal)	01 (sponsored by TATA)	05	01	03	01	PhD, M. Phil
1	P. M. Katake.	Nil	17	00	17	00	Nil
2	P. S. Khope	Nil	11	00	07	04	Registered For Ph D
3	D. D. Ade	Nil	14	00	10	04	Completing Thesis
4	V.D. Murkute	01 (ongoing)	04	00	04	00	PhD
5	A.A. Bhoyar	01 (completed)	23	03	17	03	PhD, M Phil

6	N. T. Arekar	01 (ongoing)	19	00	05	14	M Phil; Registered for PhD;
7	T. C. Joseph.	01 (completed)	35	05	28	02	PhD-Thesis Submitted.
8	H. A. Urade	Nil	05	01	03	01	M Phil
9	A. G. Ramteke	Nil	06	02	04	00	M Phil Registered for PhD;
10	S.M Mahajan	Nil	04	01	03	00	Registered for PhD
11	P. A Dani	Nil	00	00	00	00	Registered for PhD
12	Abhay Solunke	Nil	06	03	03	00	PhD
13	G. D. Satpute	Nil	00	00	00	00	Registered for PhD
14	R. B. Shambarkar	Nil	00	00	00	00	M Phil
15	L. R Nasare	Nil	00	00	00	00	...
16	T. D.Wakde	Nil	00	00	00	00	...
	Total	05	149	16	104	29	PhD=04

3.1.6 Give details of workshops/ training programmes/sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students:

The workshops conducted by the *SEARCH* and *Amhi Amcha Aargyasaati* on a few occasions and mentioned elsewhere in the report have been intended to build the capacity of students and develop in them a research culture in future.

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

The institution focuses its attention on solving the problems of the backward people of this area, and so studying those regional problems and devising measures for solving those problems are the prioritized research areas. These problems manifest themselves in the economic, social, political, historical, linguistic, geographic areas of the region. Hence teachers from disciplines view these problems from one or more of these perspectives and make detailed studies by collecting data and analysing them. Most Minor Research Projects undertaken are intended to focus on these problems and study them objectively so as to be of help in solving them. For instance, the Minor Research Project in English is: “*A Study of the Psycho-Linguistic Variables Which Impede the English Language Learning Process*” (With Special Reference to the Tribal Students of Gadchiroli District) and the Project on “*The Habit of Tobacco Chewing Among the Tribal Students and its Effect on Their Oral Health.*” The institution makes use of the talents of the available teachers and the library resources available in the college for research.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The institution almost every year invites the known social workers and researchers of SEARCH, Gadchiroli, and *Amhi Amcha Aarogya Sathi*, Kurkheda, to deliver talks and conduct workshop on various social issues of the region and topics of research potential.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

No one has taken lengthy Sabbatical leave, but short periods of a few weeks/months of such leave have been availed by a few teachers who were doing Ph.D. Such teachers have either completed their PhD or are nearing the completion of their Ph.D. The leave has been sanctioned by the discretionary power of the Principal. Such a leave was highly useful for teachers who were struggling to find sufficient time to complete their Thesis. It gave sufficient time for research scholars to complete the research well without hurry, and enjoying the research activity itself,

further stimulating them to undertake more research activities such as writing research papers.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

During the different students programmes in the college the members of the staff as well as the Principal share with the students the information gleaned from various conferences, Seminars, or workshops as research findings from various sources as presented by the speakers and as published in the proceedings of the conferences or seminars(national, regional, international, etc.). Also by arranging talks by experts from such research institutions as SEARCH we create awareness, advocate, or transfer research findings to students which will be useful for them from several angles. Students are also directed to browse the internet and read books and periodicals containing many research findings. During PTA meetings parents are informed of the latest developments in the educational arena in the post globalized era. Also the awareness programmes organized in the villages during the NSS and other social contact programmes also are used communicate the research findings to reach the community. The College Magazine and occasionally the Notice Board are also used to create awareness of the research activities and findings.

3.2 Resource Mobilization for Research.

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization: Nil

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

No. The institution does not have any such provision. Nevertheless, it provides to the researchers the seed money obtained from the UGC for research activities such

as the Minor Research Projects. Four faculty members have been assisted in that way to carry on with their MRP.

3.2.3 What are the financial provisions made available to support student research projects by students?

For this also we do not have any provision at present.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

We have presently only one interdisciplinary research project which is a Minor Research Project titled: “*A Study of the Psycho-Linguistic Variables that Impede the English Language Learning Process*” (with Special Reference to the Tribal Students of Gadchiroli District). This project is interdisciplinary study in the sense that interconnection between both psychology and linguistics is explored. But since we do not have either of these disciplines in the college to make interactions between them, the researcher mainly depends on books, and data collected from the region. Occasional consultations are made with some experts in case of doubts. Though initially some teachers had undertaken a few interdisciplinary researches (Minor Research Projects), they all abandoned them for one reason or another.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The main research facility of the institution is the fairly good library it has and the internet facility. In addition to that, we have some computers which could be used by the scholars. These are open to the members of the library and to the outside researchers who approach our institution for references. After consulting the librarian and the Principal special permission can be obtained on good faith. Besides, the researchers from other institutions are helped through the scheme of interlibrary borrowing/loan. We have a good collection of latest books and encyclopedias on several subjects and are of great use to the researchers. The researchers also make

good use of the computers, reprography, dissertation abstracts, theses, back volumes, etc.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ give details.

Except for the UGC special grant (seed money) on Certificate Courses and Minor Research Projects, we have not received so far any grants from either any industry or any other beneficiary agencies.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

The institution has helped the aspiring researchers from the faculty to obtain funds from the UGC helping them send the research proposals. Being basically an Arts College, which just started its B. Sc wing just a few years ago; it does not have much scope now in obtaining any funds from other agencies as far as we know. Hence the teachers were told to write proposals of their research projects in the prescribed UGC format and the institution would then forward them to the UGC through the BCUD of the University.

The following are the details of the ongoing and completed projects and the grants received during the last four years, undertaken by Mr. T. C. Joseph, Dr. A. A. Bhoyar, Dr. V. D Murkute and Mr. N. T Arekar, respectively:

Minor Research Projects	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctio ned	Receiv ed	

Minor Research Projects	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
1. (Completed)	2 years (2009-11)	<i>A Study of the Psycho-Linguistic Variables Which impede the English language Learning Process(With Special Reference to the Tribal District of Gadchiroli)</i>	UGC	71000/-	63000/-	63000/-
2 (Completed)	2 years (2009-11)	<i>Utilization of Library Facilities in the HEI's of the Tribal District of Gadchiroli-A Study.</i>	UGC	75000/-	55000/-	55000/-
3 (On-going)	2 years (2009-11)	<i>A Practical Study of Volley Ball Game at School Level</i>	UGC	1,35000/-	75000/-	75000/-

Minor Research Projects	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
4. (On-going)	2 Years (2009-11)	<i>A Micro-Level Study of the Folk-Literature of the Various Aborigines Tribal Community of Kurkheda-Korachi Tahsils of Gadchiroli - A Socio-Linguistic Perspective.</i>	UGC	60000/-	47500/-	47500/-
Major projects	Nil					
Inter-disciplinary projects	Nil					
Industry sponsored	Nil					
Students' research projects						
Any other (specify)	Nil					

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

As pointed out earlier, our library with a reasonably good number of books, periodicals and journals and back-volumes of magazines and periodicals, e-resources, the internet facility, some computers, the spacious rooms, the 'inter-library loan' facility etc., are the chief research facilities we have for both the students and research scholars within the campus. In addition, the laboratories of the science section also are helpful for research

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The following are our strategies:

1. The institution has constructed a fairly large building which will provide large carpet area for the library and afford us a more spacious reading room.
2. The institution also started a Network Resource Centre which will help both the students and research scholars to browse the internet for information.
3. We have also bought more shelves for keeping books intact.
4. Since research requires plenty of books and journals/periodicals, we have decided to buy more books and subscribe to more periodicals.
5. Action plan has also been chalked out to make the library more modern and Technology Assisted and upgrade the technology as per the needs of the day.
6. Laboratories are being upgraded for scientific research.
7. We have started a Research Committee in our college to help research scholars.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/facilities created during the last four years?

No.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

Nil

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

Currently we have only library facilities (with books, periodicals, back-volumes of magazines/periodicals, C.Ds/DVD's) and the internet facility available for the research scholars.

3.3.6 What are the collaborative research-facilities developed / created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

We have most of these facilities mentioned above, for collaborative research facilities. Laboratories also will be available soon since we have just introduced the Science Stream (B Sc).

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- a. **Patents obtained and filed (process and product):** Nil
- b. **Original research contributing to product improvement:** Nil
- c. **Research studies or surveys benefiting the community or improving the Services:**

The Minor Research Project titled: "*A Study of the Psycho-Linguistic Variables which impede the English Language Learning Process (with Special reference to the Tribal Students of Gadchiroli)*" is based on a survey through questionnaires, which is highly beneficial to the local community. This project was conducted by Mr. Joseph. T. C, from the dept. of English. Another highly useful research project

completed by the department was *The Habit of Tobacco Chewing among College Students and its Effects on Their Oral Health* by Dr. R. G Munghate.

d. Research inputs contributing to new initiatives and social development:

The **147** research papers published by the faculty are inputs contributing to new initiatives and social development. The list is too long to include here.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database? No.

3.4.3 Give details of publications by the faculty and students:

Publication per faculty:

●Number of papers published by faculty and students in *peer reviewed*

Journals (national / international):

Some **25** peer reviewed research articles (**16** -National) and **09**-International) have been published by the by the faculty in *peer reviewed* journals till 2012-2013.

Following are their details:

Sl	Author & Title of the Paper	Level	Journal/ Publishers	ISSN/ ISBN	Impact Factor
1.	Dr. R. G. Munghate				
	<i>1.The Role of Proper Pronunciation in Projecting a Better Personality</i> (Co-authored with Joseph. T. C)	International (Peer Reviewed) pp.31-37	“ <i>The Journal for ESL Teachers and Learners</i> ”; online by Tulsi-Ramji Gaekwad Patel College of Engineering & Technology, Nagpur	ISSN 2320-7140	-
2.	Prof. Joseph. T. C.				
	<i>I..Fitzgerald’s Treatment of Transcendentalism</i>	International (Peer	Published in <i>Multidisciplinary</i>	ISSN: 2277-4491	

	<i>in The Great Gatsby</i> (Co-author: Dr. Jobi George)	Reviewed) PP.12-15	<i>Research Journal</i> , Biannual Journal, <i>VIBGYOR</i> - (By Bhiwapur College Bhiwapur)		
	2 <i>The Role of Proper Pronunciation in Projecting a Better Personality</i> (Co-author: Dr. R. G Munghate)	International (Peer Reviewed) pp.31-37	“ <i>The Journal for ESL/EFL Teachers and Learners</i> ”; online by T-R G P College of Engineering & Technology, Nagpur	ISSN: 2320-7140	
	3. <i>The Distinctive Artistic Features of Francis Scott Fitzgerald’s Novel: The Beautiful and Damned.</i> (Co-author: Dr. Jobi George)	National (Peer Reviewed), Pp 168-173	<i>Sunrise Multidisciplinary Research Journal</i> , by Korpana, Arts & Comm. College	ISSN 2319-8214	
	4. <i>Artistic Implications and Temporal Significance of Scott Fitzgerald’s ‘This Side of Paradise’</i> (Co-author: Dr. Jobi.)	National Half Yearly “Peer-Reviewed pp.21-28	Multi-disciplinary “ <i>National Research Journal on Social Issues and Problems</i> ” Vol-01- Issue02, July Dec. 2012. by S. N. Mor College, Tumsar	ISSN- 2278-3199	
	5. <i>The Study of Fitzgerald’s Works: a Historical Perspective</i> (Co-author: Dr. Jobi)	International Recognition Multidisciplinary Research Journal Published, pp. 1- 4	<i>Indian Streams Research Journal</i> , Solapur. Vol-2, Issue 6, July-2012. See www.isrj.net	ISSN, 2230-7850	0.2105 (GISI) - 2012 1.6705 (UFD)- 2013
	6. <i>Fitzgerald’s Works through a Stylistic</i>	International Research	Aadhar Publication, Amaravati.	ISBN 978-81-	

	<i>Perspective</i> (Co-author: Dr. Jobi	Volume.I. pp. 51-54.31 July, 2012.	.	921159-6-2	
3.	Prof. P M Katke				
	<i>1.Rural Development and Government Schemes in India</i>	International (Peer Reviewed) pp.274-278.	<i>Social Growth, Latur. Maharashtra</i>	ISSN: 2229-6190	
	<i>2.The Socialism of Dr. Babaseheb Ambedkar</i>	International (Peer Reviewed) pp.266-270.	Universal Research Analysis, Latur. <i>Maharashtra</i>	ISSN: 2229-4406	
	<i>3.Aborigines Religion: Rites and Rituals</i>	International (Peer Reviewed) pp.276-282	<i>Social Growth, Latur. Maharashtra</i>	ISSN: 2229-6190	
	<i>4.Old Age Problems: Solutions</i>	International (Peer Reviewed) pp.283-285	Universal Research Analysis, Latur. <i>Maharashtra</i>	ISSN: 2229-4406	
	<i>5.Religion and Customs: The Necessity for a Sociological Study</i>	International (Peer Reviewed) pp.269-273 May-2012-Oct	<i>Social Growth, Latur. Maharashtra</i>	ISSN: 2229-6190	2.03
4	Prof. P S Khope				
	1.Human Rights and Women	Peer Reviewed; National; Vol-2; pp.106-108	<i>Sunrise Multidisciplinary Research Journal, by Korpana, Arts & Comm. College</i>	ISSN 2319-8214	
	2.Terrorism in India	Peer Reviewed; National;	<i>Social Growth , Latur. Maharashtra</i>	ISSN : 2229-6190	

		Vol-I,pp.123-130			
	3.Challenges Before the Internal Security and National Integrity in India	Peer Reviewed; National; Vol-II, Issue-4; pp.127-132	<i>Social Growth, Latur. Maharashtra</i>	ISSN : 2229-6190	
	4.Exploited Women and Human Rights	Peer Reviewed; National; pp. 67-72	<i>Proceedings of the Conference held at SS Jaiswal College, Arjuni,-Morgaon</i>	ISBN: 978-93-80986-50-0	
5	Dr. A A Bhojar				
	1.Utilization of Internet in the College Library	Peer Reviewed; National; Vol-2; pp.	<i>Sunrise Multidisciplinary Research Journal, by Korpana, Arts & Comm. College</i>	ISSN 2319-8214	
	2.Challenges and Prospects before the Public Libraries	International Research Volume.I. pp. 9/4/2012.	Aadhar Publication, Amaravati.	ISBN 978-922414-7-0	
6	Prof. N T Arekar				
	1.Mahatma Gandhichya Swapnatil Gramin Bharat (Marathi)	National , Peer Reviewed Refereed, Research Journal, pp.118-121	<i>The North Pole, Published by Yashwantrao Chavhan Mahavidyalaya, Lakhandur. Dist-Bhandara.</i>	ISSN: 2240-3344	
	2.Shridhar Shanware Yanchya Kaviteche Vegalepan (Marathi)	National, Peer Reviewed, Vol-I pp.13-16.	<i>SunriseMulti-Disciplinary Research Journal published by Kala Mahavidyalaya Korpana Dist. Chandrapur.</i>	ISSN: 2319-8214	
	3.Gonam Munghate Yanchya Kavitetil Sanskarmulya (Marathi)	National, Peer Reviewed, Vol. II, pp.27-31	<i>SunriseMulti-Disciplinary Research Journal published by</i>	ISSN: 2319-8214	

			<i>Kala Mahavidyalaya Korpana Dist. Chandrapur</i>		
	4.Sahbasadachya Bhakaratil Bhashavishkar (Marathi)	International Recognition, pp.237-241	<i>VISION RESEARCH REVIEW, Latur.</i>	ISSN: 2250-169X	
7	Prof. D D Ade				
	1.Life of Indian Women in the Medieval Period	National, peer Reviewed pp.100-10 (Dec-2012)	<i>Sunrise Multi- Disciplinary Research Journal published by Kala Mahavidyalaya Korpana Dist. Chandrapur</i>	ISSN: 2319-8214	
8	Dr. V D Murkute				
	1.The Perspective and Professional Responsibility of Physical Trainer on the Issue of Dopping	National, Peer Reviewed, Vol. II, pp.138- 141	<i>SunriseMulti- Disciplinary Research Journal published by Kala Mahavidyalaya Korpana Dist. Chandrapur</i>	ISSN: 2319-8214	
9	Prof. A G Ramteke				
	1.Feminism: A Study of Women's Liberation	National, Peer Reviewed, Vol. I., pp. 174- 176	<i>SunriseMulti- Disciplinary Research Journal published by Kala Mahavidyalaya Korpana Dist. Chandrapur</i>	ISSN: 2319-8214	
	2.Vital Role of Women in the Establishment of Democratic Values	International Research Volume-I; pp.125-127 Date: 9-4-2012.	Aadhar Publication, Amaravati. <i>Maharashtra.</i>	ISBN: 978- 922414-7-0	
10	Prof. S. M. Mahajan				
	1.Impact of Globalization on Indian Industry	National; Peer Reviewed; Vol-I;	<i>Sunrise Multi- Disciplinary Research Journal published by</i>	ISBN: 2319-8214	

		pp.137-139 (Dec-2012)	<i>Kala Mahavidyalaya Korpana Dist. Chandrapur</i>		
	2.Effect of Foreign Direct Investment on the Indian Economy	International, Peer Reviewed	Published in <i>Multidisciplinary Research Journal, Biannual Journal, VIBGYOR- (By Bhiwapur College Bhiwapur</i>	ISSN: 2277-4491	
	3.Impact of World Trade Organization on the Indian Economy	National, Peer Reviewed; Vol-II; pp. 61-63 May-2013.	<i>Sunrise Multi- Disciplinary Research Journal published by Kala Mahavidyalaya Korpana Dist. Chandrapur</i>	ISBN: 2319-8 214	
11.	Dr. Abhay Solunke				
	Studies on Bioethanol Production by Yeast from Sorghum Grains	International Refereed& Indexed Quarterly Journal Vol-II, Issue-6, Octo-2013	<i>Multilogic in Science by Dr. Kiran More Mumbai.</i>	ISSN: 2277-7601	

● **Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.):** Nil

● **Monographs:** Nil

● **Chapter in Books:** Nil

● **Books Edited:** 01

● **Books with ISBN/ISSN numbers with details of publishers:** 02 (by Prof. PM Katake)

1. *A Sociological Study of the Journalism of Dr. Babaseheb Ambedkar*; ISBN: 978-81-909640-8-7.

2. *Indian Philosophy*; ISBN: 978-81-909640-9-1

● **Citation Index:** Nil

● **SNIP:** Nil

●**SJR:** Nil

●**Impact factor:** **1.7604** (UIF) (in 2013). **0. 2105** (GISI) (in 2012). (Joseph. T. C.)
2.03. (Katke. P.M)

●**h-index:** Nil

3.4.4 Provide details (if any) of research awards received by the faculty: 01

The Best Research Paper Award- (International Level Seminar in English) was won by Joseph. T. C. It was in 2010 from Tulsiramji Gaekwad-Patil College of Engineering & Technology, Mohgaon,. He got Cash Award of Rs.1500/- and the Trophy. It is published with details online also at the website of that college. www.tgpcet-confluence.com.

recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally: Nil

incentives given to faculty for receiving state, national and international recognitions for research contributions: Nil

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute- industry interface?

We have only a Career Guidance Cell and a Placement Cell in its infancy. Hence institute-industry interface is difficult. However, after introducing the Science Stream we are hoping to establish such an interface with industry in the near future.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

Till recently ours was only an Arts college and so we had no scope for any consultancy. So, after we have introduced the Science stream, we intent to introduce consultancy facility in the college in the future. As far as the English department is concerned it is quite capable of giving consultancy in matters related to Spoken English and language related matters like grammar, phonetics or vocabulary. So we

have offered to help people in this regard. Through Spoken English we are already giving help not only to our own students but to the general public also. Advertisement is usually given in the news papers and announcements made in the college. Through various certificate courses offered in the institution the teachers offer to help students in that way or in any way related to their own subjects.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The institution keeps encouraging the teachers to utilize their expertise by offering to help the needy. But consultancy is in its infancy in this tribal area as hardly anyone turns up for availing themselves of this service.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years: Nil

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

Since no specific consultancy income is generated as such, there is no such policy in sharing the income.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The most important extension activity through which the institution serves the neighbourhood communities is through the NSS activities. Every year a particular village is chosen in consultation with the local self-governing bodies and the students and teachers offer their valuable services to the community in various ways such as through awareness programmes, cleanliness activities, farm related help, literacy, social interaction etc. Students develop leadership qualities, service mentality, self-confidence, love of the poor, selflessness, awareness of social problems , etc., all of

which contribute to becoming good citizens in future. Besides, they are given a purpose and an orientation in life. Finally, students begin to connect theory and practice, education and service and ultimately realizing holistic development. We also serve the society through the Women Study Centre, Population Education Centre, Environment Awareness programmes, National Harmony Day Programmes, Blood Donation Camp, and Dental Check-Up Camps.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

Students keep coming to the college after they get employed in institutions or involving in some movements or activities. Since they contact us as former students we come to know about their involvements which promote citizenship roles. Some are actively involved in politics, some in administrative activities at the Panchayat/Taluka/District levels, some in courts as advocates or judges.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

We invite every year the stake holders such as the former students, and parents to participate in the Alumni Association Meet and PTA meeting to be apprised of the performance of the institution and quality development and sustenance taking place over the years though systematic planning and deliberate action on the part of the institution. Our performance is explained, feedback is taken and suggestions are sought. Our regular students are informed of all that is going on during programmes like the Welcome function to new students at the beginning of the academic year, and when other programmes are conducted such as the meetings of the subject associations, career guidance cell etc. Teachers are given clear-cut information during the IQAC meetings, and general meetings called by the Principal. Besides, everyone's ideas are frequently solicited to contribute to the quality enhancement process of the institution. We have a suggestion box in which students are directed to put in their suggestions and complaints and opinions whenever they feel like.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The institution organizes extension and outreach programmes mainly through the NSS wing. But awareness programmes are also conducted by the Population Education Centre, Women Empowerment Cell, and Environmental Awareness Cell. In its activities and budgetary provisions it follows the University rules and guidance. The fund is provided by the University which is optimally used for the various outreach/extension activities. The other extension and outreach activities are conducted in collaboration with the NGOs like *Aami Amcha Arogyasatti*, The *SEARCH*, etc. The **budgetary details** for the last four years are given below:

Academic Year	Regular Camp		Special Camp, University, State Level, etc.		
	No. of students	Amount	Level	No. of students	Amount
2009-2010	200	36424	college	100	58511
2010-2011	200	64090	District	100	53785
2011-2012	200	808581	College	100	76573
2012-2013	200	84908	College	100	65824

Major Extension and Outreach Programmes:

Year/date	Programme	Venue	Theme/topic/aim	Activity
2009-2010				
1/12/2009to 7/12/2009	NSS Special Camp	Z. P. School, Nanhi	The Upliftment of the Rustics by the Youth	
3/12/2009	“	“	“	Removal of Animal blood suckers
4/12/2009	“	“	“	Clearing the drainage
5/12.2009	“	“	“	Diagnosis of Elephantiasis; Settling encroachment

20/01/2010 To 24/01/2010	District Level NSS Camp	Campus	Life Education & Personality Development	
23/01/2010	“	“	Journalism & Opportunities for Youth	Workshop on <i>Personality Development.</i>
22/01/2010	“	“		Dental Check-Up
25/11/2010	Flag Day, National Harmony	Campus & Kurkheda	Help the victims of Communal Riots	Collected Rs.5224/- and sent the GOI
02/12/2010	AIDS Prevention Camp	campus	Awareness to the students	Talk
2010-2011	Special Camp	Z. P. School Nanhi	Youth: The Dource of Rural Development	
12-01-2011	“	“	“	Blood Donation 150 participated
16-01-11	“	“	“	Eye Check-Up; 12 eye check- ups done; Tree Plantation: 150 saplings planted at Dhati Tola
25/8/11	Regular	Campus	-	Students selected for Indian Pradhan for Path Sanchalan
21/9/2011			Disaster Management	01 student attended the camp at Pune
26/11/2011			Constitution Day	Celebrated
2/12/2011			Save Electricity	Measures
3/12/11				Cleaning of Nanhi Areas
5/12 to 9/12			Social Evils of Dowry & Female Foeticide	Street Play staged at Kurkheda
17/12/11	University level Camp			04 students were sent
			AIDS awareness Test	General Knowledge Contest on AIDS
2011-12	Special Camp	Z. P. School	Social Empowerment	

11 to 17 jan		Nanhi	through Youth	
12/01/2012	“	“	“	Blood Donation by 30 students; Determination by 180.
13/1/12	“	“	“	Sickle Cell Diagnosis & Check-Up (56 patients)
14/1/12	“	“	“	Dental Check-Up by Dr. Ainchwar
15/1/12	“	“	“	Eye Donation Registration.
16/1/12	“	“	“	Medicinal Plants & Employment Chances
2012-13	Regular			
3/8/12	“			Marathan Race
8/9/12	“		Literacy Awareness	Rally organized
02/10/12	“		Peace	Rally
26/11/12	“		Constitution Day	Celebrated & Rally,
08/12/12	“		National Harmony Day	Rally & Fund Collection of Rs.5100/-
16 to 22 Jan- 2013	Special Camp	Nanhi	Awareness Programme on Women Issues & Voluntary work Culture camp	
17/1/13				Blood Group Determination, Donation (29); Planting Sapling at Damdhi Tola & Dipra Tola; Cleaning Nanhi area
2/3/2013			NSS National Mega Camp at Ranchi- Jharkhand	01 student was sent to participate.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The students are informed of the incentive marks given by the university for the participants in NSS activities. The teachers are aware of the need to serve the poor and the downtrodden. Besides, they also have value, and incentive points in their self-appraisals and the PBAS formats of which the teachers are aware. Further the institution is insistent that all teachers be present for the various programmes as soon as their regular periods are over.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

Our institution has conducted a research work on the *The Habit of Tobacco Chewing among the Tribal Students of Gadchiroli District.* We are also conducting a few minor research projects as mentioned in 3.2.7 which are intended to empower the under privileged students and vulnerable sections of society.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

Extension activities such as the N. S. S programmes, do supplement students' academic learning experience and by giving them ample opportunities to get in touch with the ground realities and also developing leadership abilities, developing self confidence, mutual understanding, group life experience, co-operation, team building activities, anchoring experience, speech practices, service-mentality, selflessness, national integration, communal harmony, interaction with the villagers of all castes creed, and sex, and finally active participation in cultural activities.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the

initiatives of the institution that encourage community participation in its activities?

In extension activities the villagers are apprised, in advance, through the local leaders, of the programmes like the NSS camp to be held in their village. The leaders tell the people how important the programme is for the locality and ask them to fully co-operate with the college team. Thus, they are mentally prepared and look forward to the important weeks and extend their full co-operation. For the cultural programmes also the villagers are invited which they accept and present themselves at the programmes. Besides, the students of the locality also visit the villagers and seek their full support. In this way, the institution ensures the involvement of the community in its reach-out activities, and contributes to the community development. The local leaders are invited at various functions during the NSS camp as Guests of Honour.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The institution has good relationships with the local NGOs like SEARCH (Gadchiroli), 'Amhi Amchi Aarogya Satti' (Kurkheda), and also helps from the local Court, the local government hospital, the agricultural department, the SBI, etc, and makes them involve in different programmes organized for the benefit of the villagers, and thus constructive relationships are forged with them for the outreach and other extension activities.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

Our NSS wing was awarded the *Best NSS Unit Award* by the university (RTM Nagpur University, Nagpur), in 2007. Besides, our NSS Co-ordinator, N.T. Arekar, also won the *Best Co-ordinator Award* in 2007 from the RTM Nagpur University.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The institution has entered into research collaborations with institutions like the BAIF (Pune), TATA Institute of Social Science (Mumbai), Sree Chithira Thirunal Institute of Cancer Research Centre (Thiruvananthapuram), Rockefeller Foundation, etc.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

We have collaborative arrangement with such institutions of national importance as BAIF, Pune etc. We have also collaboration with the well-known universities like YCMOU, Gujarat University, and SEARCH a well-known research and social work institute in our district, Gadchiroli. We have also linkage with another famous research and Social Work institute, a reputed NGO, namely, *Amhi Amcha Aarogya Saathi*, Kurkheda. In collaboration with the YCMOU we have made it convenient for numerous students of the locality to complete their degree courses through distance education provided by the YCMOU through its Study Centre in our college. Again, through our collaboration with the Gujarat University, we have been conducting “Gandhian Thought Examination” for spreading the message of Mahatma Gandhi. Various programmes are conducted every year in collaboration with these institutes.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

We have collaboration with the *Vedanta Foundation*, Mumbai which has helped the establishment of the Computer Centre, the Certificate Course in Computer Science, and Placement activities.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

Nil

3.7.5 How many of the linkages/collaborations have actually resulted in formal MOUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated-
01

- a) Curriculum development/enrichment
- b) Internship/ On-the-job training
- c) Summer placement
- d) Faculty exchange and professional development
- e) Research
- f) Consultancy
- g) Extension
- h) Publication
- i) Student Placement
- j) Twinning programmes
- k) Introduction of new courses
- l) Student exchange
- m) Any other: Interlibrary Borrowing with a few nearby institutions.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

The institution carries on its collaborative activities like the successful running of the YCMOU study centre, the regular conducting of the Gandhian Thought Exam, various activities conducted every year in collaboration with the reputed research and Social work Centre, SEARCH, Gadchiroli, etc. Every year we plan the activities with

in consultation with these institutes and implement the programmes or the initiatives of the linkages/collaborations.

3.7.7 Any other relevant information regarding Research, Consultancy and Extension which the college would like to include. Nil

4. Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The institution has drafted a perspective plan based on which we keep on expanding the infrastructural facilities like hostel building for women students, library building, administrative building, creation of more class rooms, laboratories, language laboratory, common rooms, gymnasium, computer centre, NRC, canteen indoor court, etc. The policy is to keep on expanding the facilities over the years as the number students and faculties increase. Further, the policy aims at providing the best infrastructure for effective teaching and learning. It also scans the contemporary educational environment in order to learn and implement the new developments for improvements in the teaching-learning mechanism. As a part of its policy, the institution takes feedback from the local community, P T A, and L M C, and then considers the suggestions put forward by the internal and external administrative bodies. For more effective teaching and learning activities we introduced Green Boards, Smart Boards/ Interactive Boards, lecterns, dais, etc in several class rooms. Also better seating arrangements, spacious classrooms, etc are also made.

4.1.2 Detail the facilities available for

- a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.**
 - b) Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.**
- a). Facilities for Curricular and co-curricular activities:**

We have adequate number of spacious classrooms. (10 classroom for UG programmes, 04 class rooms for PG classes, Labs with classroom facilities for Botany, Zoology, Electronics, and Geology; and Laboratories for Physics, Chemistry, Microbiology, Geography, and Home Science. Thus, there is no shortage of classrooms at all. Several departments are provided with computer facilities with internet facility assured in the near future. The classrooms are traditional type, but modified with lecture platforms, green boards, and a few lecterns. We have two Smart Boards/interactive White Boards. They have been fixed in two specially chosen classrooms. We have a V-Sat Video Conferencing Hall arranged specifically for the XI & XII Standards sponsored by the Government of Maharashtra. The facility can be used for college purpose too. We also have a Computer Centre with as many as 11 computers. Computer classes are arranged for the students there. Further, facilities like LCD, OHP and Digital Presenters are also available. We have a fairly big Seminar Hall. There is a Network Resource Centre with 06 computer monitors presently (to be expanded soon). The reading room facility has a capacity for 40 students at a time. Tutorials are given in the classrooms after the normal classes. Laboratories are being well-equipped for the Science Stream. A separate spacious English Language Laboratory equipped a few years ago has some 21 computers and multimedia package software and microphone facilities. 04 CCTV cameras are installed at four vantage points for the safety and security of the students. Also there are fire extinguishers installed in both the floors of the hostel building. A small Botanical Garden is being cultivated by the deptt. of Botany. We do not have any animals in the campus. As for research, we have a moderately good library with the latest books/ encyclopedias/CDs/DVDs, and several back-volumes of periodicals, and magazines. Scholars from different institutions and our own teachers, who are research scholars, make good use of the library.

Our Audio Visual Aids facility comprises the following:

Laptops, 01 external USB Hard Disc (500GB), LCD Projectors, digital camera, 03 color TV, 05 microphones, 01 Inverter Load (APC), 02 Micro Processors, 01 DVD Player, 01 OHP Projector, 02 scanners, 02 special multi-purpose printing cum

photocopying machine with scanner facility, 01 Digital Presenter (Visualizer), and 04 Printers (HP).

b. Extra-curricular activities:

Sports activities are lively in the campus. Students are trained in the available facilities. Although we do not have a large playground for football or basket ball facilities, we have facilities for volley ball, shuttle badminton, etc. We have purchased two acres of additional land near the college to facilitate sports and games activities for the students. That plot is intended to be converted into a track-and-field sports stadium. The process is being delayed due to the financial crunch. As for the indoor games we have the facility for Table Tennis game which students keep playing. Our gymnasium is small but equipped with the most modern state-of-the-art equipments which is a great attraction to students from the college and sports lovers and body builders from outside. Our Auditorium is fairly big. The construction of a large Indoor Stadium is nearly completed facilitating all sorts of indoor games and recreation facilities in the next year.

We have a very active NSS unit in the college which has won university level recognition for its meritorious service to the local people and the students themselves. Its activities and duration of active work are those recommended by the university itself. We have no NCC unit in the college.

Cultural activities are regularly conducted every year on at least two full days allotted for the purpose especially during the College Day Celebration. Various cultural events are arranged, and on the basis of competition the programmes are conducted and the winners are given away prizes to encourage their talent in cultural activities. At university level or zonal level cultural competitions our students generally come out with flying colours.

Public Speaking, Quiz contest, etc were arranged by different departments on a few occasions in the seminar hall.

For the development of Communication Skills we have introduced the Certificate Course in Spoken English (sponsored by the UGC) and a Certificate Course in

Communicate English will be introduced in the next academic year. This will be conducted in the classroom meant for it before the commencement of the normal periods.

Health and Hygiene training to students is given by the departments of home Science and Physical Education in places set for them.

4.1.3. How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).

The institution has always ensured that the available infrastructure is in line with the academic growth of the institution. The number of students and faculties has been gradually increasing in the college necessitating more classrooms, hostel facilities, improved library, gymnastic hall and equipment, science labs, etc. Slowly but steadily the college has been making arrangements for all these needs. The **Master Plan** of the college is enclosed. The following table shows the areas of expenditure and the amount spent on these purposes during the last four years:

Year	Construction item	Expenditure (Rs.)
2009-10	Science Laboratory	96766
2010-11	Administrative Building	347927
	Library Building	196237
	Classroom Building	165336
	Ladies' Common Room	55460
	Sports Equipments	506840
	Science Lab	301339
2011-12	Administrative Building	689827
	Library Building	723621
	Classroom Building	499929
	Ladies' Common Room	153918

	Sports Indoor Building	3586540
	Digital Language Lab	586325
	Science Lab	396038
2012-13	Science Lab	303040
	Total=	86,09,143/-

4.1.4. How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Care has been taken to construct the buildings in such a way as to make it convenient and accessible for the physically handicapped students to reach the class rooms or the library section. The flight of steps to the library has been constructed with considerable slope. But we do not have a considerable number of physically challenged students to consider it a serious issue. Nevertheless, in the construction of the hostel we have made a parallel slopping way without steps at the entrance to enter the building.

4.1.5. Give details on the residential facility and various provisions available within them:

Hostel Facility – Accommodation is available. We have a commodious girls’ hostel which can accommodate as many as 80 students.

Recreational facilities, gymnasium, yoga center, etc: We have recreational facilities inside the hostel. Table tennis and such indoor game facilities are made available. There is a well-equipped gymnasium with the latest state of the art equipments.

Computer facility including access to internet in hostel: The hostel is non-functional as such; yet the building is optimally used for academic and extracurricular purposes. We have around 35or so computers in the hostel building (21 in the language lab located currently in the hostel building and 10 in the computer centre and one each in four departments). We are trying to get them connected with internet facility.

Facilities for medical emergencies: There is First Aid facility with the Physical Education Department. Since the town hospitals (both private and government) are nearby and easily reachable in just five minutes, we have not arranged any specific medical facilities in the college.

Library facility in the hostels: One room is set aside for this purpose though not yet furnished with books or reading facilities.

Internet and Wi-Fi facility: We are making these facilities available to students

Recreational facility-common room with audio-visual equipments: We have these facilities.

Available residential facility for the staff and occupancy: A room has been made available for the staff member who is intended to be the warden of the hostel.

Constant supply of safe drinking water: There is a large water cooler with constant safe drinking water.

Security: Security provisions are under consideration.

Despite all these facilities, the students have not turned up yet because they are unable to pay for the food/ boarding facility and are afraid to stay away from home in this Naxal infested area. Hence further facilities have not been sped up so far. We have already applied to the UGC to grant us permission to use these facilities for the classrooms and teaching-learning/other purposes, in case students never turn up to avail themselves of the existing facilities.

4.1.6. What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

We get assistance from the local doctors from the government or private hospitals as and when an exigency arises. We have an understanding with the doctors on this score. We do not have any special nursing arrangement such as an appointed staff for this purpose or an Infirmary in the institution because we do not have boarding students and very rarely do we have any emergency cases to be attended on.

Nevertheless we have 'emergency kit' with the physical education department for first aid purposes. Besides, we conduct biannual dental check-up, blood donation camps, blood-group determination, occasional Free Check-up on Sickle Cell or classes/lectures on AIDS or other serious diseases as part of the awareness programmes for students to take due care of their health. A project conducted on the *Tobacco Chewing Habit of the Students* of this tribal area was intended to enhance the health care activity of the institution through its action plan. Classes are also arranged every now and then in collaboration with the NGOs such as the SEARCH, Gadchiroli and *Aamhi Amcha Aarogyasaati*, Kurkheda to boost the health awareness of the students, besides those arranged during the NSS programmes routinely. A well-equipped gymnasium is a fine facility for students and staff to improve their health. Further the sports and games arrangements in the campus are also added facilities to give physical and health care to the faculty and the staff.

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

We have spaces in our institution for most of these within the infrastructural constraint. We have separate rooms for IQAC, Canteen, and recreational facility. But we are accommodating the Career guidance Cell and Grievance Redressal Unit in the central library itself for want of separate rooms. The Women Study Cell is in the Home Science Department room. As yet we do not have a full-fledged placement unit for want of vocational or professional subjects, nor do we have a Health Centre except the Gymnasium. Yet the Placement Cell is accommodated in the Computer Department. We do have safe drinking water facility by way of a large water cooler/purifier. We also have a fairly spacious auditorium in the college which has a seating capacity for about 500 persons.

4.2. Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

We have an Advisory Committee for the smooth and efficient running of the library. In addition to the librarian and his assistant, some three members from the staff and the Principal himself are members of this committee. There are also student representatives in the committee. One of the members is appointed the Chief Advisor of this Committee. The Committee discusses the issues of the library, its proper arrangement, replenishment, technological up-gradation, digitalization, accession numbers, the need for purchasing more articles of equipment, the issue of new arrivals, the types of arrivals necessary for the college in view of the present and prospective situations, internet availability and facilities like the INFLIBNET, etc. Then with the funds available and with the co-operation of all the members of the staff bring about the feasible and desirable changes. Suggestions for its improvement are even welcomed from those enlightened visitors who come from outside, too.

Proper arrangement of books subject-wise and different category-wise, Book Bank Scheme, Interlibrary Borrowing, and making available a good number of CDs and DVDs, back volumes of magazines/periodicals in well-bound forms, purchase of numerous sets of encyclopedias covering all subjects, a good number of standard dictionaries, synopses of dissertations, etc were initiatives taken to make it student/user friendly. Accessioning was a big step towards making it reader-friendly.

The reading facility provided has improved considerably. The whole block has been properly ventilated for proper light. Everything is done in the library after proper consultation with Advisory Committee.

4.2.2 Provide details of the following:

***Total area of the library (in Sq. Mts.):** 2201 sq. ft.

***Total seating capacity–** 40 students

***Working hours:**

***on working days–** 08 hours daily (from 10 am to 6 pm);

***on holidays–** Nil

- *before examination days– 08 hours,
- *during examination days– 08 hours,
- *during vacation– 08 hours daily
- *Layout of the library- 14x31x31

*individual reading carrels- Nil,

*Lounge area for browsing and relaxed reading– There is space with chairs and tables for relaxed reading, but no lounge area for browsing.

* IT zone for accessing e-resources: - Yes. Network Resource Centre

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

By drawing information from the various catalogues, different web-sites on the internet, etc. we ensure the purchase of current books and journals. The information gleaned from conferences and seminars as also book exhibitions came handy to help the selection, purchase and use of these titles. Students were then encouraged to make proper use of these volumes and titles to update themselves and brace up with the necessary knowledge. The total expenditure on procuring new books, e-resources and miscellaneous items is **Rs.18, 35,852/-** Their details are given below:-

Library holdings	Year-1 2009-10		Year-2 2010-11		Year-3 2011-12		Year-4 2012-13	
	Num ber	Total Cost (in Rs)	Num ber	Total Cost (Rs)	Num ber	Total Cost (Rs)	Num ber	Total Cost (Rs)
Text books	422	114669	403	98247	95	16158	--	--
Reference Books	240	237152	857	929528	353	245484		
Journals/ Periodicals	47	13958	47	13958	05	17900	56	26000
e-resources	--	--	8	11064	--	--	Nil	--

Library holdings	Year-1 2009-10		Year-2 2010-11		Year-3 2011-12		Year-4 2012-13	
	Num ber	Total Cost (in Rs)	Num ber	Total Cost (Rs)	Num ber	Total Cost (Rs)	Num ber	Total Cost (Rs)
Any other Miscellaneous books.	26	11991	483	91694	75	8049	--	--

4.2.4 .Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

OPAC: Yes

Electronic Resource Management package for e-journals: Yes (N- list)

Federated searching tools to search articles in multiple data bases: Yes (N-List)

Library Website: Nil. But information is available on the college web-site.

In-house/remote access to e-publications: Yes

Library automation: Yes

Total number of computers for public access: 02

Total numbers of printers for public access: 00

Internet band width/ speed 2mbps 10 mbps 1 GB

Institutional Repository: Nil

Content management system for e-learning: Nil

Participation in Resource sharing networks/consortia (like INFLIBNET): Yes

4.2.5 Provide details on the following items:

Average number of walk-ins: 90

Average number of books issued/returned: 65

Ratio of library books to students enrolled: 15:1

Average number of books added during last three years:

2010-11	2011-12	2012-13
1260	448	593

Average number of login to opac (OPAC): 15

Average number of login to e-resources: 10

Average number of e-resources downloaded/printed: Nil

Number of information literacy trainings organized: 02

Details of “weeding out” of books and other materials: Yes. In addition to the old news papers, some 879 books related to the old syllabus which are of no more use were weeded out till the year 2012. The process is on.

4.2.6 Give details of the specialized services provided by the library

* **Manuscripts:** Nil

* **Reference Books:** Yes. The details are as follows:

Year-1 2009-10		Year-2 2010-11		Year-3 2011-12		Year-4 2012-13	
Number	Total Cost (in Rs)	Number	Total Cost	Number	Total Cost	Number	Total Cost
240	237152	857	929528	353	245484	234	202366

***Reprography:** Nil

* **ILL (Inter Library Loan Service):** Yes, with three colleges. 20 books are issued to and 20 books are borrowed from these institutions every year. These colleges are: 1. Adarsh Mahavidyalaya, Wadsa 2. M.G. College, Armori, and 3. Vanashree Mahavidyalaya, Korchi.

* **Information deployment and notification (Information Deployment and Notification):** Yes. We have two Notice Boards in front of the library for this purpose.

* **Download:** Yes

* **Printing:** No

* **Reading list/ Bibliography compilation:** Yes. We have a reading list.

* **In-house/remote access to e-resources:** Yes, through the INFLIBNET.

* **User Orientation and awareness:**

We conduct *Reader Development Programme* and *Book Exhibition* every year and create awareness in the students through an interactive session with the students at the beginning of every academic year. In this way, User Orientation is realized.

* **Assistance in searching Databases:** Yes

The Librarian assists the students and staff in searching Databases through the internet.

* **INFLIBNET/IUC facilities:** Yes

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

They are promptly given the teaching materials and other reading materials as per their aptitudes and requirements. The Book bank scheme and interlibrary borrowing also help the students and the staff. The students are given the guidance to track the books they need. They are also helped to learn the use of INFLIBNET effectively. The students are given computer literacy training every year since last year. Through the *Reading Development Programme*, they are encouraged to use the books, periodicals and e-resources optimally to their benefit. Latest books and periodicals are displayed on display stands for quite a while to draw their attention. *Book Exhibitions* another programme for their benefit. Information on /seminars/workshops and Orientation/ Refresher Courses is conveyed to the staff on enquiry. The new G.R is issued every time as soon as it is available online. The students are helped with the Question papers (both hard and soft copies) of the previous years. Both the staff and the students are given the new syllabus as soon as it is available. Syllabus changes are immediately conveyed often orally. Reading room facility, silent atmosphere, and downloading facility, etc. are all the services provided by the library to both the teachers and the students.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details. :

We have hardly any physically and visually challenged persons in the college. Nevertheless, we have made available a few Braille books anticipating the possibility of such persons taking admission.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?):

At the year-end students are given feedback forms to be filled up by them. These forms are collected and the data analysed carefully. All the practical suggestions are accepted and due steps are taken to implement them. The feedback and suggestions from the Library Advisory Committee also reaches the librarian for further improvement of the library.

4.3. IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

•Number of computers with Configuration (provide actual number with exact

Configuration of each available system): 51 computers. The details are as follows:-

04 servers; **21** computers in the labs; **11** computers in the Computer Centre; N-computing for administration-(**01** CPU-**03** monitors+**01** computer); **05** computers in the library (**03** for students + **02** for the library staff).

•Licensed software: Microsoft License (All the Operating Systems/Servers, OS/Office), N-List; College Management System (CMS) software.

Given below is the actual number with exact configuration:

Product	Qty	Configuration
Server		
1.Wipro	1	G-31 Mother board,500 GB HDD, 2GB RAM, DVD R/W, I-3 PROCESSOR

2. WIZARD	1	G-31 Mother board,500 GB HDD, 2GB RAM, DVD R/W, I-3 PROCESSOR
3. Wipro	1	G-31 Mother board,500 GB HDD, 2GB RAM, DVD R/W, I-3 PROCESSOR
4.Wipro	1	G-31 Mother board,500 GB HDD, 2GB RAM, DVD R/W, I-3 PROCESSOR
Department-wise computers:		
All in one	1-Principal	I3 DELL,500 GB HDD,4 GB RAM,DVD writer
Wizard	1-Physical edu. department	1 GB RAM, Dual Core, G 31 mother board,
Wizard	1-NAAC Cell	1 GB RAM, Dual Core,G 31 mother board,
Assembled	1-YCMOU	1 GB RAM, Dual Core, G31 mother board,
Assembled	1-Geology	512 MBRAM,INTEL P4 Processor,80GB HDD
Wipro	1-Microbiology	G-31 Mother board,500 GB HDD, 2GB RAM, DVD R/W, I-3 PROCESSOR
Wipro	2(1 server) Library staff	G-31 Mother board,500 GB HDD, 2GB RAM, DVD R/W, I-3 PROCESSOR
	3(Network resource center)	
	1(Botany lab)	
	1(Zoology lab)	
	3(Electronics lab)	
	1(Chemistry lab)	
	1 (Physics lab)	

Wizard-1 DELL-1	2 CPU (Administration) 4monitor(DELL)	1GB RAM, Dual Core, G 31 mother board,I3(DELL),
Assembled	English Language Lab 20 (1 server)	40GB HDD,1 GB RAM,945 mother board BENQ Monitor-14 inch Server- G31 mother board,500GB HDD,I3 processor 2GB RAM DVD writer-17 inch.
Wipro	Computer Centre- 11	500 GB HDD,2 GB RAM, G31 mother board monitor 17 inch DVD writer.

● **Computer-student ratio:** 1:20

● **Stand alone facility:** 10 computers

● **LAN facility:** Nil

● **Licensed software:**

1. Microsoft License (all the Operating Systems/Servers Operating System/Office), 2. N-List 3) College Management System (CMS) software.

● **Number of nodes/ computers with Internet facility:** 35

● **Any other:** Nil

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

The internet facility is available on the campus to the Principal, clerical section, and some members of the staff, and students. Others are given only computers. Their details are as follows:-

1. Students: a. computers: 35(Computer centre-11; language lab – 21- NRC -03).

Internet facility: 03 (N-List)

2. Faculty: a. computers: **11**= (1. Joseph. T.C- IQAC Co-ordinator-**01**; 2. N. T. Arekar

Co-ordinator- YCMOU)-01; 3.V. D. Murkute - Physical Education Department -01;
4.Anil Bhoyar- Librarian & Kachinwar- Assistant - 02; 5. L. R. Nasare - Electronics-
01; 6. Mr. Dani - Botany– 01; 7. Mr. Bansod - Zoology- 01; 8. Mr.Gedam - Geology
– 01; 9. Mr.Dupare - Computer Science - 01; 10. Dr. Solunke – Microbiology - 01)

b. Internet: 00.

3. Administration: Computers: 04+ Laptop-01 = 05

Computers with Internet: 1. Principal- 01; 2. Head Clerk – 01; 3.Junior Clerk-01.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

We have started the INFLIBNET/NRC, as mentioned earlier, for the benefit of the students and teachers. For this purpose we have constructed a new building/ a new storey where we could club the IT facility with the Library so that all stand to benefit. Our Computer Centre also gives the facilities of the IT to the students. Besides, we have established an English language laboratory with some 21 computers which also facilitates IT to students.

The institution has a plan to maintain and upgrade the IT infrastructure. It also intends to gradually increase the number of IT related articles of equipment. It has the plan to construct a new IT laboratory. There is a plan to convert most of the classrooms and science labs to smart classes in the near future. There is a plan to make the whole premises Wi-Fi enabled in the imminent future.

4.3.4 Provide details on the provision made in the annual budget for procurement, up-gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years):

The provision made in the annual budget for the procurement, up-gradation, deployment, and maintenance of the computers and accessories in the institution, for the last four years, is as follows:

Year	Amount (in Rupees)
2009-10	15000

2010-11	20000
2011-12	22000
2012-13	25000

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

The institution encourages and exhorts the staff to make optimal use of the ICT resources and the members of the staff are responding positively. Teachers have started using resources from the internet as per their requirements, sometimes from the college, sometimes from internet cafes outside; they have started using the LCD for power point presentation as and when required; some teachers have begun to computerize their notes. The CDs and DVDs are occasionally used for better and novel presentation. The PPTs made are judiciously used for more effective rendering of the curricular transaction in the class. Computers are occasionally used whenever teaching is felt necessary to be supported by the computers. The institution has made available computers and LCD facilities. Two ICT workshops were organized for faculty to develop their ability to access and utilize ICT resources. Teachers were exposed to use resources like slidesharenet.com, Google app etc.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching – learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

Till recently, the method widely prevalent is the “chalk and talk” method in the absence of internet accessibility in the institution and so the teacher is yet to transform himself to play the role of a facilitator. Yet with the teachers beginning to use the LCD, DVDs, CDs, etc, the traditional role is being slowly replaced by the facilitator’s role and the students are moving from the periphery to the centre of learning. Further the resources which students are guided to make use of from the internet have made the learners independent and the teacher has assumed the role of

a facilitator. The ICT enabled classrooms where interactive/white boards have been deployed have made students more learning-centred. The discussions, seminars, quiz contests, speeches, etc, have enabled students to enjoy the benefits of interactive, task based, rather than the conventional lecture method where students are more like passive listeners.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The institution is a registered member of the N-List developed and managed by the INFLIBNET.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

No	Items	Year-1 2009-10 (in Rs.)	Year-2 2010-11 (in Rs.)	Year-3 2011-12 (in Rs.)	Year-4 2012-13 (in Rs.)	Total (in Rs.)
1	Building	Nil	.....	.....	...	.....
2	Furniture	500	2645	3295	7470	13910
3	Equipment	....	....	....	....	....
4	Computers	12500	13040	18050	16988	60578
5	Vehicles	...	....	...	...	...
6	Any other: (Software & maintenance)	25000	30800	32700	34000	122500

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

Through its College Maintenance Committee, the college takes due look at all those areas which require maintenance and upkeep of the infrastructure such as the buildings, campus facilities and equipment of the college such as those of

laboratories, the land phone connections, Xerox machines, computers, printers, audio-visual aids, water coolers, air conditioners, power generators , etc. First consultation is made with the LMC, and the IQAC and the lacunas are spotted out and then the due allocation is made for mending or repairs, and upkeep.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

As and when the situation requires, the instruments and equipment are calibrated. It is done by both the faculty and the technicians of science, geography departments etc., generally at the beginning of the academic year. Stock registers are maintained by the departments.

4.4.4. What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

Care has been taken to keep/ install all sensitive equipment away from the easy reach of students. To counter voltage fluctuations much has not been done. Yet a few step-up/stabilizers have been used in dire need. To counter power cut/power failure we have purchased two generator of adequate. For water supply we have a well with plenty of water from which water is pumped to the tanks and constantly supplied to the students through the taps and water cooler. In addition we have dug a bore well which gives plenty of water. The College Maintenance Committee ensures the maintenance of all these. To counter voltage fluctuations there are power/voltage regulators.

4.4.5. Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

Currently a huge indoor stadium (Multipurpose Complex) with an estimated cost of Rs 80 Lakh is under construction and nearing completion.

5. Criterion V: Student Support and Progression

5.1 Student Mentoring and Support

5.1.1. Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes. We publish every year the updated Prospectus of the institution. We publish in it the following bits of information:

The list of members of the Local Management Committee; the list of members of the governing body of the Dandakaranya Educational and Cultural Development Research society; the Mission, Vision, and Goal of the institution; the details of the various programmes offered in the college including the various certificate courses; Fee structure (year-wise) for the various courses offered (both of grants in aid and non- grants-in-aid); details of fees to be paid; criteria for admission to various courses; details of university fees; details of scholarship; details of various departments of the college; details of facilities available in the college; information to parents and students; the list of faculty members; list of non-teaching members; various merit (cash) awards to students offered by the teachers; a list of the salient features of the institution, etc. The institution follows as far as possible all that is stated in the Prospectus.

5.1.2. Specify the type, number and amount of institutional scholarships /freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

Year	Number of Scholarships given to students	Type of Scholarships	Amount (in Rupees)	Number of Freeships	Type	Amount (in Rupees)
2009-10	544	Govt. of India (GOI)	22,72,903	77	Freeship	2,99168
2010-11	560	GOI	28,01,262	83	Freeship	3,93,589
2011-12	523	GOI	30,48,698	74	Freeship	3,38,302
2012-13	600	GOI	2199647	49	Freeship	304096

Sometimes the financial aid by the government reaches the college very late. On such occasions the disbursal is naturally late. Otherwise, it is disbursed in time.

5.1.3. What percentage of students receives financial assistance from state government, central government and other national agencies?

The following table shows the details of students receiving financial assistance from central and state governments.

Year	Total No. of Students in the college (UG&PG)	Students getting assistance from central govt.	Students getting assistance from the state govt.	Students getting help from other national agencies	Total No. of students getting assistance	Total Amount of scholarship and freship	Percentage of students getting assistance
2009-10	602 (UG)+ 71(PG)= 673	544	77	Nil	621	2572071	92.27
2010-11	617(UG)+ 100(PG)= 717	560	83	Nil	643	3194851	89.67
2011-12	656(UG)+ 53(PG)= 709	523	74	Nil	597	3387000	84.20
2012-13	756(UG)+ 79(PG)= 835	600	49.	Nil	649	2503743	77.72

5.1.4. What are the specific support services/facilities available for students from

a. SC/ST, OBC and economically weaker sections:

These students are made available the benefits of scholarships/freships offered by the government. Through Book Bank Scheme text books are also made available to the economically weaker students. They are also given conveyance allowance as

also stipend from the UGC scheme. The college conducts every year a guidance programme for students to appear for various competitive examinations. The college also provides remedial coaching to the needy students. We also conduct short term computer and beautician courses which will prove beneficial to the economically backward students. The Career Guidance cell also helps the students by arranging a few programmes.

b. **Students with physical disabilities:** They are also given the benefits of one of the scholarships of the government.

c. **Overseas students:** The institution did not get any overseas students up to now to consider any sort of support services to them. The remoteness of the area from urban centres could be the reason for this.

d. **Students to participate in various competitions/National and International:**

Our students are supported by the institution to participate various competitions at different levels including the National level. To support them sports dress and materials are provided. Their travelling expenses are borne by the college and travel arrangements are also made. Special classes are also arranged to help these participants make up for the lost classes.

e. **Medical assistance to students: health centre, health insurance etc.:** Currently we do not have a health centre, since the hospitals are all nearby.

f. **Organizing coaching classes for competitive exams:** For competitive exams we used to arrange a guidance workshop nearly every year inviting some experts for that purpose. But we do not give regular coaching classes.

g. **Skill development (Spoken English, computer literacy, etc.):**

We have been conducting Spoken English Course for the students from 2005 onwards till 2012, without a break. Then again we started the Certificate Course in Communicative English (UGC Funded) from the session: 2013-14 to be continued till 2017-18. From 2007 onwards the Spoken English Course was UGC Sponsored after receiving a seed-money of Rs. Five lakh from the UGC. Similarly we have

computer literacy facility in the college, which many students take advantage of. Our Computer Centre has some 11 computers to fulfill this purpose. In this way skill development is realized.

- h. **Support for “slow learners”:** Slow learners are helped through the Remedial Classes the institution arranges for them every year. The facilities in the library like the Book Bank scheme also help them. During the lectures, for the benefit of the slow learners, teachers are instructed to recapitulate the main points and repeat the lectures in simplified form till the slow learners also catch up with the fast learners.
- i. **Exposures of students to other institution of higher learning/ corporate/business house etc.:** Nil
- j. **Publication of student magazines:** Yes, we publish the college students’ magazine, *Mrudh Gandh* every alternate year whose complete expenses are borne by the college.

5.1.5. Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Based on the inspiration from the department of Economics some students have started their own shops and economic ventures like photo studios, computer institute, medical store, printing press, NGOs, gents’ beauty parlour, groceries, general shops, etc.

5.1.6. Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

The institution has always taken concrete steps to encourage students’ active involvement in extracurricular and co-curricular activities. Students have won several laurels at the university level for volley ball, kho kho, kabbadi, korfball, cricket, hockey, athletics, etc. We have also arranged a few Quiz contests, debates, elocution, discussions, special state level camp on Gandhian thought, etc. Every year the cultural department of the college conducts cultural events in the college and

numerous prizes are distributed. College Day is celebrated every year with great enthusiasm.

*** additional academic support, flexibility in examinations:**

We have brought about some flexibility in the exams by dropping one of the two terminal exams for want of time to finish the portion in time. But teachers conduct class tests and unit tests occasionally to check the progress of the students in the academic side. To support the academic activities of the students, diverse audio-visual aids, like the computer, LCD TV, LCD projectors for power point presentations, OHP, etc, are provided in addition to the traditional facilities. The library has a reasonable stock of CDs and DVDs for this purpose. We have also occasionally arranged a few lecture series by the experts from outside.

*** special dietary requirements, sports uniform and materials: ?**

Nothing is specially done to meet the dietary requirements, but the sports uniform and materials are provided by the Physical Education Department to the students who participate in various sports and games events.

*** Any other: Nil.**

5.1.7. Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

The institution has given only general career guidance to those appearing for the competitive exams like the central, state services, defense, or civil services. A few students have appeared in these exams and later reported the matter to us on their being selected but we do not have exact data regarding this.

5.1.8. What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

The counselling services available in the college are academic counselling, personal counselling and career counselling. All these are done mainly by the Career Guidance Cell and Grievance Redressal Cell. The students have been told by the teachers of the existence of these cells. They are exhorted to share with the members of these cells their problems and grievances. Their psychological problems are occasionally shared with the members who give them counselling based on their knowledge and psychological insights. Students are given academic counselling mainly by the teachers especially while teaching. When the teachers find some poor performing students they give counselling in general so that the students can tide over their study related problems and forge ahead academically. Career related counselling is also done when experts from the outside are invited and students share with them their queries and doubts regarding job selections in future. Students are free to approach any teacher for seeking help from them in their hours of mental crisis or academic problems.

5.1.9. Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The institution has an active career guidance cell which organizes every year some useful programmes to help students face competitive exams. Prof. A. A Bhoyar, the librarian, is in charge of Career Guidance Cell. He calls every year some experts from outside to deliver their informative talks on competitive exams. In this way the programme is structured. Although we do not have an active placement cell, campus placement programme was organized once and some of our students had been selected. Despite the selection of some 18 students hardly anyone opted to stick on to the job they got in either Pune or Mumbai. The students were happy to stay back home unemployed rather than opt to go to far off places. The aboriginal background does not embolden them to face the outside urban world where job opportunities abound. Another problem with the placement is that the Arts stream does not have much job potential to offer to its students. Lack of employability of

students is a hurdle for the active working of the placement cell. Hence we have introduced the Science Stream which has better prospects.

5.1.10. Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Yes, the institution has a Grievance Redressal Cell. The students had brought before the cell the following grievances (during the **last four years**) most of which were redressed over time:

Year	Grievances	Redressal steps	Remark
2010	<ol style="list-style-type: none"> 1. We would like to have better toilet facilities. 2. Kindly construct a new urine shed/urinal 3. We would like to have a separate building for the library. 4. Water coolers are badly needed. 5. Please enlarge the size of the campus so that football and basket ball can be played. 6. Introduce more certificate courses like the existing certificate course in Spoken English. 	<p>Two toilets-cum urine sheds were made for both girls and boys.</p> <p>Started the construction of a separate building for the library.</p> <p>A large water cooler was made available to students.</p> <p>New land was acquired for the purpose.</p> <p>We introduced more certificate courses.</p>	Most of these have been fulfilled by the year end.
2011	<ol style="list-style-type: none"> 1. Please begin admission to the newly constructed hostel. 2. Please furnish the library with more books' and newspapers. 3. Please make available more 	<p>We tried but hardly any girls gave their names to be the residents</p> <p>A good number of new volumes were purchased.</p> <p>Subscribed to more magazines, news papers, and</p>	Most of these have been fulfilled by the year

	<p>news papers.</p> <p>4. We need more periodicals.</p> <p>5. Install a language lab for English.</p>	<p>periodicals. We have started preparations for the installation of the language lab.</p>	<p>end.</p>
2012	<p>1. Make better Common / Resting Room for girls.</p> <p>2. Improve the laboratory facilities.</p> <p>3. We need a cycle stand very badly.</p> <p>4. We would like to have better canteen facilities.</p> <p>5. When only a few students turn up classes should not be cancelled.</p> <p>6. Shift the library to the newly constructed building at the earliest.</p>	<p>The building construction started and soon the facility will be made available in a few months.</p> <p>Provisions are made for the Cycle stand.</p> <p>Better canteen facilities will soon be provided.</p> <p>Teachers have been told to engage classes even when only a few turn up after the holidays.</p> <p>Provisions are made to shift immediately.</p>	<p>Most of these have been fulfilled by the year end.</p>
2013	<p>1. We would like to have an indoor stadium.</p> <p>2. Please make arrangements for a cricket pitch to facilitate net practice.</p> <p>3. We need facilities for korf ball practice.</p> <p>4. Please introduce Communicative English Course.</p> <p>5. It would be democratic if more student members are</p>	<p>The construction has already started.</p> <p>It is actively under consideration.</p> <p>This grievance also will be addressed at the earliest.</p> <p>Immediate steps will be taken to introduce a Certificate Course in Communicative English.</p> <p>We shall try to include more students in various</p>	<p>Most of these have been fulfilled by the year end.</p>

	included in the various administrative bodies.	administrative bodies.	
	6. Please conduct more women empowerment and awareness programmes.	More women awareness programmes will be arranged.	

5.1.11. What are the institutional provisions for resolving issues pertaining to sexual harassment?

We have so far no cases of sexual harassment from students. Nevertheless, there is a Committee to resolve such issues if they arise. We are already bound to take action as per the rules laid down by the University. The Committee comprises the following members:

Chairperson: Dr. R. G. Munghate

Members: 1. Dr. V. D. Murkute 2. Prof. P. S. Khope 3. Prof. H.A. Urade.

5.1.12. Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes there is one. But ever since the inception of the college there has not been a single instance of ragging in the college and so, there did not arise any need to take action against anybody by such a committee so far. The college has a very friendly atmosphere existing among the students. The tribal students who form the majority are ignorant of such a horrid practice as ragging. That could be the reason why there had never been any instance of ragging here. The Anti Ragging Committee comprises the following members:

1. Dr. R. G. Munghate (Chair Person)

2. V. D. Murkute . 3. Prof. P. S. Khope 4. Prof. Urade. (Members)

5.1.13. Enumerate the welfare schemes made available to students by the institution.

The college has made available a few welfare schemes for the students.

1.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

The college has an Alumni Association, although not a registered one. The members keep in touch with the college and love their *alma mater*. They come forward with their valuable suggestions for the improvement of the college. Those of them who are employed in good positions and are placed in urban areas come to know many latest changes in various areas and love to share with us their knowledge regarding some areas about which we lack information. They have also a dream about their mother institution and so take keen interest in paying us occasional visits and interacting with us. Based on the new bits of information and the various suggestions which are proffered during the Alumni Meet, the institution makes several changes to keep abreast of the times. On the other hand, the institution also invites some of these employed students or those who reached high positions in society to be the experts for the various functions in the college so that they inspire the students to emulate them. The former students esteem it a great honour for them and oblige to the request. The alumni have not contributed anything significant to the financial side of the college, but their valuable suggestions have been instrumental in developing the college academically and infra-structurally. Some of the Certificate Courses introduced in the college like that of Spoken English, Library and Information Science, Computer Science etc., are the result of such suggestions coming from the Alumni Association. Further, the former students speak very positively about the institution that contributes to the goodwill of the college and year after year the number of students joining our college has been on the increase. The alumni members also give suggestions regarding the desirable changes to be brought about in the syllabus.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches), highlight the trends observed.

The data furnished below is based on the information we were able to glean from the neighbouring colleges (as also our own) to which a good number of our students went for PG courses. A good number of students went to Nagpur and far off colleges for higher studies about whom we have no reliable data. If such data were easily available the percentage of our students who progressed to higher studies would have been much higher than represented below. Further, some 59 students went for B. Ed course in different colleges around, which data is also not included in calculating the student progression. Regarding the employed students the data we have obtained is too inadequate to give the real picture. We are collecting it from various sources to get a realistic picture. Regarding M. Phil and PhD holders we are yet to get any information. The following data shows marked fluctuations in the trend towards progression to higher education.

Student progression	2009-10	2010-11	2011-12	2012-13
UG to PG	44/100= 44%	65/104= 62.5%	21/103= 20%	36/130= 28%
PG to M. Phil.				
PG to Ph.D.				
Employed	Data inadequate to give a reliable picture. Yet, as per the data obtained in 2008-09 , some 06 students joined police force 01 became a Forest Guard 01 a Lab Technician, 01 a Junior College Lecturer. Thus, a total of 09 were employed. In 2009-10 , some 12 joined the police force, 02 became clerks, and 01 became school teacher. Thus a total of 15 were reported to be employed			
Campus selection Other than campus recruitment	18 selected out of 105 (in 2011-12)			

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

The batch wise pass percentage and completion rate for last four years are as follows:-

B. Sc

Year	Class	Total no. of Admissions	Students Appeared for exam	Absent	Pass	Fail	%
2011-12	B.Sc	20	20	Nil	16	4	80%
2012-13	B.Sc	29	28	Nil	28	-	100%

B.A

Year	Class	Total no. of admissions	Students Appeared for exam	Absent	Pass	Fail	%
2009-10	B.A	100	98	2	62	34	63.26%
2010-11	B.A	104	100	Nil	40	60	40.00%
2011-12	B.A	93	86	2	30	54	34.88%
2012-13	B.A	101	97	3	54	40	55.67%

M.A. MARATHI

Year	Class	Total no. of admissions	Students Appeared for exam	Absent	Pass	Fail	%
2009-10	M.A. Final	10	10	3	1	6	10.00%
2010-11	M.A. Final	16	16	2	4	10	25.00%
2011-12	M.A. Final	18	18	4	10	4	55.55%

2012-13	M.A. Final	4	4	Nil	2	2	50.00%
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M.A.SOCIOLOGY

Year	Class	Total no. of Admissions	Students Appeared for exam	Absent	Pass	Fail	%
2009-10	M.A. Final	05	05	Nil	2	3	40.00%
2010-11	M.A. Final	21	21	Nil	15	6	71.42%
2011-12	M.A. Final	10	09	2	3	4	33.33%
2012-13	M.A. Final	2	2	Nil	2	0	100%

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

It is done by ensuring that the students get the best result in the exams and by developing their skills as through certificate courses like the Spoken English Course. Further, they are helped through such programmes as would enable them develop their personality. Various programmes arranged in the college in which the students take active part also help them indirectly. We have also started offering them PG courses in two subjects, namely M.A in Marathi and Sociology so that students' academic progression is smooth to PG level. Since there is no other senior college in the tehsil and within an area of 34 km which offer PG courses, our arrangement helps numerous students to go for higher studies easily.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Under the ATKT (Admission Taken to Keep Term) system followed by the university, we are helpless to support them after a certain level. Hence except academic counselling, remedial classes and Teacher-Ward Tutorial System to help them, we do not have any effective provisions for such students. In the case of girl students who get married, while their UG course is going on, their continuation in the college is dependent on the family decision or of their husbands. Except creating awareness we could not do anything in this case also since the spouses of these girls come from highly conservative and uneducated tribal backgrounds in most cases.

5.3 Student Participation and Activities

5.3.1. List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The sports activities available in the college are: Athletics like Running Race(100 m, 200, 400, 800, 1500, 3000, 5000,10000, 12.5 km, 21 km, 42 km etc), and Jumping competition, discus throw, shot putt, javelin throw, skipping, ring throw, gymnastics, etc.

Games are: Volley ball, Hockey, Cricket, ball badminton, Table Tennis, Chess, Shuttle Badminton, Corf ball, Kabbadi, Kho Kho, etc.

Cultural activities are: Mimicry, skit, mono act, folk songs, cinematic song, devotional songs, Natya Sangeet, Gazals, solo, group song, folk dance, Adivasi dance, cinematic dance, lavni, single dance, group dance, pantomime, fancy dress, one act play, street play, rangoli contest, etc.

Co-curricular: debate, group discussion, elocution, quiz, extempore speech, etc.

Birth days and death anniversaries of the important/famous national heroes and other notable personalities were commemorated. Important days like *College Day/College Cultural Fest, World Aids Day, World Literacy Day, Teacher's Day, Women's day*, etc were also celebrated regularly every year. *National Communal Harmony Week* was also held every academic year.

5.3.2. Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Extracurricular activities (sports & games)

Name of the student	Activity	Level	Year	Venue	Achievement
Ku. Anita Bahetwar	Cricket	All India Mumbai	2009-10	Mumbai	Participation
Ku. Varsha Meshram	“	“	“	“	Participation
Mr. Santosh Miri	Kho-kho	Zonal	“	Kakatiya University , Warangal	Participation
Ku. Sitaro Nuruti	“	“	“	“	Participation
Ku. Anita Bahetwar	Cricket	Inter-university zone	“	University of Calicut, Thrissur	Participation
Mr. Arun Narote	110m hurdle	State	2009-10	Baroda	Gold medal
Mr. Rakesh Madavi	400m hurdle	“	“	Gwalior & Nasik	Silver medal
Mr. Arun Narote	4*100m	“	“	“	Bronze Medal
Mr. Rakesh Madavi	4*100m	“	“	“	Bronze Medal
Mr. Kshirsagar Mankar	“	“	“	“	Bronze Medal
Mr. Dumesh Uprade	“	“	“	“	Bronze Medal
Mr. Bhumesh Thikare	Long jump & discus throw	“	“	Kolhapur	I Prize II Prize
Mr. Rakesh Madavi	400m hurdle		2010-11	Warangal	Gold medal

Mr.Randip Katenge	Kho-kho	“	2010-11	Srikakulam A.P.	Participation
Mr.Bhumesh Thikare	Long jump & discus throw	“	“	Nasik	I Prize I Prize
Mr. Anurag Bhojar	Boxing	State	“	Guntur (AP)	Participation
Mr.Pravin Bhiwgade	Hockey	International Hockey	2011-12	Sagar	Participation
Mr.Bhumesh Thikare	Long jump & discus throw	MS Para-Olympic Nasik	“	Nasik	I Prize II Prize
Mr.Akash Janbandhu	200m running	MS Para-Olympic State	“	Yawatmal	II Prize
Ku. Shalu Madavi	Volley ball	State	2012-13	Wardha	Participation
Ku. Maya Kawado	“	“	“	“	Participation

Co-curricular activities

Name of the Student	Activity	Level	Year	Achievement
Mr. Muneshwar Kagade	Speech	District	2009-10	2 nd
Ku. Nuresabba Sheikh	“		“	“
Mr. Muneshwar Kagade	“		“	1 st
Ku. Archana Wasake	“		“	3 rd
Mr. Jawahar Wanjari	Song		“	1 st
Ku. Sngita Kumre	“		“	2 nd
Mr. Deepak Meshram	“		“	3 rd
Ku. Nuresabba Sheikh	Essay writing	District		2 nd

Ku. Nuresabba Sheikh	Speech		“	2 nd
Mr. Muneshwar Kagade	“	State	“	
Ku. Nuresabba Sheikh	“	District	2010-11	2 nd
Ku. Nuresabba Sheikh	“	State	“	
Mr. Mahendra Sonkukra	“	Tahasil	2011-12	1 st
Ku Swati Mungankar	“	“	“	2 nd
Ku. Mohini Solanki	“	“	“	3 rd
Ku Swati Mungankar	“	District	“	1 st
Mr. Mahendra Sankukra	“	“	“	3 rd
Ku. Nuresabba Sheikh	Speech	College	2012-13	1 st
Ku.Suwarna Madavi	“	“	“	2 nd
Mr. Rupesh Sakhare	“	Tahashil	“	1 st
Mr Kishor Margaye	Essay writing	District	“	1 st
Ku.Sarika Khobragade	Dance	Inter college	“	“
Mr. Nikhil Deshmukh	“	“	“	“
Mr. Akshay Meshram	Quiz	“	“	3 rd
Mr. Digambar Sahare	“	“	“	“
Mr. Rupesh Deshmukh	“	“	“	“
Ku. Nuresabba Sheikh	Debate	“	“	“
Mr. Mayur Channe	Drama	“	“	1 st
Mr Abhay Chandankhede	Mimicry	“	“	2 nd
Ku. Supriya Mandawe	Dance	“	“	2 nd
Ku. Priyanka Pada	“	“	“	“
Mr. Nepal Khope	“	“	“	“
Mr. Dileep Bansod	“	“	“	“
Mr. Suraj Bais	“	“	“	“
Mr. Kamleshwar Zode	“	“	“	“
Ku. Dipali Barsagde	“	“	“	“
Ku. Tejaswini Nakade	“	“	“	“

Ku. Shalu Sahare	“	“	“	“
Ku. Sarika Khobragade	“	“	“	“
Ku. Hemlata Lohambare	Ekankika	Intercollegiate	“	2 nd
Mr. Mayur Channe	“	“	“	“
Mr. Nayan Raut	“	“	“	“
Mr. Deepak Jambhulkar	“	“	“	“
Ku. Kumita Khope	“	“	“	“
Ku. Nuresabba Sheikh	“	“	“	“
Ku. Niteshwari Meshram	“	“	“	“
Mr. Rupesh Sakhare	“	“	“	“
Mr. Mayur Channe	Skit (laghunatak)	“	“	1 st
Mr. Nayan Raut	“	“	“	“
Ku. Hemlata Lohambare	“	“	“	“
Mr. Mayur Channe	Muknatika	“	“	1 st
Mr. Rupesh Sakhare	“	“	“	“
Ku. Kumita Khope	“	“	“	“
Mr. Nayan Raut	“	“	“	“
Mr. Suraj Ambade	Essay writing	“	“	2 nd
Ku Suwarna Madavi	Debate	“	“	2 nd
Ku. Nuresabba Sheikh	“	“	“	1 st

5.3.3. How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

As far as possible, the college keeps in touch with the students and makes enquiries about their activities elsewhere after the completion of graduation. In this way some information is gleaned from them. We also get in touch with many of

them on the mobile phones. As soon they complete their course the mobile numbers are collected. On the phone we trace their future activity—higher studies or employment. Sometimes we are unable to trace their future course of activity when students change their SIM card or if they do not have mobile phones. The feedback of the students are taken at two levels – when they are doing final year degree (written feedback), and afterwards from the Alumni which is purely oral. The data and feedback are studied to find out the strengths, weaknesses, opportunities and threats of the institution. A SWOT analysis is done by the Principal in consultation with the staff and brings about necessary policy modifications. This helps the institution to improve its quality. But rarely do we get data from the employers.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

To foster the creativity of students, the college collects articles, poems, stories, etc from students, and publishes them biannually. These are written either in Marathi or in English. The college has not started facilities like the students' catalogues or wall magazines. Hence the students do not have any publications of their own except those that have appeared in the college magazine. In fact, all the articles in the college magazine are exclusively their own. The list of articles is too long to be included here.

5.3.5. Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Yes, the college has a Student Council. Its selection, constitution, activities and funding are strictly done by the rules laid down by the University.

5.3.6. Give details of various academic and administrative bodies that have student representatives on them.

We have student representatives in such bodies as Marathi Literary Association, English Literary Association, NSS, Alumni Association, etc.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution?

We mostly contact them on the mobile phone whenever a need arises. At times letters are sent to them.

5.3.8. Any other relevant information regarding Student Support and Progression which the college would like to include.

Since most of the students go here and there and only some of them turn up for Alumni Association's Meet, it is a herculean task to get maximum reliable data about them and their progression. Hardly do the majority of them get in touch with the college after they leave the institution.

6. Criterion VI: Governance, Leadership and Management

6.1. Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

a). **Vision:**

Transformation of students, through quality education, into enlightened, successful, global citizens as well as leaders of their own local communities

b). **Mission:**

Empowering the economically challenged and socially marginalized tribal people of the region and making them enlightened, successful, and developed personalities so that they might serve well their own communities and the nation at large as dutiful citizens and productive members of society.

As the mission statement reveals the institution is duty-bound to educate the poor tribal students who constitute about 80% of the student population in the college. These students are children of the first generation parents who are illiterate, superstitious and ignorant. Clinging to their tradition and keeping themselves away from modern influences have deprived them of the benefits of science, technology and formal education in general. Their economic condition is abysmally poor. Moreover, Naxal problem has aggravated their situation and many have been killed on the grounds of police informers or under other pretexts which terrify them. Their schooling in straitened circumstances and affected by their intellectual deprivation does not help them on a par with the non-tribal students. Hence they pass the high school and later HSC in low scoring. When they come to college, our institution does not restrict admission to the merit students alone but keeps it open to all the aspiring students in spite of their poor academic standards. We wish all these students to benefit from higher education to whatever may be the extent possible. Lacking

intellectual and academic tastes, these students cannot sit in the class rooms for long, nor can they practise everyday learning. They mug up things just before the exams and appear for the exams for the sake of formality. Yet, we cannot ignore them, but keep on encouraging them, motivating them, guiding them and advising them for benefitting from education. They have to be uplifted and through them their families dependent on them and the tribal community in general. Numerous modern and traditional facilities are made available for them for bettering themselves. Their extra-curricular and co-curricular activities are encouraged with many opportunities provided to them. the Women Empowerment Centre, the Population Education Centre, the Career Guidance Cell, the NSS wing, the YCMOU study centre, Gandhian Thought Exam, Various Certificate Courses (03-months courses), the Cultural wing, the modern technology available in the college for better curricular transactions, the Lecture Series organized every year by various departments, various Departmental Associations like the English Literary Association, Marathi Literary association, etc, the various sports and games activities arranged by the physical education department of the college, Health related programmes etc, all reflect the commitment of the college towards its stated mission.

The institution, run by Dandakaranya Educational and Cultural Development Research Society, has a tradition of working for the upliftment of the poor, their educational development and through that their overall development. Giving voice to these voiceless, marginalized people and helping them preserve their unique culture, etc, have been the aims behind the establishment of the society and the various institutions set up by the society like this college. The college following the basic aims of the society has been doing the local society meritorious service, especially in the field of education. It upholds the dignity of the human individual, his need for emancipation, equality, economic and social freedom, humanity, national harmony, secularism, love of fellow beings, etc as the main values. No students are here discriminated here on any grounds- religious, caste, sex, linguistic, or regional. This tradition of upholding values has been attracting all sorts of students to this institution from the neighbourhood.

The institution cherishes the vision of a morrow when the students of the institution become rich assets to the nation and emerge well-prepared to live in the modern world, yet upholding the time-tested moral values. All-round development of their personalities and their express desire for social service are part of our vision.

6.1.2 What is the role of top Management, Principal and Faculty in design and implementation of its quality policy and plans?

The President, Vice-President, Secretary and most others of the Society that runs our college, are highly educated persons from the educational field itself. They have a noble vision about the college, and so in consultation with the Principal and the Faculty or other stakeholders evaluate the existing conditions periodically and devise better plans for more effective educational outcome. IQAC has been a powerful weapon for these activities. The Principal has played a major role in bringing about a lot of healthy changes to suit the needs of the times. He has drawn vastly from the quality experiences of major educational institutions far and wide. The members of the Management always extend to him all sorts of support and encouragement. The academic, job-market-oriented, and moral needs of the students are carefully considered before bringing about various changes. Also the local conditions are duly considered. To prepare the students for better career prospects and research possibilities, several certificate courses and the science stream have been introduced of late. To help the local students PG classes have also been introduced recently. The Management paid due attention to the physical development and a made a well-equipped Gymnasium. Quality has been perceived in intellectual, moral and physical terms as a process to attain the first rate in these fields. The Faculty always extends the Principal all possible help along the guidelines he gives. Numerous conferences/seminars have been attended to imbibe the latest changes, and a large number of research papers are being presented and published annually, and a few workshops are also arranged in the college within the constraints of time.

6.1.3 What is the involvement of the leadership in ensuring:

i. the policy statements and action plans for the fulfillment of the stated mission:

The leadership plays a very crucial role in making policy statements and actions with a view to realizing the stated mission. Meetings are periodically called wherein all the faculty members participate. Deliberations are made as to the various ways and means by which the tribal people could be empowered, made healthy citizens, and fully developed personalities. The policies were such as those that would mitigate the lot of the poor tribal people. The main policy is to educate properly to enlighten and empower the marginalized.

ii. formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:

Once the Principal and the Management come to identify, either themselves or with the help of the Faculty, the various operations for the all-round development of the college, meetings of the LMC and later the meetings of the faculty are called and after due deliberations the action of plan for the year is fixed which has to be put into practice by the teachers-in-charge from the different departments. The Action Plan for every year would form a part of the IQAC reports every year which had been sent to the NAAC. Occasionally meetings are called, either general or IQAC, to evaluate the progress of the action-plan periodically. By middle of the year and at the year end, evaluations would be made and lacuna identified. Suggestions would be made by the Principal if the shortcomings would be solved at all. Otherwise, impractical plans would be dropped.

iii. interaction with stakeholders:

For the interaction with the stakeholders various arrangements are made as shown below:-

- a. As for the members of the management, occasional meetings are called to discuss the various issues and developmental aspects of the college, and various steps to improve the college. The Local Management Committee is also likewise called to discuss the various issues. Their suggestions are gleaned and practical action plan is decided on.
- b. The students, the major stakeholders of the institution, are apprised of all the steps taken by the governing body and their suggestions are welcomed directly and

indirectly through their representatives and through the Suggestion Box fixed on the wall. The direct suggestions are asked during the various programmes conducted for the students in the conference hall. On the various issues and developments the students are encouraged to comment and proffer their valuable suggestions in view of their needs and those of the times.

- c. Students who are former students are appealed to participate in the yearly Alumni Meet and come forward with a sharing of their experiences and suggestions for further improvement of the institution. During the Alumni Meet, therefore, these former students give the institution, their suggestions, inputs, and feedback on the institution and interact with the management and the students.
- d. The parents are invited to participate in the PTA Meeting and interact with the teachers. Their suggestions, grievances, and advice are taken into account and the Principal explains to them the developments of the institution, and future lines of action, etc. The parents then add their own suggestions and give their free opinions.
- e. With the local society through the NSS activities and other out-reach activities, through rallies taken to the town, the street plays performed in the junctions, National Harmony march and Fund collection, etc., much interaction is done.

iv. Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:

Forums like the general meetings of the teachers called by the Principal, the IQAC meetings, the LMC, the general body and those arranged for the students, the Alumni and PTA Meets are used to air the plans, policies, and to do the needs analysis as well as to use them as a source of research inputs after consultations. The policies and plans are well-explained to all the stake holders and modifications are accommodated based on the suggestions of the stakeholders. Feedback of students taken is a rich source of research inputs for the college. Also the proceedings of the various levels of conferences and seminars, the quality related books sent by the NAAC etc, are rich sources of research for the college in its aspiration for development. Suggestions by the peer groups are also another source of research inputs for the college. The deliberations with stakeholders almost always succeed in getting the required support for the institution.

v. Reinforcing the culture of excellence:

The institution aims at a culture of excellence. To reinforce this culture of excellence the institution tries to make better appointments of quality teachers (within the constraints of remoteness and Naxal problem). By encouraging teachers to adopt innovative and modern teaching techniques, more learner-oriented methods, and involving in more research activities like doing PhD, M. Phil, writing research-papers, participating in conferences /seminars /workshops /orientation / Refresher courses to hone the skills, doing Minor/Major Research projects which are socially useful, by writing books, organizing more programmes for the students, making good use of the modern teaching technology as available through the internet, multimedia, computers, TVs, CDs/DVDs, LCD,s/OHPs, etc. Almost all these facilities have been arranged by the college for the judicious use of the teachers so that the students benefit. Further, the institution has already made and further proposes to make net addition to the library books/ periodicals/ magazines/ news papers etc. These resources when used by the students will prove highly beneficial to them. The infrastructural improvements are made for better learning experience, accommodation, drinking water, and sports activities. Staff room and the administrative block are being improved, more learning programmes like the Science Stream (B. Sc) for the students are introduced, more job-oriented, value- addition courses like certificate course in Spoken English etc are introduced, and changes are brought about in all spheres of academic activities, extra-curricular, co-curricular and curricular activities so that students realize all-round personality development. All these are resorted to in order to reinforce the culture of excellence.

vi. Champion organizational change:

There are some organizational changes that have been brought about. Instead of teachers all sitting in one staff room, those with the more important duties like that of the IQAC, the NSS Wing, the YCMOU, the Physical Education Department, etc., have been given their own separate departmental rooms for better efficiency and improved research atmosphere. Unlike the traditional manner, now the Principal calls the teachers and students/ at least their representatives to discuss all important matters making the whole process more democratic. The suggestions from the lower

strata are considered with equal attention. Teachers are given full freedom as also the students for better personality growth and easy learning-teaching atmosphere. Corrections are done not in public but privately without hurting anyone's feelings. Members from various professions are included in the governing body and mostly educated persons are given priority. The rest are part of the former organizational set-up.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

In addition to the IQAC Meetings, the general meetings of all teachers are called from time to time to discuss the various plans and policies. All are then requested to effectively implement the plans and policies. Later all those activities which have relevance to students are evaluated through the feedback from the students either oral or written. Further the teachers themselves or the non-teaching members are queried as to how far they have succeeded in implementing the various plans devised. If they lag behind they are urged to speed up the process of effective implementation. The opinions of the majority are taken to evaluate the success of the implementation of any plan.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The top management members call on the individual teachers and make inquiries about their academic progress they make in the institution. Also the individual teachers are personally requested to go for research degrees like the M. Phil/ PhD and involve in Research Projects. Considerable encouragement is given by the management for participating in various seminars and conferences and present research papers. Hence teachers have by now written a good number of research papers, about 146 papers. Teachers are exhorted to read more books and periodicals and even write books. The top management members themselves are voracious readers and the President himself is a well-known writer in Marathi. The Principal of the College is the Secretary of the Society that runs the college. He has been the

Chairman of the Board of Studies in English at the RTM Nagpur University, Nagpur. Thus through their words and deeds they have been giving very good academic leadership.

6.1.6 How does the college groom leadership at various levels?

Each teacher is given a few charges to prove their ability in handling the situations and events. Their performance is later evaluated and corrective advice is given in case the performance is below the expectation. The corrections and advice help teachers to improve their leadership abilities. The teachers and students are given chances at regular intervals at the public functions like that of the NSS, the college departmental programmes, etc., to anchor the programmes, deliver speeches, organize the various programmes, etc. Further, they are encouraged to present their research papers at the University/ Regional /State /National / international levels. Again, during the cultural programmes and co-curricular activities such as the field trips, study tours, picnics, etc., teachers are given the chance to prove their leadership abilities. Those who prove their mettle are entrusted with the more serious work, thus, grooming them for greater leadership in the society itself. Thus both the students, teachers and non-teaching staff members are all given chances at various levels.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards decentralized governance system?

The college has given operational autonomy to departments like the Library, Physical Education, IQAC/English, the YCMOU/Marathi, the NSS/Sociology, the Home Science, the Computer Centre, with their own rooms/halls etc. They are free to decide on their course of action although they are required to inform of the Principal about it later for his advice and/or guidance. The Principal occasionally delegates authority to the teachers to represent him in conferences/ meetings where he is unable to go personally. During the examination also sometimes the Officer-in-charge responsibility is delegated to the teachers.

6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

Yes, to some extent. A few teachers are the members of the management committee, and a few are in the Local Management Committee. This is to promote the culture of participative management rather than an exclusive management.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, it has. The quality policy of the institution is formally stated in the perspective plan of the institution and everything informally aims at quality enhancement. The perspective plan of the institution is the unofficial manifesto of the institution driving it to greater heights of quality enhancement. In implementing the various steps of the perspective plan suitable modifications are made based on the prevailing situation. Periodic reviews are made to ensure the path of progress along the right directions.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Yes. We have a *perspective plan* developed as early as 2005 following the recommendations of the NAAC Peer Team Report. The plan is very comprehensive. It has closely examined numerous aspects to be developed coming under the seven criteria of the SSR report. A copy of the same could be produced for further consideration by the NAAC at the time of the Peer Team visit. The development of the institution is more or less based on the perspective plan.

6.2.3 Describe the internal organizational structure and decision making processes.

a. Internal Organization:

The Principal is the Head of the institution. An honorary Vice Principal is appointed to do his duty in his absence or to help him carry out his duties in his presence. Various departmental Heads look after the fine functioning of their respective departments. Further various committees, cells, centres, etc are made with

their own in-charge teachers and members. They all ensure the smooth functioning of these centres/cells/committees. The IQAC is the most important quality ensuring and planning cell in the college. The principal calls the meeting every now and then to plan, evaluate, and implement the policy decisions of the IQAC. Its Co-ordinator acts as a catalyst for the desirable changes in the institution. The annual report of the IQAC is sent to the NAAC every year. The Non-teaching staff members help in the administrative activities of the institution. There is a Head Clerk and his assistant clerks ensure the proper functioning of the administrative section based on the instructions of the Principal. Student representatives are also consulted from time to time.

b. Decision Making Processes:

There are some decisions which the Principal takes based on the deliberations of the LMC and the top management of the Society that runs the institution. The other and academic related decisions are taken by the Principal after the democratic process of discussions in the General meetings of the staff or IQAC meetings which are called before arriving at any decisions on major issues related to quality enhancement. Every teacher is a part of this decision-making process in as much as he is free to share his ideas on the issue in question. After discussions and proper synergy the most sensible decisions are tentatively taken and on support for it from the majority of the faculty members of the meetings, the binding and final decisions are taken. These decisions on quality, academic issues, teaching-learning process, running of the institution, developmental activities, etc., are implemented soon afterwards. Periodic evaluations are made as to the efficacy of the decisions or their implementation.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following:

a. Teaching & Learning:

There are many quality improvement strategies adopted for improving teaching & learning activity. The most important of them are as follows:-

- a. The adaptation and inclusion of modern teaching-learning technology by the teachers of the institution.
- b. Teachers have turned to more learner-centred strategies in teaching such as group discussion, debates, brain-storming sessions, seminars, and interactive sessions.
- c. Increased use of teaching-learning aids like the OHP, Digital Presenters, LCD-Power Point Presentations, computers, lap-tops, TVs, CDs/DVDs, etc.
- d. The Certificate Courses like that in Spoken English, Communicative English etc, helped students improve their English language and so their interest in English was aroused which found its reflection in the results.
- e. Library as the chief learning resource centre was rearranged and made more-student-friendly. It attracted more students towards it improving the learning quality of students.

b. Research & Development:

Nearly all permanent teachers registered for PhD. Three of them have already been awarded PhD. Some of the teachers have obtained the M. Phil degree. All teachers have started writing Research Papers to be presented in the conferences/workshops/seminars and published later in the Proceedings of the seminars/conferences. Teachers' participation in such conferences/workshops also increased. A good number of teachers have undertaken Minor Research Projects as part of the policy of enhancing research and Development. Two Minor research Projects have been completed and submitted the Report to the UGC for evaluation. A Project on Tobacco Chewing Habit of the Tribal Students has also been completed.

c. Community engagement:

In addition to the conventional services to the local society through the NSS, the Women Studies Centre, and the Population Education Centre, the college adopted a neighbouring village named, Nanhi for rendering it special services, adopted a few poor malnourished children to help with food articles like fruits, etc, and medicines. Blood Donation was regularly done for the poor and needy patients, and occasional

Dental Check-Up, Blood Group determination, tree (saplings) plantation, special awareness programmes, communal Harmony Programmes (and Donation to it), etc, were conducted as part of the institution's community engagement.

d. Human resource management:

Human resource of the institution is managed based on the democratic principles equality, freedom, fraternity, justice, and dialogues. From top to bottom all the employees are treated alike without any preferential treatment. Besides, a family atmosphere is created in the institution. None is harassed on any ground—caste, creed, sex, class or religion. Whenever any misunderstandings or bickering occur between the employees, the Principal calls the parties involved, looks into the problem, finds out the cause of the problem and irons out the differences through amicable solutions, dialogues, compromise, advice etc. Sometimes, mediation of other teachers is also resorted to. With this the problem ends and improved relationships begin. In the subsequent Staff Meeting the Principal gives some general advice to avert any such undesirable happenings in future. Further, the individual problems of the teachers are properly listened to by the Principal and does all that is possible on his part or of the management to solve the problem. The economical problems are solved by making available loans to the members through the Credit society of the institution at a reasonable rate of interest which itself will come back to the members by way of dividends. In other issues loving advice is given which the employees pay heed to.

e. Industry interaction;

Located far away from urban and industrial centres, and ill-equipped with the skills for the market, the institution could not do much in the beginning. But later through the Certificate courses skills are being created and contacts with placement agencies are being made to get the students employed. Non availability of any industry within a distance of 160 km except a few rice mills, and a paper mill, of course, is a great hurdle. The Arts Stream with its less employability is yet another challenge. So we have just introduced the Science Stream with a few hybrid subjects like micro-biology, Computer Science, in addition to the pure science subjects like

Physics, Chemistry, and Biology to enable our students to be employed by the industry.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Head of the institution, the Principal, gleans information from various sources for the better running of the institution. Wherever he goes he takes note of the high qualities of the premier institutions and brings them to the notice of the top management and convinces them to run the institution along the same line. Further, he seeks opinions about our institution from all experts in the field who visit our college and get their valuable feedback. This is later on conveyed to the top management and get permission for desirable changes in the institution. Conferences/Seminars, and Association of Principals Meetings etc. are forums to glean a lot of information from, to run the institution in a better manner. Thus, frequent participations in these also help the head of the institution with sufficient information.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The Local management Council is an inclusive body, with teaching and non-teaching staff representations. Thus, the institutional policies are formulated and governed with the support of teachers and staff of the college. The primary objective of the management is to evolve the right policies and methods for imparting quality education to the students and help institution develop as a centre of quality and excellence. The management encourages the teachers and the staff to remain at their best and serve the institution in the best possible manner. Exemplary performance and innovative practices are duly recognized and appreciated.

The members of the faculty are assigned different charges every year. These charges or responsibilities related to different departments/Cell/Centres keep changing from time to time as the requirements. So all teachers get chances to run

the various sections of the institution and come to know gradually about the entire institutional processes. Corrections and suggestions are given by the management when lack of efficiency is noted. Sometimes the members of the faculty are sent to special trainings like the one given to the NSS department. Whenever, the performance of the staff is laudable the management lavish praises on them and encourage their services.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions:

1. In the academic year 2012-13 Management Council passed the following resolutions:
 - a. Resolution regarding the holidays to the staff: The staff will be entitled to the holidays as per the UGC and state government norms.
 - b. It was resolved that the Grievance Redressal form draft would be accepted and the resolution was unanimously passed by the Management Council.
 - c. Management Council resolved to set up a committee to draft guidelines on 'Sexual Harassment'.
 - d. Management resolved to extend the leave of teachers for research purposes from 20 days to 25 days in an academic year.
 - e. Management resolved that the applications received for the CAS will be dealt as per the norms.
 - f. Management Council resolved that the teachers who are NET/SET affected and desire for court action could do so.
 - g. Management Council resolved that Teachers who wish to apply for CAS placement should do so as per the UGC norms, i.e. three months before the due date.

The above resolutions are being implemented.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

The affiliating university has a provision for according autonomous status to the institution. Our institution is not yet a fully-fledged institution but relatively a young one which is gradually developing the various faculties. Till recently we had only Arts Faculty. Only a few years ago we got the permission of the government to introduce the Science Faculty. We are yet to introduce the Commerce Faculty. In such a situation we are waiting for a while to make the initial developments so that we have the basic requirements like the land and buildings and faculties with which we can apply for autonomy. The idea of seeking for autonomy is a major consideration in our minds but in the not so distant future it is likely to become a reality when the institution has considerably grown.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

Yes. The grievances of the students are immediately solved after the representatives bring the grievances to the notice of the authority. The members of the grievance Redressal cell are promptly called and in the meeting held by the Principal, the issues are discussed and an acceptable and just solution to the problem is arrived at. As for the teachers the grievance is directly discussed with the Principal and two parties are involved both are called separately and then together for an amicable solution. In the case of grievances on the part of the former students and parents, during the Meet of the Alumni Association and PTA, the grievances and complaints are discussed and solutions are arrived at after due deliberations, clarifications, and investigations. But such grievances are a rare phenomenon in our institution. Generally the students, teachers, and parents are contented.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

No.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?

Yes. The student feedback taken at the end of every academic year is seriously studied and suitable changes are made if the suggestions are sensible and practical. The students had made suggestion to build women’s hostel. Accordingly the management built the hostel with the help of the UGC fund. As per their demand for a good gymnasium, a fairly good one was arranged for the students. Further, the facilities like the Rest-Room, Computer Centre, etc, and several academic suggestions including the introduction of courses like the PG Course, Certificate Course in Spoken English, and improvement of the library were imbibed by the management and desirable changes were brought about. Ours is one of the best libraries in the district now, and our Spoken English Course the pioneering effort in the whole University. A few acres are being acquired now following the suggestions of the students for a bigger campus facility for sports and games. Following their suggestion a big Water Cooler also has been made available for cool and filtered water especially during the scorching heat of the summer.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

Numerous facilities are made available for the professional development of the teaching and non-teaching staff. In addition to making available the most important and latest books and periodicals, a good number of news papers are made available to the staff in the library. Numerous encyclopedias including the famous Encyclopaedia Britannica are bought and made available to the staff. The members of the staff are free to go and attend any useful training programme. In fact, the management wants them to and encourages them to attend as many regional, state level, national level and international level conferences/seminars/workshops as are

practically possible so that they update themselves and sharpen their skills and increase their knowledge to forge ahead in their career. Funds are also made available for those write Research Papers and attend the conferences. A good number of Research Papers have already been written by the teachers. All of them have attended a large number of conferences/ seminars etc. Whenever they demand they are released from the institution to participate in Orientation and Refresher Courses also. The members are also free to join any professional associations, and participate in the elections to various bodies in the university. For example, the Principal, Dr. R. G. Munghate, has been elected twice as the Chairperson of the Board of Studies in English in the Nagpur University. Prof. Joseph. T. C. was selected an Expert Member of the Board of Studies in English (for Spoken English). Further, all the members were encouraged to do M. Phil, PhD, and undertake Minor/Major Research Projects which benefit not only the society in general but empower the member of the staff in particular. Following the advice of the Principal a few teachers have also subscribed to subject related journals like *The Journal of English Language Teaching*. The management also helps teachers for their placement/promotion.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The institution arranges occasional training programmes for the staff. It also encourages them to attend various conferences/seminars/workshops and refresher and orientation courses or short term programmes. They are also asked to write articles and books as often as possible and undertake research projects and research activities. This has considerably improved the faculty. These enable the staff/faculty to perform their roles and responsibilities in a better manner.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Every year end the members of the staff are required to submit before the Principal the Annual Reports of their own departments. The Principal goes through

the entire report and takes note of the performance of each teacher and evaluates him in his own way and gives him either due praise or necessary corrections if something is found wanting. Moreover teachers were asked to write their PBAS since last year (2012-13) and those were checked by the Principal and later collected in the IQAC room for CAS purpose and as a data base. There is also an additional questionnaire prepared by the management to elicit more information from the staff, not covered in the PBAS. This sheet helps the management evaluate the multiple activities of the staff.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The duly filled in format gives the management ample insight into the working of the particular member of the staff. The management later calls the staff meeting and general lines of improvement are suggested without mentioning anyone in particular. In cases where individual corrections and advice is to be given, the management makes individual interactions with such members and correctives actions taken without hurting anyone. Whatever decisions the management takes are also communicated to the stakeholders during the individual meeting.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The college runs a Credit Co-operative Society which is registered under Society Act and run professionally. The society gives loans to teaching and non-teaching staff. Around 50% of the staff have availed the benefit of this scheme in the last several years.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

During interview only the best available candidate is selected. Generally it is difficult to attract eminent faculty to the colleges located in this remote area because

of Naxal problem and underdevelopment. The conveniences and luxuries available in the cities are not available here. Even then a few persons with the ideal to serve the suffering humanity turn up and feel attracted by the good working conditions prevailing in the college. Maximum facilities are given to such persons under the various constraints of the institution.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

During the Management Council meetings perfect financial planning is done and this plan is strictly adhered to as far as possible to make the best use of the limited financial resources at the disposal. In some cases consultations are made with experts in the field; several levels of discussions are done before the final draft of the plan. Cost-benefit analysis, if not in the strict economic sense, at least as a major consideration, is often done before undertaking any project. Principal then gives the charge to someone to supervise the effective implementation of any project undertaken. This avoids the possibility of any money being wasted. As for constructions only the most committed and those quickly completing the infrastructures are selected so as to avoid unnecessary delay and financial wastage.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The internal auditing is done by Mr. Govind Nirankari &Co., Chartered Accountant, appointed by the management. The external audit is done by the government auditor deputed by the Joint Director, Higher Education, Nagpur Region. The last audit was done during 2012-13 dated 09/06/2013. There were no major audit objections.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of

academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The major sources of the institutional receipts are the fees collected from the students, the salary grants, and the developmental grants from the UGC. The following is the receipts statement of academic and administrative activities of the previous four years.

Receipts	2009-10	2010-11	2011-12	2012-13
Salary Grant	4585671	7595377	8919010	10844662
Non-Salary Grant	240920	240762	240762	240762
University NSS Grant	44168	36925	104400	69600
Travel Grant	Nil	Nil	Nil	Nil
UGC MRP Grant	Nil	347500	Nil	Nil
Seminar Scheme	Nil	Nil	Nil	Nil
UGC MRS Grant	Nil	Nil	Nil	Nil
UGC Grant XI	4405200	7695000	Nil	Nil
UGC Grant	Nil	Nil	Nil	Nil

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

The institution has not been able, in a significant manner, to raise additional funds from any other agencies

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)?

Yes

- b. If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

The institutional policy is to follow the plans, suggestions, and ideas that come up in the IQAC meetings- the synergy of various stakeholders who are in the IQAC. Plans are formulated, implemented and evaluated by the IQAC. Every year a few meetings are called and quality related issues are discussed and quality augmentation steps are identified and without any compromise they are implemented under normal circumstances. Periodic evaluations are made as to whether the plans are being carried out effectively. After a while such quality related activities became a habit for most members and the mechanism became inbuilt.

- c. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?**

So far whatever decisions taken by the IQAC were approved by the management and hence all of them were implemented. The Principal who is the Chairperson of the IQAC is associated with the management and is the President of the society that runs the college and hence he always succeeded in convincing the management as to the relevance of the decisions taken.

- d. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**

Yes. A few members are from the outside. They have been insistent on teacher-development, infrastructural development, regular yearly meetings of Alumni and PTA, application of technology to teaching process, and the introduction of various courses. These suggestions acted as a catalyst for so many changes in the college.

- f. How do students and alumni contribute to the effective functioning of the IQAC?**

We have included a few students and alumni members in the IQAC. The students co-operate with the staff in implementing all the decisions taken by the IQAC. The

alumni also feel impressed by the positive changes taking place as a result of the implementation of the plans drafted by the IQAC. So they also give their moral support to all these activities guided by the IQAC. Their suggestions for further improvement are always useful.

g. How does the IQAC communicate and engage staff from different constituents of the institution?

Ours is a relatively small institution and so communicating with the members of the staff is an easy task. A letter issued by the Principal is sent for everyone's signature whenever there is a meeting. During the meeting all that is to be communicated with the members of the staff is effectively done. The rest of the communication is done by the co-ordinator by way of individual contacts with the members and sometimes in the staff room collectively or by issuing a notice

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Apart from the IQAC guided framework for quality assurance, we also follow the conventional general meetings called by the Principal. Both these together ensure that the quality enhancing measures are properly adopted and implemented within the stipulated timeframe. Also some important discussions taking place within the LMC also find their reverberations in both the meetings.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Besides giving clear-cut instructions during the Meetings other special training is not yet given to the staff for the implementation of the quality assurance procedures. But the staff is sent for Orientation and Refresher Courses or seminars and conferences as usual. The Co-ordinator and the Principal attend regularly the NAAC related seminars and presents papers, too. These too have a bearing on quality assurance.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

Yes. We have internal auditing mechanism for this. A committee formed for this purpose does the Academic Audit. The outcomes are used to devise better teaching and learning strategies, effective management of available resources, and community development.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

We follow the instructions of the external quality regulatory authorities such as the UGC and the NAAC regarding qualitative changes to be ushered in the institution. As per the instructions of the NAAC we had our institution accredited in 2004. Thereafter, we followed the instruction to send the AQAR of the IQAC every year for five years till 2009. But due to some inconveniences we could not get our institution reaccredited in 2009. So we are now trying for it. We have by now sent all the AQARs of the IQAC in compliance with the NAAC's instructions. Except for the delay mentioned earlier, we conformed to the instructions of the external authority and our internal quality assurance mechanism aligned with its requirements.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

After the terminal exams and the Model Exams the teachers are instructed to announce the results, show the answer papers and discuss with the students the draw backs and positive aspects of their answers and give them brief corrective advice. This is faithfully done by the teachers to ensure better results. Another step is the meetings in both sessions called by the Principal to evaluate the performance of the students and that of the teacher's role. The teachers are applauded for better results and asked to give explanation if the results went down. This mechanism is known to

the teachers and so everyone tries his level best to improve the performance of the students through better and more effective teaching. Hence the outcome is more or less consistently good academic performance by the college when we compare its results with those of the neighbouring colleges. Class tests and unit tests are taken by the teachers as per their convenience. But these also assure better results. Besides, interactions with and feedback from the parents, members of the LMC, employers etc, help us review the teaching-learning process.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The internal stakeholders - the students are apprised of the quality assurance policies, mechanisms, and outcomes during the general address to the students by the Principal and staff on the Welcome Day Function arranged to welcome the new students of the college. Every teacher including the Principal then delivers a short speech informing students of his special charges, the developments taken place in his department, the new plans for further quality enhancement, etc.,. The Co-ordinator explains to the students the various aspects of the IQAC and its plan of action for the college during the current year. The Principal brings to light the various areas where the college made rapid progress in terms of quality. The teachers are informed of the quality assurance policies, mechanisms and outcomes during the General Meetings and also during the IQAC meetings. During the Alumni and PTA meetings the external stake holders like the former students and parents are apprised of these aspects by the Principal and the teacher-in-charge of these meetings. From the news paper reports regarding the numerous developmental activities taking place in the college every year the society at large as the external stake holders come to know about the various quality related and other aspects. The Prospectus of the college, college website, the college magazines, etc also offer glimpses into the quality assurance policies, mechanisms, or outcomes.

6.5.8. Any other relevant information regarding Governance, Leadership and Management which the college would like to include.

Ours was the first college in the Taluka to give educational leadership to the tribal areas around. Established in 1990, the institution has been acting as the pioneer in the educational field of the region. Though we started with the Arts stream, we recently introduced the Science stream, for the benefit of the students of the region (in 2009), which proved to be a blessing for them. It was because of the able management, fine leadership, laudable governance, numerous quality initiatives and the remarkable foresight of the founder that the institution which had a humble beginning in 1990 with a handful of students has now emerged as one of the biggest colleges of the newly formed Gadchiroli district. Not only many students but good number faculty members from far off places too, are drawn towards the institution because of the good governance and efficient leadership. The institution was fortunate have such a founder who is a versatile genius – a novelist, dramatist, poet, social reformer and a fighter for the cause of the marginalized.

7. Criterion VII: Innovations and Best Practices

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

No. Being a rural college in the rustic background there does not have any significant level of carbon emission to conduct a Green Audit as is probably insisted on in the urban background.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

The college is situated in the heart of Nature nearly two km away from the din and bustle of the town. So in a way everything here is eco-friendly. We have a few trees planted and patches of gardens made so that the campus looks greenish as far as possible. Perennial plants have been planted over the years close to the college buildings as herbaceous borders. We have not tarred the roads inside the campus deliberately to make the campus eco-friendly and avoid excess heating effect during the scorching heat of the summer when the temperature shoots up as high as 48-50 degrees. Celsius. We have also decided to buy only eco-friendly items in future if at all it is possible. We have bought a big power generator (Kirloskar Green Power Idea) which is eco-friendly without emission of any smoke.

Energy conservation: Electric power is used only when and where it is needed.

Use of renewable energy: We intend to introduce solar battery/power in the college

Water harvesting: We do not have so much land as to do harvesting by the college

Check dam construction: Our NSS unit occasionally helps the villagers to construct check-dams.

Efforts for Carbon neutrality:

In this tribal background we do not have factories for causing pollution. As for the pollution caused by vehicles, or from the drainages by the houses/shops the public are given awareness talks regarding global warming/ greenhouse effect,

environmental pollution, etc. Further the students are given classes on Environmental Science especially the BA-II year students. This class is compulsorily insisted on by the government.

Plantation:

We annually plant hundreds of saplings on both the sides of the roads of our nearby villages, Dhamti Tola and Nanhi village. Some of them are eventually destroyed by the stray cattle or by some careless people. But a large number of them have survived. Besides, some saplings are planted in the campus and the villages mentioned above, with the help of our NSS volunteers and other volunteering students.

Hazardous waste management: We do not have a pile of any hazardous waste.

e-waste management: So far we have not accumulated any e-waste for disposal.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

- a. *Student-Ward Tutorial System:* Under this all the teachers adopted some students, about twenty, to pay special attention to their studies and made sure that their results and overall standard improved.
- b. *The use of modern technology* in teaching-learning activity.
- c. *Learner-centred mode of teaching* getting the students involved in tasks and communicative activities.
- d. *Field trips and educational tour* organized most years.
- e. *Use of CDs/DVDs/hand-outs/pictures* etc, in teaching-learning activity.
- f. *Conducting quiz, debates, elocution, group discussions, brain storming sessions* etc.
- g. *Leadership training to students* to do anchoring, delivering speeches, organizing programmes etc.

h. *Students' self management programme* on Teachers' Day.

7.3 Best Practices

The following are the main best practices followed by the institution:

- a. *Spoken English for the Staff* (conducted in 2011).
- b. *Certificate Course in Spoken English (UGC Sponsored)* for the Students
- c. *Taking out rallies/processions to the nearby town* using placards/banners during the rallies on special occasions and staging Street Dramas and giving awareness talks.
- d. *Friendly Volley Ball Matches between the teachers and students* from time to time
- e. *Organizing awareness programmes* in the college on gender issues, sex education, AIDS, women empowerment, national harmony, tobacco consumption, sickle cell disease, etc.
- f. *Participation of students in the management* of the college especially in discipline and in conducting programmes.
- g. Putting up a *Suggestion/Complaint Box* for the students
- h. *Programmes on career guidance* and competitive exams
- i. *Reader Development Programme*
- j. *Book Bank Scheme* for the poor students & Online Book Bank
- k. *Inter-library Borrowing* involving a few neighbouring colleges
- l. *Speeches by every lecturer* on Welcome Day Programme to new students, explaining the charges, achievements and future plans of the department to the students, thus giving a complete picture of the quality developmental activities of the college.
- m. *Celebrating the birthdays* or commemorating the death anniversaries (or important days) of great people, often with a talk on the person.

- n. Giving separate rooms and computers to teachers with important charges.
- o. Add-on (career-oriented) certificate courses.
- p. Uniform for students, staff and the faculty
- q. *Book Exhibition* for the students and the public
- r. *Adoption* of a village (Nanhi) and a couple of poor children for special help
- s. Adoption of students under *Teacher-Ward Tutorial System*
- t. *Lecture series* by Guest Lecturers from other colleges
- u. *Teachers playing volley ball or Shuttle Bad Minton* every evening to remain fit.
- v. *State-of-the-art Administrative Block*
- w. *Annual Report by every department* at the end of every academic year.
- x. Writing *Teacher's Diary* to plan and execute the lessons.
- y. *Active Participation in conferences and seminars and writing research articles* by the staff.
- z. *Giving incentive Cash Prizes of Rs.500/- each to the top scorers of every subject*, every year by the Principal and the teachers.

7.3.1 Elaborate on any two best practices as per the annexed format (see page.) which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Several best practices are resorted to by the college over the years. **Two of the best practices** followed by the institution to achieve its objectives are given on **page.no.269**.

EVALUATIVE REPORT OF THE DEPARTMENTS:

DEPARTMENT OF ENGLISH

- 1 Name of the department: **English (Literature & Compulsory)**
- 2 Year of Establishment: **1990**
- 3 Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
- 4 Names of Interdisciplinary courses and the departments/units involved: **Nil**
- 5 Annual/ semester/choice based credit system (programme wise): **Annual: (BA II & III, B Sc II & III, MA II), & Semester Based Credit System: (BA I, B Sc I, & MA I) from 2012-13 onwards.**
6. Participation of the department in the courses offered by other departments: **Compulsory English for B. A and B Sc and Spoken English for all students.**
- 7 Courses in collaboration with other universities, industries, foreign institutions, etc.: **UGC funded “Certificate Course in Spoken English” till 2012-13; Certificate course in Communicative English from 2013-14 onwards.**
8. Details of courses/programmes discontinued (if any) with reasons: **One (Spoken English). The UGC seed money was for five years and after which we had to discontinue it, but we started Certificate Course in Communicative English in 2013-14 session, which we think has greater relevance (after a needs analysis.) Though the course has been sanctioned, the seed money is yet to come.**
- 9 Number of teaching posts:

Posts	sanctioned	Filled
Professors	01 (Principal)	01
Associate Professors		
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D. Sc/D.Litt. /Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. R. G. Munghate	M.A, M. Phil, PhD B. Ed,	Principal, Professor	Indian English Literature	22	Nil
Joseph. T. C.	M.A (Eng), M.A (Eco), PG Dip (Eng), TPE(NELT), NET (Eng).	Assistant Professor	Literature	10	Nil
Amit G. Ramteke	M. A. , M. Phil	Assistant Professor	Literature	03	Nil

- 11 List of senior visiting faculty: **Nil**
- 12 Percentage of lectures delivered and practical classes handled (programme- wise) by temporary faculty: **00**
- 13 Student -Teacher Ratio (programme wise): **(in 2013):**
BA (Eng): 560:03
BA (Lit): 24:03
B Sc-I (Eng) 86:3
- 14 Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
- 15 Qualifications of teaching faculty with D. Sc/ D. Litt./ Ph. D/ M. Phil/PG: **PhD-01; M.Phil-01; PG:01**
- 16 Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **01. (UGC-funded *Minor Research Project*) by Prof. Joseph. T. C. Rs. 63000/- (received); sanctioned: Rs. 71000/-**
- 17 Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **01. Minor Research Project; Rs. 63000/- by UGC**
- 18 Research Centre /facility recognized by the University: **00**

19. Publications: Mainly research articles/papers.

- Publication per faculty:

Dr. R. G. Munghate: 06 (International - 02; National - 04)

Prof. T. C. Joseph.: 21 (International - 03. National - 18)

Prof A.G. Ramteke: 02 (International – 01. National - 01):

- Number of papers published in *peer reviewed journals* (national / international) by faculty and students: **By the faculty- 07**

Dr. R.G. Munghate: 01 (International)

Prof. Joseph. T. C: 04 (2 International & 02 National)

Prof. A. G. Ramteke: 02 (01 International & 01 National)

- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **00**

- Monographs: **Nil**

- Chapter in Books: **Nil**

- Books Edited: **03 (by Dr. R G Munghate)**

- Books with ISBN/ISSN numbers with details of publishers: **Nil**

- Citation Index: **Nil**

- SNIP: **Nil**

- SJR: **Nil**

- Impact factor: **0.2105(GISI) (in 2012). 1.7604. (UFI)-(in 2013) - (Joseph. T. C.)**

- h-index: **Nil**

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards....

1. Dr. R. G. Munghate in Editorial Boards and 2. Joseph. T. C. in Research Committee in a National Seminar (Dr. Ambedkar College, Brahamapuri in 2011) and in another National Seminar Committee in 2013 (Bhagwantrao College,

Sironcha). He is also the Sub-Editor of the College Magazine, *Mrudgandh*. Prof. Ramteke is the current Editor of the College Magazine.

22. Student projects

- a. Percentage of students who have done in-house projects including inter-departmental/programme: **00**
- b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **00**

23 Awards/ Recognitions received by faculty and students: Only by faculty.

- 1. Dr. R.G Munghate, the Principal and Head of the Department of English, has been appointed the *Dean* (Arts Faculty) of the Gondwana University, Gadchiroli; He had been the Chairman of the Board of Studies in English in Naapur University twice and currently Member, Board of Studies (English), Gondwana University. He won Mahatma Jyothiba Fule National Teachers Award in 2012, instituted by Dr.Panjabrao Deshmukh National Teachers Council. He had earlier won Bharat Ratna Rajiv Gandhi Award in 2005, (instituted by Mai Marathi, Weekly) and Gold Star Award by International Business Council, Delhi, in 2001 also.**
- 2. Prof. Joseph. T. C. from the department received *Best Research Paper Award* (International Level) in 2010**

24. List of eminent academicians and scientists/ visitors to the department:

The following persons visited the department since last accreditation and delivered lectures under the aegis of English Literary Association of the college:

- 1. Mr. Sushil Jacob (a research Scholar from Boston, USA),**
- 2. Dr. Jobi George (Principal, Bhiwapur College),**
- 3. Dr. Antony (Principal, RTM College, Chimur),**
- 4. Dr. Nikita Wasnik (Assistant Professor, GW College, Nagbhid**
- 5. Prof. Morande (G. W College, Nagbhid) and**
- 6. Prof. Muhammed Aslam Sheikh (NH College, Brahmapuri)**

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National: Nil
- b) International: Nil

Organized a few college-level workshops and one district level workshop on

‘*Spoken English and Personality Development*’, (Power Point Presentation) by Joseph. T. C.

26 Student profile programme/course wise: 2012-13

Name of the Course/programme (Refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
UG: BA: (Compulsory) BA-I	306	306	166 140	32.69% (Sem-I) 80% (Sem-II)
BA-II	153	153	67 86	60.90%
BA-III	101	101	40 61	78.35%
UG: (English Literature) BA-I	10	10	07 03	88.88% (Sem-I) 50% (Sem-II)
BAlI	09	09	09 00	62.50%
BAlII	05	05	04 05	100%
B. Sc.-I (Compulsory)	86	86	57 29	34.17% (Sem-I) 95.65% (Sem-II)

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B. A. (Com. Eng+ ELT)	100%	00	00
B. Sc.- (Com. Eng)	100%	00	00

28 How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc?

29 Student progression: **Adequate data not available. As per the data obtained, 02 of our students did M A English in Ambedkar College, Brahmapuri in 2009.**

30 Details of Infrastructural facilities

a. Library: **Departmental Library with 149 books & Central Library.**

b. Internet facilities for Staff & Students: **Available in NRC & as INFLIBNET.**

c. Class rooms with ICT facility: **There is a language laboratory equipped with some 21 computers. There are also two Interactive Boards to be used by all the students of the college.**

d. Laboratories: **Yes, one Language Laboratory**

31 Number of students receiving financial assistance from college, university, government or other agencies: **Scholarship by GOI: 502; Freeship: 77 (BA+ BSc).**

32 Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts:

<i>Year/Date</i>	<i>Programme</i>	<i>Expert</i>	<i>Title of talk</i>	<i>Occasion</i>
2008-09	1.Lecture Series 2.SpokenEnglish Course(UGC Sponsored)	Dr. Jobi George (Principal, Bhiwapur college) Dr. Antony (Principal, R. T. M College, Chimur)	“Phonetics” “Importance of Spoken English”	Inaugurat on of Eng. Literary association
2009-10	Workshop for outside teachers	Joseph. T. C as expert outside the institution	Phonetics	At Carmel English Medium School, Wadsa, for Teachers.
2010-11 Dec.2, 2010.	Lecture from external expert	Prof. Muhammed Aslam Sheik (N. H College, Brahmapuri)	“The Importance of Communication in the Era of Globalization”	Inaugurati on of Eng. Literary association
2011-12	Lecture series in the college by external experts.	Prof Morande & Dr. Nikita Mishra (external)	Topics: 1. Literature and Human Life 2.Remembering the legend: Kabiguru Rabindranath Tagore.	Inaugurati on of Eng. Literary association
2012-13	1. As expert	Joseph. T.C. (internal)	1.Reasons for the poor	Inaugurati on of Eng.

	outside		<i>performance of UG Students</i>	Literary Club at Adarsh College, Wadsa.
	2. As Expert in the college	”	2. <i>Swami Vivekananda</i>	<i>Vivekananda Jayanthi</i>
	3. ”	”	3. <i>Importance of NSS</i>	NSS Day
2013-14	Shakespeare Film Festival (three week program)	Organized by Joseph. T.C and Amit Ramteke	03 plays: <i>Hamlet, Tempest, Macbeth</i>	<i>English Literary Association Programme</i>

33. Teaching methods adopted to improve student learning:

Lecture method supplemented by learner-centred approaches using modern teaching technology. Besides, interactive method involving group discussion, seminar, brain storming session, quiz, debate, symposiums, etc. is used

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Active participation on the part of the all three faculty members in the various Institutional Social Responsibilities and extension activities like the NSS. Two of the faculty are invited here and there as resource persons for subject related topics. The MRP undertaken itself is of immense social value. The research project on ‘Tobacco Chewing by the Students’ also has considerable social relevance. The Head of the Department being the Dean of Arts Faculty and Member of Board of Studies in English also plays a significant role socially and academically.

35. SWOC analysis of the department and Future plans:

a. **SWOC analysis:**

S(Strengths) = Language lab, Certificate Courses in Spoken English/Communicative English, English Literature, Efficient and hardworking staff, good availability of students, satisfactory classrooms, impressive result, sensible management, departmental library, good central library, Minor Research Project, good number of research papers (about 55).The HOD is a PhD Guide, and Dean of the Arts Faculty, Gondwana University; one completed PhD, another awaiting the report, the third registered for PhD.

W(Weaknesses) = No PG Department; No M Phil; No Research Centre, Few books written so far, departmental Library is small; Poor intellectual background of the students, etc.

O(Opportunities) = can start PG, can improve research scene, books and chapters can be written, all can do PhD/ Post doctoral degree; can start a research centre; can introduce diploma courses,etc.

C(Challenges) = Naxal affected area; poor, tribal, non-intellectual background; non-aspiring students; remoteness of the area, non-friendly attitude towards English, etc.

b. Future Plans:

- 1) Participate in more Seminars/Conferences/Workshops etc.
- 2) Write more research papers, articles
- 3) Try writing books/chapters
- 4) Do more Minor /Major Research Work
- 5) Organize Seminars/Conferences/Workshops etc.,
- 6) Invite subject experts from outside.
- 7) Develop a departmental library.
- 8) Make the classrooms ICT equipped.
- 9) Involve students in project work.
- 10) Help students to make optimal use of INFLIBNET/NRC.

DEPARTMENT OF MARATHI

1. Name of the department: **Marathi (Literature & Compulsory)**
2. Year of Establishment: **1990**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual.**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts:

Posts	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No.of Years of Experience	No. of Ph.D. Students guided for the last 4 years

1.Narendra T. Arekar	M.A, M. Phil, NET	Assistant Professor	Marathi Literature	08	Nil
2.Hemalata A. Urade	MA, M. Phil, NET	Assistant Professor	Marathi Literature	04	Nil

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **00**
13. Student -Teacher Ratio (programme-wise): **UG: 560:2(Compulsory Marathi) 453:2 (Mar. Lit) PG: 38:3 (Mar).**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with D. Sc/ D. Litt./ Ph. D/ M. Phil/PG. : **M.Phil-02**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **One.. Rs. 47500/- (UGC funded)**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Rs. 47500/- (from UGC)**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications: **Research Papers.**

●Publication per faculty: **14. (1. Prof. N.T. Arekar – 10**

2. Prof. H.A. Urade - 04)

●Number of papers published in *peer reviewed* journals (national / international) by faculty and students:

a. Prof. N. T. Arekar:(National) = 03

b. Prof. H. A. Urade: (") = 01

Total= 04

●Number of publications listed in International Database (For E g: Web of Science,

- Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **Nil**
- Monographs: **Nil**
 - Chapter in Books: **Nil**
 - Books Edited: **Nil**
 - Books with ISBN/ISSN numbers with details of publishers: **Nil**
 - Citation Index: **Nil**
 - SNIP: **Nil**
 - SJR: **Nil**
 - Impact factor: **Nil**
 - h-index : **Nil**
20. Areas of consultancy and income generated: **Nil**
21. Faculty as members in
- a) National committees b) International Committees c) Editorial Boards: **00**
22. Student projects: **00**
- a. Percentage of students who have done in-house projects including inter departmental/programme: **Nil**
- b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**
23. Awards/ Recognitions received by faculty and students: **01**
(**Best NSS Co-ordinator, RTM Nagpur University**)
24. List of eminent academicians and scientists/visitors to the department.
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National
- b) International
26. Student profile programme/course wise: **2012-13**

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG Compulsory BA-I	306	306	166	140	51.73 % (Sem-I) 91.54 % (Sem-II)
BA-II	153	153	67	86	91.74%
BA-III	101	101	40	61	97.36%
UG (Mar.Lit) BA-I	242	242	138	104	47.84 % (Sem-I) 79.62 % (Sem-II)
BA-II	133	133	53	80	59.37%
BA-III	78	78	30	48	92.59%
B Sc (Comp. Mar) I Year	86	86	57	29	83.54 % (sem-I) 94.28 % (Sem- II)
MA –I (Mar)	18	18	10	08	27.78% (Sem-i) 50. % (sem-II)
MA-Final(“)	04	04	03	01	50%

*M=Male F=Female

27. Diversity of Students

Name of the Course	%of students from the same state	% of students from other States	% of students from abroad
B. A.	100%	00	00

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc?: **00**

29. Student progression:

Student progression	Against % enrolled
UG to PG	Only 4 students to Ambedkar College, Brahmapuri in the session 2008-10
PG to M. Phil.	Data not available
PG to Ph.D.	Data not available
Ph.D. to Post-Doctoral	Nil
Employed Campus selection Other than campus recruitment	Data not available
Entrepreneurship/Self-employment	Data not available

30. Details of Infrastructural facilities:

- a) Library: **A small departmental library & the central library**
- b) Internet facilities for Staff & Students: **INFLIBNET in the central library**
- c) Class rooms with ICT facility: **Nil**
- d) Laboratories: **Nil**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Scholarship by GOI: 520; Freeship: 80 (BA+ BSc + MA).**

32. Details on student enrichment programmes (special lectures/workshops / seminar) with external experts

33. Teaching methods adopted to improve student learning: **Lecture method supplemented by interactive learning methods like discussion, brain storming session, seminar, debate, use of modern technology like LCD, OHP, etc.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Active participation in all institutional social responsibilities and extension activities like the NSS. Mr. Arekar from the deptt was NSS Co-ordinator and**

won the best co-ordinator award from the university. He was also in charge of the NSS activities on a few occasions.

35. SWOC analysis of the department and Future plans:
a. SWOC analysis

S (Strength) = Good number of students, classroom facilities, availability of modern educational technology, regional language; good staff (NET holders & M. Phil.); PG Section

W (Weakness)= No Ph.D. holders; Research lagging behind; tribal students with poor language power; only a small departmental library; No ICT enabled class rooms, etc.

O (Opportunities)= Can do Ph.D.; can write books and more research articles; can organize seminars/conferences/workshops at different levels; can undertake more minor/ major research projects;

C (Challenges)= Naxal threats; poverty of the students; backwardness of the area; non-aspiring students; absenteeism by the students, etc.

b. Future Plans:

- 1) Participate in more Seminars/Conferences/Workshops etc.
- 2) Write more research papers, articles
- 3) Write books
- 4) Complete Ph. D.
- 5) Organize Seminars/Conferences/Workshops etc.,
- 6) Invite subject experts from outside.
- 7) Develop a departmental library.
- 8) Make the classrooms ICT equipped.
- 9) Organize a study tour.
- 10) Involved students in project work.
- 11) Help students to make optimal use of INFLIBNET.

DEPARTMENT OF HISTORY

1. Name of the department : **HISTORY**
2. Year of Establishment : **1990**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual and Semester (Credit System)**
6. Participation of the department in the courses offered by other departments: **Environmental Science (for five years)**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts

Posts	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dasharath D. Ade	M. A.	Assistant Professor	Maratha History	20 yrs.	Nil

11. List of senior visiting faculty : **Nil**
12. Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty: **Nil**
13. Student -Teacher Ratio (programme wise): **B. A: 292:1**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with D. Sc/ D. Lit/ Ph. D/ M. Phil/PG.
PG-1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:

●Publication per faculty: **till 2012-13: 03**

●Number of papers published in peer reviewed journals (national/ international) by faculty and students: **till 2012 -13: 01**

● Number of publications listed in International Database (For e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **Nil**

●Monographs : **Nil**

●Chapter in Books : **Nil**

●Books Edited : **Nil**

●Books with ISBN/ISSN numbers with details of publishers: **Nil**

●Citation Index : **Nil**

●SNIP : **Nil**

●SJR : **Nil**

●Impact factor: **Nil**

●h-index : **Nil**

20. Areas of consultancy and income generated: **Nil**

21. Faculty as members in

a) National committees : **Nil**

b) International Committees : **Nil**

c) Editorial Boards.... : **Nil**

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: **Nil**

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National : **Nil**

b) International : **Nil**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG (2012-13) B.A. I	162	162	88	74	47% (Sem-I) 78.68% (Sem-II)
B.A. II	78	78	36	42	59.67%
B.A. III	52	52	23	29	98%

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B.A.)	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. Nil

29. Student progression :

Student progression	Against % enrolled
UG to PG	11 students. (07 students in 2008-10 period in Ambedkar College and 03 students in NH college, Brahmapuri in 2011-13 period and 01 student went to MG College Armori in 2012-13)
PG to M.Phil.	“
PG to Ph.D.	“
Ph.D. to Post-Doctoral	“
Employed	“
Campus selection	Nil
Other than campus recruitment	Data not available
Entrepreneurship/Self-employment	“

30. Details of Infrastructural facilities

a. Library: **A small departmental library and a big Central Library**

b. Internet facilities for Staff & Students – **In Central library (INFLIBNET)**

c. Class rooms with ICT facility: **Nil**

d. Laboratories: **Nil**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Scholarship- 260 (GOI); Freeship-32**

32. Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts : 00

33. Teaching methods adopted to improve student learning :

Lecture Methods supplemented by learner-centered, Technology assisted method such as the use of OHP, Digital Presenter, LCD-Ppt, CDs/DVDs etc and News Paper Cuttings, Maps, Pictures and Video Clippings etc. and Group Discussions, Seminars, Brain Storming sessions, quiz, debates, Symposia etc.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Active participation in all institutional social responsibility and extension activities such as cultural activities, sports/games, N.S.S. activities, study tours etc.

35. SWOC analysis of the department and Future plans :

a. **SWOC analysis**

S (Strength) =A good number of students; good management; good class rooms.

W(Weakness) = Remoteness of the college from urban centres, non intellectual tribal students, over-crowded class rooms.

O(Opportunities)=Can develop a lot through participation in Seminars/Conferences/Workshops etc. and by writing and publishing research articles, papers, chapters, books etc., can do Ph.D., can undertake Minor and Major research projects, can organize Seminars/Conferences/Workshops etc., can invite experts from outside, and so on.

C (Challenges)= Non aspiring tribal students, Transportation problems, poverty of the students, No departmental library.

b. Future Plans:

1) Participate in more Seminars/Conferences/Workshops etc.

2) Write more research papers, articles

3) Try writing books

4) Complete Ph.D.

5) Organize Seminars/Conferences/Workshops etc.,

- 6) Invite subject experts from outside.**
- 7) Develop a departmental library.**
- 8) Make the classrooms ICT equipped.**
- 9) Organize more study tours.**
- 10) Involved students in project work.**
- 11) Helps students to make optimal use of INFLIBNET/NRC.**
- 12) Collect Local History Data/Information to be used in research activities.**
- 13) Collect old coins.**

DEPARTMENT OF ECONOMICS

1. Name of the department: **Economics**
2. Year of Establishment: **1990**
3. Names of Programmes/Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG (BA)**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/semester/choice based credit system (programme wise): **Annual & Semester (2012-13)**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts

Posts	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sanjay. Mahajan	M. A, B. Ed, NET	Assistant Professor	Nil	02Years	Nil

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **Nil**
13. Student -Teacher Ratio (programme wise): **134:1**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with D Sc/ D. Litt/ Ph. D/ M Phil/PG.: **PG-01**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:
 - Publication per faculty
 - Number of papers published in peer reviewed journals (national / international) by faculty and students: **04 (National-04)**
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **Nil**
 - Monographs: **Nil**
 - Chapter in Books: **Nil**
 - Books Edited: **Nil**
 - Books with ISBN/ISSN numbers with details of publishers: **Nil**
 - Citation Index: **Nil**
 - SNIP: **Nil**
 - SJR: **Nil**
 - Impact factor: **Nil**
 - h-index: **Nil**
20. Areas of consultancy and income generated: **Nil**
21. Faculty as members in
 - a) National committees b) International Committees c) Editorial Boards: **Nil**
22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: **Nil**

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding: **Nil**

a) National

b)International

26. Student profile programme/course wise: **2012-13**

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. Economics					
1st Year	78	78	51	27	35.38% (Sem-I) 73.33% (Sem-II)
2nd Year	31	31	22	09	100%
3rd Year	25	25	17	08	100%

*M=Male F=Female

27. Diversity of Students:

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A(Economics)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? : **Nil**

29. Student progression: **04 students joined PG in N.H. College, Brahmapuri during 2008-13 period.**

30. Details of Infrastructural facilities

a) Library: **Only Central Library**

b) Internet facilities for Staff & Students: **Nil, but available in the central library.**

c) Class rooms with ICT facility: **Nil**

d) Laboratories: **Nil**

31. Number of students receiving financial assistance from college, university, government or other agencies: Scholarship (GOD): 122; Freeship: 10

32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts: Nil

33. Teaching methods adopted to improve student learning: Lecture method supplemented by learner-centred method using modern teaching technology. Besides, interactive method involving group discussion, seminar, brain storming session, quiz, debate, symposiums, etc. is used

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Active participation in ISR and Extension activities such as that of the NSS.

35. SWOC analysis of the department and Future plans:

a). **SWOC analysis:**

S(Strength) = Good number of students; good result; good central library; spacious class rooms; availability of teaching-learning resources like books and periodicals; good management; availability of modern teaching technology like interactive board, OHP, LCD, etc

W(Weakness) = No departmental library; no programmes conducted on the subject; no conferences/seminars conducted so far; absenteeism of the students;

O(Opportunities)= Introduce departmental library; make classrooms ICT equipped; conduct some programmes like national seminar/conferences/workshops, etc,

C(Challenges)= Non-intellectual nature of the students, absenteeism; lackadaisical nature of students; remoteness of the place from cities; tribal, Naxal affected, agrarian background; inadequate transport facilities for students;

b. Future Plans:

- 1. Develop departmental library**
- 2. Organize seminars/conferences/ workshops/etc.**
- 3. Make a departmental career guidance cell;**
- 4. Do M. Phil/ Ph.D.**
- 5. Motivate the students to become intellectually sharp through counseling;**
- 6. Prevent absenteeism through useful steps;**
- 7. Write more research articles/papers, chapters/books, etc.**
- 8. Undertake Minor Research Project/ Major Research Projects**
- 9. Make teaching more technology-oriented;**
- 10. Get internet facility for the department,**

DEPARTMENT OF SOCIOLOGY

1. Name of the department: **Sociology**
2. Year of Establishment: **1990**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG & PG**
4. Names of Interdisciplinary courses and the departments/units involved: **Certificate Course in Human Rights**
 5. Annual/ semester/choice based credit system (programme wise): **Annual (RTM Nagpur University, Nagpur), and Semester (credit system) (Gondwana University, Gadchiroli).**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons : **Nil**
9. Number of Teaching posts

Posts	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Speciali ation	No. of Years Of experien ce	No. of Ph. D Students guided for the last 4 years
Prabhakar Madhavrao Katke	M. A.	Assistant Professor	Sociolog y	20 yrs.	Nil

11. List of senior visiting faculty :**Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **PG: 50% (by Prof. S.T. Mahajan (since 2011) - only lectures and no practical classes).**
13. Student-Teacher Ratio (programme wise): **UG: 241:1: PG: 16:2**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with D. Sc/D. Lit./ Ph. D/ M. Phil/PG.: **PG-1(Permanent), PG-1 (Temporary)**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:
- Publication per faculty: - **12 (10 research papers & 02 books)**
 - Number of papers published in peer reviewed journals (national/international) by faculty and students: - **05**
 - Number of publications listed in International Database (For e.g: Web of Science, Scopus, Humanities International Complete, Dare Database International Social Sciences Directory, EBSCO host, etc.): **Nil**
 - Monograph : **Nil**
 - Chapter in Books : **Nil**
 - Books Edited : **Nil**
 - Books with ISBN/ISSN numbers with details of publishers: **02**

Sl.	Title of the Book	Name of Author	Publishers	Date of publication	ISBN Number
1.	A	Prof. P. M.	Jyothichandra	26-01-2012	978-81-

	<i>Sociological Study of Dr. Babaseheb Ambedkar's Journalistic work</i>	Katke	Publication, Pvt.Ltd., LIC Colony, Latur.		909640-8-7
2.	<i>Indian Philosophy</i>	”	”	26-01-12	978-81-9096-9-1

- Citation Index: **Nil**
- SNIP : **Nil**
- SJR : **Nil**
- Impact factor : **Nil**
- h-index : **Nil**

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

- a) National committees : **Nil**
- b) International Committees : **Nil**
- c) Editorial Boards.... : **Nil**

22. Student projects:

- a). Percentage of students who have done in-house projects including inter departmental/programme: **Nil**
- b). Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National : **Nil**
- b) International : **Nil**

26. Student profile programme/course wise: Session: 2013

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. I	129	129	68	61	87.17% (sem-I) 63.63% (sem-II)
B.A. II	70	70	28	42	95.38%
B.A. III	42	42	13	29	86.30%
MA – I	14	14	09	05	42.85% (Sem-I) 90.90% (Sem-II)
MA-II	02	02	01	01	Did not get the result sheet yet

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B.A.)	100%	Nil	Nil

28 How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc: **Nil**

29 Student progression:

Student progression	Against % enrolled
UG to PG	17 students went for MSW during the period 2009-2013 in AS College, Wadsa.
PG to M. Phil.	“
PG to Ph.D.	“
Ph.D. to Post-Doctoral	“
Employed Campus selection Other than campus recruitment	“ Nil Data not available
Entrepreneurship/Self-employment	“

30. Details of Infrastructural facilities

- a. Library: **a small departmental library and the Central Library**
- b. Internet facilities for Staff & Students: **In the Central library INFLIBNET & NRC**
- c. Class rooms with ICT facility : **Nil**
- d. Laboratories: **Nil & not needed.**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Scholarship (GOI) =225; Freeship =31.**

32. Details on student enrichment programmes (special lectures/workshops / seminar) with external experts: **Certificate Course in Human Rights**

33. Teaching methods adopted to improve student learning: **Mainly Lecture Method; occasionally discussion, brain storming sessions, etc.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Active participation in all institutional social responsibility and extension

activities such as cultural activities, sports/games, N.S.S. activities, study tours etc.

35. SWOC analysis of the department and Future plans:

a. SWOC analysis

S(Strength) = good availability of students, good classrooms, good result, good management, etc.

W(Weakness) = Remoteness of the college from urban centres, non intellectual, tribal students, over-crowded class rooms, teacher's inadequate knowledge of computer operation.

O(Opportunities)= Can develop a lot through participation Seminars/Conferences/Workshops etc. and by writing and publishing research articles, papers, chapters, books etc., can do PhD, can undertake Minor and Major research projects, can organize Seminars/Conferences/Workshops etc., can invite experts from outside, and so on.

C(Challenges) = Non-aspiring tribal students, Transportation problems, poverty of the students, No departmental library, no computer & internet in the department.

b. Future Plans:

- 1) Participate in more Seminars/Conferences/Workshops etc.
- 2) Write more research papers, articles
- 3) Write more books
- 4) Complete Ph.D.
- 5) Organize Seminars/Conferences/Workshops etc.,
- 6) Invite subject experts from outside.
- 7) Develop a departmental library.
- 8) Make the classrooms ICT equipped.
- 9) Organize a study tour.
- 10) Involved students in project work.
- 11) Help students to make optimal use of INFLIBNET.

DEPARTMENT OF POLITICAL SCIENCE

1. Name of the department: **Political Science**
2. Year of Establishment: **1990**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **NIL**
5. Annual/ semester/choice based credit system (programme wise): **Annual & Semester (credit system)**
6. Participation of the department in the courses offered by other departments: **Conducts the Gandhian Thought Examination offered by the Gujarat University.**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **The same as above**
8. Details of courses/programmes discontinued (if any) with reasons : **Nil**
9. Number of Teaching posts

Posts	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years

Pisaram Segoji Khope	M. A.	Assistant Professor	Political Science	20 yrs.	Nil
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11. List of senior visiting faculty :**Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **Nil**
13. Student -Teacher Ratio (programme wise): **344:1(2012-13)**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with D. Sc/D. Lit./ Ph. D/ M. Phil/PG. : **PG-1**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:
 - Publication per faculty: **till 2012 –13 = 10**
 - Number of papers published in **peer reviewed** journals (national / international) by faculty and students: **till 2012-13 = 03 (National)**

Their details are as follows:

 1. ***Sunrise Multidisciplinary Research Journal*, Publishers: Korpana Arts & Commerce College, ISSN Number: 2319-8214, Vol-ii; Pp: 106-108)**
 2. ***Social Growth*: Published by Jyothichandra Publication Pvt. Ltd, Latur (MS); ISSN: 2229-6190 RNI MAHMUL 02937/2010/35848; vol; 01; Issue: Nov, 2012 to April 2013.pp.123-130.**
 3. ***Social Growth*: Published by Jyothichandra Publication Pvt. Ltd, Latur (MS); ; ISSN: 2229-6190 RNI MAHMUL 02937/2010/35848; vol:02; Issue:04; Nov, 2012to April,2013.pp.127-132**

- Number of publications listed in International Database (For e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **Nil**
- Monographs : **Nil**
- Chapter in Books: **Nil**
- Books Edited: **Nil**
- Books with ISBN/ISSN numbers with details of publishers: -
- Citation Index: **Nil**
- SNIP : **Nil**
- SJR : **Nil**
- Impact factor: **Nil**
- h-index : **Nil**

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

- a) National committees : **Nil**
- b) International Committees : **Nil**
- c) Editorial Boards.... : **Nil**

22. Student projects

- a. Percentage of students who have done in-house projects including inter departmental/programme : **Nil**
- b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National : **Nil**
- b) International : **Nil**

26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
<u>UG (2012-13)</u>				
B.A. I	171	171	98 73	38.85% (Sem-I) 69.,84% (Sem-II)
B.A. II	86	6	37 49	84.41%
B.A. III	66	66	25 41	74..51%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG: (B.A.)	100%	Nil	Nil

28 How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.: **Nil**

29 Student progression: **Some 04 students went for M.A. in 2009-11 period to N.H. College, Bramhapuri.**

30 Details of Infrastructural facilities

- Library : **Only a small library and the Central Library**
- Internet facilities for Staff & Students: **In Central library (INFLIBNET)**
- Class rooms with ICT facility : **Nil**
- Laboratories: **Nil, not needed.**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Scholarship (GOI): 274; Freeship: 39.**

32. Details on student enrichment programmes (special lectures/workshops / seminar) with external experts: **Nil**

33. Teaching methods adopted to improve student learning:

Lecture Methods supplemented by learner-centered, Technology assisted method such as the use of OHP, Digital Presenter, LCD-PPT, CDs/DVDs etc and News Paper Cuttings, Maps, Pictures and Video Clippings etc. and Group Discussions, Seminars, Brain Storming sessions, quiz, debates, Symposia etc.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Active participation in all institutional social responsibility and extension activities such as cultural activities, sports/games, N.S.S. activities, study tours etc.

35. SWOC analysis of the department and Future plans:

a. SWOC analysis

S (Strength) = Good availability of students, good classrooms, good result, good management, etc.

W (Weakness) = Remoteness of the college from urban centres, non intellectual, tribal students, over-crowded class rooms.

O(Opportunities) = Can develop a lot through participation Seminars / Conferences / Workshops etc. and by writing and publishing research articles, papers, chapters, books etc., can do Ph.D., can undertake Minor and Major research projects, can organize Seminars/Conferences/Workshops etc., can invite experts from outside, and so on.

C (Challenges) = Non-aspiring tribal students, Transportation problems, poverty of the students, No departmental library, no computer & internet in the department.

b.Future Plans:

- 1) Participate in more Seminars/Conferences/Workshops etc.
- 2) Write more research papers, articles
- 3) Try writing books
- 4) Complete Ph.D.
- 5) Organize Seminars/Conferences/Workshops etc.,
- 6) Invite subject experts from outside.

- 7) Develop a departmental library.**
- 8) Make the classrooms ICT equipped.**
- 9) Organize more study tours.**
- 10) Involved students in project work.**
- 11) Helps students to make optimal use of INFLIBNET**

DEPARTMENT OF GEOGRAPHY

1. Name of the department: **Geography**
2. Year of Establishment: **2005-06**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG.**
4. Names of Interdisciplinary courses and the departments/units involved:
5. Annual/semester/choice based credit system (programme-wise): **Annual & Semester**
6. Participation of the department in the courses offered by other departments:
Environmental Studies (in B. A- II year).
7. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**
8. Details of Courses/Programmes discontinued (if any) with reasons : **Nil**
9. Number of Teaching Posts: **Permanent Non-Grant Basis Course.**

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	00	00
Contributory Lectures	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt.

/Ph.D. / M.Phil. etc)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
1.Tulshidas H. Zade	M.A., M. Phil., B. Ed.	Contributory Lecturer	Geography	08 years	Nil
2.Naresh Atram	M.A., B. Ed.	”	”	04 years	Nil

11. List of senior visiting faculty: **00**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **100%**
13. Student -Teacher Ratio (programme wise): **UG (BA): 104: 2**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **00**
15. Qualifications of teaching faculty with D. Sc/D. Litt/ Ph. D/M Phil/PG.:
M.Phil.-01, PG-01
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **00**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **00**
18. Research Centre /facility recognized by the University: **00**
19. Publications:
- * a) Publication per faculty:
 - *Number of papers published in peer reviewed journals (national / international) by faculty and students: **01(by faculty, Mr. T. H. Zade)**
 - *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc.): **00**
 - *Monographs: **Nil**
 - *Chapter in Books: **Nil**
 - *Books Edited: **Nil**
 - *Books with ISBN/ISSN numbers with details of publishers: **Nil**
 - *Citation Index: **Nil**
 - *SNIP: **Nil**
 - *SJR: **Nil**
 - *Impact factor: **Nil**
 - *h-index: **Nil**
20. Areas of consultancy and income generated; **Nil**

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards: **Nil**

22. Student projects: Nil

- a) Percentage of students who have done in-house projects including inter departmental/programme: **100% (Environmental Studies)**
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding: Nil

a) National

b) International

26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG - B.A-I	45	45	30	15	95.83% (Sem-I) 100% (Sem-II)
BA- II	26	26	17	09	56%
BA-III	17	17	14	03	92.85%

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B. A)	100%	00	00

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: 00

29. Student progression: 11 students. (07 students went for PG in JSPM College Dhanora, during the period-2009-2013 and 04 students went for PG in N.H. College, Bramhapuri in the period- 2009-12).

30. Details of Infrastructural facilities:

a) Library: **Only a small library and the Central Library where plenty of books are available**

b) Internet facilities for Staff & Students: **Yes, in the Central library and NRC**

c) Class rooms with ICT facility: **Nil**

d) Laboratories: **Yes- 01**

31. Number of students receiving financial assistance from college, university,

Government or other agencies: **Scholarship (GOI) = 78; Freeship = 06**

32. Details on student enrichment programmes (special lectures / workshops/ seminar) with external experts: **Nil**

33. Teaching methods adopted to improve student learning: **Lecture and technology assisted method. In addition Slides, globes, maps, charts, and all articles of geographical equipment are used.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Participates in NSS activities, rallies, and all other institutional social responsibility activities.**

35. SWOC analysis of the department and Future plans:

a. **SWOC analysis:**

S (Strength) = availability of teaching–learning materials, good infrastructure, Good management, good laboratory, good environment, good central library, etc.

W (Weakness) = small number of students, no departmental library, no research achievements, no funding under any scheme, no PG department, no Ph.D. for the teachers, inadequate data regarding student progression.

O (Opportunity) = only a young department in its infancy with numerous chances of growth, new teachers can be appointed, teachers can improve themselves on research lines, achievements, professional skills, etc., participate in numerous conferences, write and publish articles, chapters and books, slowly develop a library, register for PhD, apply for funds, do research projects, etc.

C (Challenge) = financial crunch, remoteness of the area, Naxal affected area, the less inspired and low aspiring students, absenteeism of students, inadequate transport facilities for students from afar, etc.

b. Future Plans:

- 1. Introduce PG (MA) in Geography**
- 2. Slowly develop a departmental library**
- 3. The teachers to complete Ph.D. within the stipulated time**
- 4. Undertake Major/Minor Research projects**
- 5. Convert classrooms into ICT equipped ones**
- 6. Teachers to write research papers/articles/chapters/books**
- 7. Make available funds for future growth of the dept.**
- 8. Make teaching more technology-assisted; make optimal use of Interactive Board/LCD-PPT, etc**
- 9. Participate in and organize conferences/workshops/seminars**
- 10. Improve teaching outcomes, and help student progression.**

DEPARTMENT OF HOME ECONOMICS

1. Name of the department: **Home Economics**
2. Year of Establishment: **2005-06**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG.**
4. Names of Interdisciplinary courses and the departments/units involved: **00**
5. Annual/semester/choice based credit system (programme-wise): **Annual & Semester**
6. Participation of the department in the courses offered by other departments: **00**
7. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**
8. Details of Courses/Programmes discontinued (if any) with reasons : **Nil**
9. Number of Teaching posts: **Permanent Non-Grant Basis: 02**

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	00	00
Contributory Lectures	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specializa-tion	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
1. Rajani R. Thakare	MA, M.Phil, B.Ed, (Registered for Ph.D.)	Contributory Lecturer	Home Economics	07 years	Nil
2. Vandana R. Anande	M.A.	”	Home Economics	06 years	Nil

- 11. List of senior visiting faculty: 00**
- 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%**
- 13. Student -Teacher Ratio (programme wise): UG (BA):**
- 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 00**
- 15. Qualifications of teaching faculty with D. Sc/ D. Litt/ Ph.D/ M Phil/PG.:**
M Phil-01,
P. G-01
- 16. Number of faculty with on-going projects from a) National b) International funding agencies and grants received: 00**
- 17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: 00**
- 18. Research Centre /facility recognized by the University: 00**
- 19. Publications:**
- * a) Publication per faculty: **00**
 - *Number of papers published in peer reviewed journals (national / international)
By faculty and students: **00**
 - *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc.): **00**
 - *Monographs: **Nil**
 - *Chapter in Books: **Nil**
 - *Books Edited: **Nil**
 - *Books with ISBN/ISSN numbers with details of publishers: **Nil**
 - *Citation Index: **Nil**
 - *SNIP: **Nil**
 - *SJR: **Nil**
 - *Impact factor: **Nil**
 - *h-index **Nil**
- 20. Areas of consultancy and income generated: Nil**

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards: **Nil**

22. Student projects: **Nil**

a) Percentage of students who have done in-house projects including inter departmental/programme; **100% (in-house projects)**

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies **Nil**

23. Awards/ Recognitions received by faculty and students; **Nil**

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding: **Nil**

a) National

b) International

26. Student profile programme/course wise: **2012-13**

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG: - B.A-I	51	51	00	51	90.19% Sem-I 92.15% (Sem-II)
BA- II	27	27	00	27	86.95%
BA-III	25	25	00	25	95.65%

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B. A)	100%	00	00

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: **00**

29. Student progression: **05 students went for PG in N.H. College, Bramhapuri during the period-2009-2013.**

30. Details of Infrastructural facilities:

a) Library: **A small departmental library & Central Library**

b) Internet facilities for Staff & Students: **Yes, in the Central library**

c) Class rooms with ICT facility: **Nil**

d) Laboratories: **Yes.**

31. Number of students receiving financial assistance from college, university,

Government or other agencies: **Scholarship (GOI): 104; Freeship: 11**

32. Details on student enrichment programmes (special lectures / workshops/

seminar) with external experts: **Nil**

33. Teaching methods adopted to improve student learning: **Lecture and technology assisted method. Besides, slides, charts, and all articles of Home Economics equipment are used.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Participates in NSS activities, rallies, and all other institutional social responsibility activities.

35. SWOC analysis of the department and Future plans:

a. **SWOC analysis:**

S (Strength) = availability of teaching-learning materials, good infrastructure, Good management, good laboratory, good environment, a small library & a good central library, etc.

W (Weakness) = small number of students, departmental library small, research achievements not much, no funding under any scheme, no PG department, no Ph.D. for the teachers, inadequate data regarding student progression.

O (Opportunity) = only a young department in its infancy with numerous chances of growth, new teachers can be appointed, teachers can improve themselves on research lines, achievements, professional skills, etc., participate in numerous conferences, write and publish articles, chapters and books, slowly develop a library, do PhD, apply for funds, do research projects, etc.

C (Challenge) = financial crunch, remoteness of the area, Naxal affected area, the less inspired and low aspiring students, absenteeism of students, inadequate transport facilities for students from afar, permanent non-grant etc.

b. Future Plans:

- 1. Introduce PG (M.A.) in Home Economics**
- 2. Slowly develop a departmental library**
- 3. The teachers to complete Ph.D. within the stipulated time**
- 4. Undertake Major/Minor Research projects**
- 5. Convert classrooms into ICT equipped ones**
- 6. Teachers to write research papers/articles/chapters/books**
- 7. Make available funds for future growth of the dept.**
- 8. Make teaching more technology-assisted; make optimal use of Interactive Board/LCD-PPT, etc.**
- 9. Participate in and organize conferences/workshops/seminars**
- 10. Improve teaching outcomes, and help student progression.**

DEPARTMENT OF BOTANY

1. Name of the department: **Botany**
2. Year of Establishment: **2009-10**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG (B. Sc.)**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual, Semester (Credit Based)**
6. Participation of the department in the courses offered by other departments: **B. Sc.-II, Teaching Environmental Science**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D. Sc/D.Litt. /Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
1.Pramesh A. Dani	M.Sc, B.Ed, NET	Assistant Professor	Molecular Biology & Plant Bio technology	11months	Nil

2.Rakhi B Shambhar kar	M. Sc, M. Phil, NET	Assistant Professor	Mycology & Plant Pathology	03months	Nil
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- 11. List of senior visiting faculty: Nil**
- 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 75%**
- 13. Student -Teacher Ratio (programme wise): B. Sc: 53:2**
- 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 01**
- 15. Qualifications of teaching faculty with D. Sc/ D.Litt/ Ph.D/ M Phil/PG.:
M.Phil.-01, PG-01**
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: 00**
- 17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total Grants received: 00**
- 18. Research Centre /facility recognized by the University: 00**
- 19. Publications:**
- a) Publication per faculty: **00**
- *Number of papers published in peer reviewed journals (national / international) by faculty and students: **00**
- *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database- International Social Sciences Directory, EBSCO host, etc.): **00**
- *Monographs: **Nil**
- *Chapter in Books **Nil**
- *Books Edited **Nil**
- *Books with ISBN/ISSN numbers with details of publishers: **Nil**
- *Citation Index **Nil**
- *SNIP; **Nil**
- *SJR **Nil**
- *Impact factor; **Nil**
- *h-index: **Nil**

20. Areas of consultancy and income generated **Nil**
21. Faculty as members in
a) National committees b) International Committees c) Editorial Boards: **Nil**
22. Student projects **Nil**
a) Percentage of students who have done in-house projects including inter departmental/programme: **Nil**
c) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**
23. Awards/ Recognitions received by faculty and students: **Nil**
24. List of eminent academicians and scientists/ visitors to the department: **One.**
(Dr. Desai, from London)
25. Seminars/ Conferences/Workshops organized & the source of funding: **Nil**
a) National
b) International
26. Student profile programme/course wise: (2012-13)

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F		Pass percentage
UG: B. Sc -I	36	36	23	13	21.87% (Sem-I) 66.66% (Sem-II)
B. Sc -II	07	07	04	03	100%
B. Sc- III	10	10	05	05	100%

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B. Sc)	100%	00	00

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc., ? : **00**

29. Student progression:

Student progression	Against % enrolled
UG to PG	50% i. e, 5 out of 10

30. Details of Infrastructural facilities:

a) Library: **A small library & the Central Library**

b) Internet facilities for Staff & Students: **Yes, but only in the Central library**

c) Class rooms with ICT facility: **Nil**

d) Laboratories: **Yes**

31. Number of students receiving financial assistance from college, university, Government or other agencies: **Scholarship: 31 (GOI); Freeship: 16**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **Special Lecture: 01 by Dr. Desai from London on 'Theory of Evolution' by Charles Darwin.**

33. Teaching methods adopted to improve student learning: **Lecture and technology assisted method**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Participates in NSS activities, rallies, and all other institutional social responsibility activities**

35. SWOC analysis of the department and Future plans:

a. **SWOC analysis:**

S (Strength) = good infrastructure, good management, good laboratory, good staff, good environment, good central library

W(Weakness) = No departmental library, no research achievements, no publications as yet, no funding under any scheme, no PG department, no Ph.D. for the teachers, no D.SC. for teachers, inadequate data regarding student progression.

O (Opportunity) = Only a young department in its infancy with numerous chances of growth, newly appointed teachers can improve themselves on research lines, achievements, professional skills, participate in numerous conferences, write and publish articles, chapters and books, slowly develop a library, register for Ph.D., apply for funds, do research projects, etc.

C (Challenge) = Financial crunch, remoteness of the area, the less inspired and low-aspiring students, absenteeism of students, etc.

b. Future Plans:

1. Introduce PG (M. Sc.) in Botany
2. Slowly develop a departmental library
3. The teachers to register for Ph.D.
4. Undertake Major/Minor Research projects
5. Convert classrooms into ICT equipped
6. Teachers to write research papers/articles/chapters/books
7. Make available funds for future growth of the dept.
8. Make teaching technology assisted, use interactive board/LCD-PPT, etc
9. Participate in and organize conferences/workshops/seminars
10. Improve teaching outcomes, and help student progression.

DEPARTMENT OF ELECTRONICS

1. Name of the department: **Electronics**
2. Year of Establishment: **2009-10**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG (B. Sc)**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise):
Annual, Semester (Credit Based)
6. Participation of the department in the courses offered by other departments:
Teaching a Paper in Computer Science.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts

	sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. / Ph.D. / M. Phil. etc)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4years
Lalita R. Nasare	M. Sc, (Electronics), M.Sc(Physics) B. Ed, NET (Electronics)	Assistant Professor	1.Applied Electronics 2.Material Science	05 years (as Clock Hour Basis lecturer)& 03 months as regular.	Nil

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **100% till 28 th February, 2013, and thereafter 0%.**
13. Student -Teacher Ratio (programme wise):**B. Sc: 1:17**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **01**

15. Qualifications of teaching faculty with D. Sc/ D. Litt/ Ph. D/ M Phil/PG.:
PG-01
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **00**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **00**
18. Research Centre /facility recognized by the University: **00**
19. Publications: **00**
- * a) Publication per faculty: **00**
 - *Number of papers published in peer reviewed journals (national / international) by faculty and students: **00**
 - *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc.): **00**
 - *Monographs: **Nil**
 - *Chapter in Books **Nil**
 - *Books Edited **Nil**
 - *Books with ISBN/ISSN numbers with details of publishers: **Nil**
 - *Citation Index: **Nil**
 - *SNIP **Nil**
 - *SJR **Nil**
 - *Impact factor **Nil**
 - *h-index **Nil**
20. Areas of consultancy and income generated **Nil**
21. Faculty as members in
- a) National committees b) International Committees c) Editorial Boards: **Nil**
22. Student projects **Nil**
- a) Percentage of students who have done in-house projects including inter departmental/programme **Nil**
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies **Nil**
23. Awards/ Recognitions received by faculty and students **Nil**
24. List of eminent academicians and scientists/ visitors to the department: **Nil**
25. Seminars/ Conferences/Workshops organized & the source of funding:
- a) National: **00**
 - b)International: **00**
26. Student profile programme/course wise: (2012-2013)

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percenta ge
UG: B. Sc-I	13	13	09 04	84.5% (Sem-I) 76% (Sem-II)
B Sc-II	02	02	02 00	0%
B Sc-III	02	02	02 00	100%

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B. Sc.)	100%	00	00

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? : **00**

29. Student progression: **No reliable data available**

30. Details of Infrastructural facilities:

a) Library: **Only Central Library**

b) Internet facilities for Staff & Students: **Yes, but in the Central library**

c) Class rooms with ICT facility: **Nil**

d) Laboratories: **Yes, One shared with Physics.**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Scholarship-12 (GOI); Freeship - 05**

32. Details on student enrichment programmes (special lectures / workshops/ seminar) with external experts: **Nil**

33. Teaching methods adopted to improve student learning: **Lecture and technology assisted methods with discussions, brain storming sessions, task-based, interactive sessions.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Participates in NSS activities, rallies, and all other institutional social Responsibility Activities.**

35. SWOC analysis of the department and Future plans:

a. **SWOC analysis:**

S(Strength) = satisfactory infrastructure, sensible management, good laboratory, good staff, fine environment, fairly good central library

W(Weakness) = lack of departmental library, no research achievements, no publications as yet, no funding so far under any scheme, no PG department, no Ph.D. for the teachers, no D. SC for teachers, inadequate data regarding student progression, poor enrolment, newly emerging department.

O (Opportunity) = Being a a young department in its infancy it has great potential for and numerous chances of growth; newly appointed teachers can improve themselves on research lines, achievements, professional skills, participate in numerous conferences, write and publish articles, chapters and books, slowly develop a library, register for PhD, apply for funds, do research projects, etc.

C (Challenges) = financial crunch, remoteness of the area, Naxal affected area which does not attract students from other states and countries, the less inspired and

low aspiring students, less encouraging response of the students for a highly job oriented subject like Electronics, and so on.

b. Future Plans:

- 1. Introduce PG (M. Sc.) in Electronics**
- 2. Gradually develop a departmental library**
- 3. The teacher to do Ph.D. at the earliest**
- 4. Undertake Major/Minor Research projects**
- 5. Convert classrooms into ICT equipped ones**
- 6. Teachers to write research papers/articles/chapters/books**
- 7. Make available funds for future growth of the dept.**
- 8. Make teaching more technology-assisted, using the Interactive Board, internet etc**
- 9. Participate in and organize conferences/workshops/seminars and present papers.**
- 10. Improve teaching outcomes and help student progression as also document it well.**

DEPARTMENT OF MICROBIOLOGY

1. Name of the department: **Microbiology**
2. Year of Establishment: **2009-10**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG (B. Sc)**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual, Semester**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts: **(2012-13)**

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc/D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
1.Dr. Abhay B. Solunke	M. Sc., Ph D,	Assistant Professor	Industrial Microbiology	14 years, Here- 03 months	Nil
2.Trupta D. Wakde	M. Sc., NET	Assistant Professor	Microbiology	03 months	Nil

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **75% (in 2012-13)**
13. Student -Teacher Ratio (programme wise): **35:2**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **01**
15. Qualifications of teaching faculty with D. Sc/D. Litt/Ph. D/M Phil/PG.: **PhD-**

01, PG-01

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **00**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total Grants received: **00**
18. Research Centre /facility recognized by the University: **00**
19. Publications:
 Publication per faculty: **00**
 *Number of papers published in peer reviewed journals (national / international) by faculty and students: **00**
 *Number of publications listed in International Database (For eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **00**
 *Monographs: **Nil**
 *Chapter in Books - **Nil**
 *Books Edited - **Nil**
 *Books with ISBN/ISSN numbers with details of publishers:**Nil**
 *Citation Index **Nil**
 *SNIP - **Nil**
 *SJR **Nil**
 *Impact factor - **Nil**
 *h-index **Nil**
20. Areas of consultancy and income generated - **Nil**
21. Faculty as members in
 a) National committees b) International Committees c) Editorial Boards: **Nil**
22. Student projects - **Nil**
 a) Percentage of students who have done in-house projects including inter-departmental/programme - **Nil**
 b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies - **Nil**
23. Awards/ Recognitions received by faculty and students - **Nil**
24. List of eminent academicians and scientists/ visitors to the department: **Nil**
25. Seminars/ Conferences/Workshops organized & the source of funding: **Nil**
 a) National
 b) International
26. Student profile programme/course wise: (2012-13)

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG: (B. Sc) (Final)	07	07	03	04	100%
B. Sc -II	05	05	02	03	80%
B. Sc - I	22	22	15	07	31.8% (Sem-I) 53.84% (Sem-II)

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of Students from the same state	% of students from other States	% of students from abroad
UG (B. Sc)	100%	00	00

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? : 00

29. Student progression:

UG to PG	00
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30. Details of Infrastructural facilities:

- Library: **Students resort mainly to the Central Library.**
- Internet facilities for Staff & Students: **Yes, but only in the Central library**
- Class rooms with ICT facility: **Nil**
- Laboratories: **Yes, 01.**

31. Number of students receiving financial assistance from college, university, Government or other agencies: **Scholarships: 26 (GOD); Freeships: 14.**

32. Details on student enrichment programmes (special lectures / workshops/ seminar) with external experts: **Nil**

33. Teaching methods adopted to improve student learning: **Lecture method and Technology assisted methods using OHP, LCD (PPT), Interactive Board, Computer etc. Further, Group Discussion, Brain Storming Session, Seminar, Quiz contest etc.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Yet to participate in different programmes, since the teachers are late appointments.**

35. SWOC analysis of the department and Future plans:

a. **SWOC analysis:**

S (Strength) = good infrastructure, good management, laboratory facility, good central library, permanent faculty, etc.

W(Weakness) = No departmental library, no research achievements, no publications as yet, no funding under any scheme, no PG department, inadequate data regarding student progression.

O (Opportunity) = Only a young department in its infancy with numerous chances of growth, newly appointed teachers can improve themselves on

research lines, achievements, professional skills, participate in numerous conferences, write and publish articles, chapters and books, slowly develop a library, register for PhD, apply for funds, do research projects, etc.

C (Challenge) = Financial crunch, remoteness of the area, the less inspired and Low- aspiring students, absenteeism of students, etc

b. Future Plans:

1. Introduce P G (M. Sc) in Microbiology,
2. Slowly develop a departmental library
3. All teachers to do Ph.D.,
4. Undertake Major/Minor Research projects
5. Convert classrooms into ICT equipped
6. Teachers to write research papers/articles/chapters/books
7. Make available funds for future growth of the dept.
8. Make teaching more technology assisted, using optimally the Interactive Board/LCD-PPT, etc,
9. Participate in and organize conferences/workshops/seminars/Symposia
10. Improve teaching outcomes, and help student progression and make proper documentation of data.
11. Invite experts from outside to enrich the course,
12. Conduct study tour, industrial visits, field studies etc,
13. Give project work to students.

DEPARTMENT OF ZOOLOGY

1. Name of the department : **Zoology**
2. Year of Establishment : **2009-10**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG- B. Sc.**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
Annual/ semester/choice based credit system (programme wise): **Annual, Semester**
5. Participation of the department in the courses offered by other departments –
Yes. Teaching Environment studies for B. Sc. II
6. Courses in collaboration with other universities, industries, foreign institutions, etc: **00**
7. Details of courses/programmes discontinued (if any) with reasons **Nil**
8. Number of teaching posts:

Posts	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	Nil
Contributory	03	02

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided or the last 4 years
Deepak S. Bansod	M.Sc., M. Phil., B.Ed, (Ph. D- Thesis Submitted)	Contributory lecturer	Cell Biology	4 Years	Nil
Suchita B. Tingule	M.Sc.	Contributory lecturer	Animal physiology	2 Years	Nil

10. List of senior visiting faculty: **Nil**
11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **100%**

12. Student -Teacher Ratio (programme wise): **UG (B.Sc.): 70:2**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **01 (Lab Assistant)**
14. Qualifications of teaching faculty with D. Sc/ D. Lit/Ph. D/ M. Phil/PG: **M.Sc. M. Phil- 01; PG (M. Sc) - 01**
15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
16. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
17. Research Centre /facility recognized by the University: **Nil**
18. Publications:
- Publication per faculty: **00**
19. Number of papers published in peer reviewed journals (national / international) by faculty and students: **Nil**
- i..Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):
- ii Monographs : **00**
- iii. Chapter in Books: **00**
- iv Books Edited: **00**
- v Books with ISBN/ISSN numbers with details of publishers: **00**
- vi Citation Index: **00**
- vii SNIP: **00**
- viii SJR : **00**
- ix. Impact factor: **00**
- x. h-index : **00**
20. Areas of consultancy and income generated: **00**
21. Faculty as members in
- a) National committees : **00**
- b) International Committees : **00**
- c) Editorial Boards.... : **Nil**
22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental/programme: **Nil**

b. Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: **Nil, but won 'AVISHKAR' – First prize at University level 2008-09.**

23. Awards/ Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National : **00**
 b) International : **00**

26. Student profile programme/course wise: **2013**

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG (B.Sc.) Subject - Zoology	B.Sc. I- 33	33	24	09	6.45% (Sem-I) 28.57% (Sem-II)
	B.Sc. II- 21	21	15	06	95.23%
	B.Sc. III- 16	16	10	06	100%
	Total- 70	70	49	21	

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B.Sc.) Zoology	100%	Nil	Nil

25. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

26. Student progression: **UG to PG = 3 students went for PG in N.H. College, Brahmapuri in 2012-13.**

Entrepreneurship/self employment: 05 students: They are:

1. Mr. Rushidas W Sonwane (Pharmacy)
2. Mr. Sachin A. Nakhate (Pharmacist)
3. Mr. Prafulkumar R. Rathi (Textile Shop)
4. Mr. Mangesh Bhatt (Pharmacy)
5. Mr. Govinda Sorte (Computer Institute)

30. Details of Infrastructural facilities

- c. Library : **A small departmental library & Central library**
- d. Internet facilities for Staff & Students : **Only in the central library**
- e. Class rooms with ICT facility: **Nil**
- f. Laboratories: **01**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Scholarships: 46 (GOI); Freeship : 20**

32. Details on student enrichment programmes (special lectures/workshops / seminar) with external experts:

Special lecture by Dr. Desai from London on “Evolution of life”

33. Teaching methods adopted to improve student learning: **Lecture method supplemented with technology assisted teaching with multimedia like- LCD, OHP, Interactive board, charts etc.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Nil**

35. SWOC analysis of the department and Future Plan

S(Strength) = We have one laboratory, good infrastructure, good management

W(Weakness) = Permanent faculties are not available, dull students,

O(Opportunities) = can start P.G., Research project, can do a lot of research work, write a book.

C(Challenges) = Few intellectual students, remoteness of the place, inadequate transport facilities, poverty

b. Future plans:

1. **To improve the department by filling permanent faculty**
2. **Involvement of students in various projects**
3. **To organize National/ international seminars, workshops by the funding of UGC**
4. **To start minor/major research projects**
5. **To write chapters in book, edition of book, books with ISSN/ISBN number**
6. **Inviting eminent scientist and visitors to the department.**
7. **Creation of a good departmental library**
8. **Improvement of class room with ICT facility**
9. **To start PG courses and research lab in the institution**

DEPARTMENT OF CHEMISTRY

1. Name of the department: **Chemistry**
2. Year of Establishment : **2009-10**
3. Names of Programmes/Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG (B. Sc)**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme-wise):
Semester ,Annual Pattern
6. Participation of the department in the courses offered by other departments
Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching post

Posts	Sanctioned	Filled
Professors	Nil	Nil
Asst. Professors	02	01

10. Faculty profile with name, qualification, designation, specialization,
(D.Sc./D.Litt./ Ph.D. / M. Phil. Etc)

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. Students guided for the last 4 years
G. D. Satpute	M Sc, NET	Asst. Professor	Organic Chemistry	03 months	Nil

11. List of senior visiting faculty: **01 (Dr. Mahajan, retired Professor from Brahmapuri (till his death in 2012)).**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **Nil**
13. Student -Teacher Ratio (programme wise): **105:1**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **One**

15. Qualifications of teaching faculty with D. Sc/ D. Lit./ Ph. D/ M. Phil/PG. :**PG-01**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications: **00**
- a. Publication per faculty: **Nil**
- b Number of papers published in peer reviewed journals (national / international) by faculty and students: **Nil**
- c Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **Nil**
- Monographs: **Nil**
 - Chapter in Books: **Nil**
 - Books Edited: **Nil**
 - Books with ISBN/ISSN numbers with details of publishers: **Nil**
 - Citation Index: **Nil**
 - SNIP: **Nil**
 - SJR: **Nil**
 - Impact factor: **Nil**
 - h-index: **Nil**
20. Areas of consultancy and income generated: **Nil**
21. Faculty as members in
- a) National committees : **Nil**
 - b) International Committees : **Nil**
 - c) Editorial Boards.... : **Nil**
22. Student projects
- a. Percentage of students who have done in-house projects including interdepartmental programme: **Nil**
 - b. Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: **Nil**
23. Awards/ Recognitions received by faculty and students: **Nil**
24. List of eminent academicians and scientists/ visitors to the department: **Nil**
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National: **Nil**
 - b) International: **Nil**
26. Student profile programme/course wise: **2012-13**

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass Percentage
			*M	*F	
B. Sc Part I	59	59	41	18	2.08% (Sem-I) 69.04% (Sem-II)
B. Sc Part II	24	24	15	09	91.66%
B. Sc Part III	22	22	14	08	100%

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B. Sc)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as

NET, SLET, GATE, Civil services, Defense services, etc? **Nil**

29. Student progression: **Data not available.**

30. Details of Infrastructural facilities

a. Library - **No, Only central library is available**

b. Internet facilities for Staff & Students- **No, Only in the central library.**

c. Class rooms with ICT facility- **Nil**

d. Laboratories- **One**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Scholarships(GOI)- 69;Freeships- 29**

32. Details on student enrichment programmes (special lectures/workshops / seminar) with external experts- **Nil**

33. Teaching methods adopted to improve student learning: **Lectures and technology assisted teaching; discussion, brainstorming Session; quiz, etc.**

34. Participation in Institutional Social Responsibility (ISR) and

Extension activities: **Active participation in NSS and cultural activities.**

35. SWOC analysis of the department and Future plans-

a. SWOC analysis:

S (Strength) = We have a well equipped laboratory; Permanent Faculty; Good Management

W(Weakness)=Poor Enrollment; Naxal Affected area;

A small departmental library & the central library

O(Opportunity) = Can do lot of Research; Do Ph. D; can improve the library.

C(Challenges) = Poverty; Remote area; No Transportation Facility; Lack of confidence in students

b. Future Plans:

- **The Laboratory to be better equipped.**
- **To develop departmental library**
- **All faculty members to do Ph. D as early as possible**
- **Write articles, books & research papers**
- **To organize seminars & invite subject experts**

DEPARTMENT OF MATHEMATICS

1. Name of the department: **Mathematics**
2. Year of Establishment: **2009-10**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG (B. Sc)**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme-wise):
Semester, Annual Pattern
6. Participation of the department in the courses offered by other departments
Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

Posts	Sanctioned	Filled
Professors	Nil	Nil
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Reena Nakade	M. Sc,	Contributory Lecturer	Organic & Medicinal Chemistry	Three months	Nil

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **Nil**
13. Student -Teacher Ratio (programme wise): **50:1**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **One**
15. Qualifications of teaching faculty with D. Sc/ D. Lit./ Ph. D/ M. Phil/PG.: **PG-01**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications: **00**
- a. Publication per faculty: **Nil**
- b. Number of papers published in peer reviewed journals (national / international) by faculty and students: **Nil**
- c. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **Nil**
- Monographs: **Nil**
- Chapter in Books: **Nil**
- Books Edited: **Nil**
- Books with ISBN/ISSN numbers with details of publishers: **Nil**
- Citation Index: **Nil**
- SNIP: **Nil**
- SJR: **Nil**
- Impact factor: **Nil**
- h-index: **Nil**
20. Areas of consultancy and income generated: **Nil**
21. Faculty as members in
- a) National committees : **Nil**
- b) International Committees : **Nil**
- c) Editorial Boards.... : **Nil**
22. Student projects
- a. Percentage of students who have done in-house projects including inter departmental/programme: **Nil**
- b. Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: **Nil**
23. Awards/ Recognitions received by faculty and students: **Nil**
24. List of eminent academicians and scientists/ visitors to the department: **Nil**
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National: **Nil**
- b) International: **Nil**
26. Student profile programme/course wise: **2012-13**

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. Sc Part I	30	30	18	12	20.68% (Sem-I) 75.86% (sem-II)
B. Sc Part II	10	10	05	05	100%
BSc. Part-III	10	10	08	02	100%

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B. Sc)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc?:**Nil**

29. Student progression: **Data not available**

30. Details of Infrastructural facilities

- a. Library - **No, Only central library is available**
- b. Internet facilities for Staff & Students- **No, Only in the central library.**
- c. Class rooms with ICT facility-**Nil**
- d. Laboratories-**One**

31. Number of students receiving financial assistance from college, university, government or other agencies: **17 (Government of India- 08; Freship-09)**

32. Details on student enrichment programmes (special lectures/workshops / seminar) with external experts-**Nil**

33. Teaching methods adopted to improve student learning- **Lecture method and technology assisted teaching; discussion, brainstorming session; quiz, etc.**

34. Participation in Institutional Social Responsibility (ISR) and Extension

activities: **Active participation in NSS and cultural activities.**

35. SWOC analysis of the department and Future plans:-

a. SWOC analysis:

**S(Strength) = We have a well equipped laboratory; Permanent Faculty;
Good Management**

**W(Weakness) = Poor Enrollment; Naxal Affected area;
No departmental library.**

**O(Opportunity) = To do lot of Research; to do Ph D; to write books and
research papers.**

**C(Challenges) = Poverty; Remote area; No Transportation Facility; Lack of
confidence in students**

b. Future Plans:

- **The Laboratory to be better equipped.**
- **To develop departmental library**
- **All faculty members to do Ph. D as early as possible**
- **Write articles, books & research papers**
- **To organize seminars & invite subject expert**

DEPARTMENT OF PHYSICS

1. Name of the department: **Physics**
2. Year of Establishment: **2009-10**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG (B. Sc)**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise):
Annual, Semester.
6. Participation of the department in the courses offered by other departments:
B. Sc-II, Teaching Environmental Science
7. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4years
NV Dakhne	M. Sc	CHB		02 yearss	Nil

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **00**
13. Student -Teacher Ratio (programme wise): **52:1**

- 14.** Number of academic support staff (technical) and administrative staff;
sanctioned and filled: **01**
- 15.** Qualifications of teaching faculty with D. Sc/ D. Litt/ Ph. D/ M Phil/PG.:
PG-02
- 16.** Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **00**
- 17.** Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **00**
- 18.** Research Centre /facility recognized by the University: **00**
- 19.** Publications:
- a) Publication per faculty: **00**
- *Number of papers published in peer reviewed journals (national / international) by faculty and students: **00**
- *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **00**
- *Monographs: **Nil**
- *Chapter in Books **Nil**
- *Books Edited **Nil**
- *Books with ISBN/ISSN numbers with details of publishers: **Nil**
- *Citation Index **Nil**
- *SNIP **Nil**
- *SJR **Nil**
- *Impact factor **Nil**
- *h-index **Nil**
- 20.** Areas of consultancy and income generated: **Nil**
- 21.** Faculty as members in
- a) National committees b) International Committees c) Editorial Boards: **Nil**
- 22..** Student projects: **Nil**

- a)Percentage of students who have done in-house projects including
Inter-departmental /programme: **Nil**
- b)Percentage of students placed for projects in organizations outside the
Institution i.e.in Research laboratories/Industry/other agencies: **Nil**
- 23.** Awards/Recognitions received by faculty and students: **Nil**
- 24.** List of eminent academicians and scientists/ visitors to the department: **Nil**
- 25.** Seminars/ Conferences/Workshops organized & the source of funding: **Nil**
- a)National
- b)International
- 26.** Student profile programme/course wise: **(2012-13)**

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
UG (B. Sc) (Final)	11	11	09 02	100%
B. Sc -II	10	10	05 05	80%
B. Sc- I	31	31	18 13	10% (Sem-I) 57% (Sem-II)

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B. Sc)	100%	00	00

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc., ? : **00**

29. Student progression: **Data not available**

30. Details of Infrastructural facilities:

a) Library: **Only a small library but the Central Library has a rich stock of books and learning resources.**

b) Internet facilities for Staff & Students: **Yes, but only in the Central library**

c) Class rooms with ICT facility: **Nil**

d) Laboratories: **Yes**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Scholarship: 30 Freeship: 12**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **Nil**

33. Teaching methods adopted to improve student learning: **Lecture and technology assisted method**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Participates in NSS activities, rallies, and all other institutional social responsibility activities

35. SWOC analysis of the department and Future plans:

a. **SWOC analysis:**

S (Strength) = good infrastructure, good management, good laboratory, good staff, good environment, good central library

W(Weakness) = No departmental library, no research achievements, no publications as yet, no funding under any scheme, no PG department, no PhD for the teachers, no D.SC for teachers, inadequate data regarding student progression.

O (Opportunity) = Only a young department in its infancy with numerous chances of growth, newly appointed teachers can improve themselves on research lines, achievements, professional skills, participate in numerous conferences, write and publish articles, chapters and books, slowly develop a library, register for PhD, apply for funds, do research projects, etc.

C (Challenge) = Financial crunch, remoteness of the area, the less inspired and low-aspiring students, absenteeism of students, etc.

b. Future Plans:

- 1. Slowly develop a departmental library**
- 2. The teachers to register for Ph.D.**
- 3. Undertake Major/Minor Research projects**
- 4. Convert classrooms into ICT equipped**
- 5. Teachers to write research papers/articles/chapters/books**
- 6. Make available funds for future growth of the dept.**
- 7. Make teaching technology assisted, use interactive board/LCD-PPT, etc.**
- 8. Participate in and organize conferences/workshops/seminars**
- 9. Improve teaching outcomes, and help student progression.**

DEPARTMENT OF GEOLOGY

1. Name of the department: **Geology**
2. Year of Establishment : **2009-10**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG- B.Sc.**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
Annual/ semester/choice based credit system (programme wise): **Annual, Semester**
- 5 Participation of the department in the courses offered by other departments: **Nil**
- 6 Courses in collaboration with other universities, industries, foreign institutions, etc: **00**
- 7 Details of courses/programmes discontinued (if any) with reasons **Nil**
8. Number of teaching posts:

Posts	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	Nil
Contributory	03	02

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./ D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided or the last 4 years
1. Keshao J. Bansod	M.Sc.,(Tech) B.Ed.	Contributory lecturer	Mining	3 Years	Nil

2. Ganesh P. Gedam	M.Sc.	Contributory lecturer	Remote Sensing	2 Years	Nil
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10. List of senior visiting faculty: Nil

11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%

12. Student -Teacher Ratio (programme wise): UG (B.Sc.): 23:2

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 01 (Lab Assistant)

14. Qualifications of teaching faculty with D. Sc/ D. Lit/Ph. D/ M. Phil/PG: M. Sc. (Tech)- 01 PG (M. Sc) - 01

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

16. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

17. Research Centre /facility recognized by the University: Nil

18. Publications:

Publication per faculty: **00**

19. Number of papers published in peer reviewed journals (national / international) by faculty and students: Nil

i. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

ii Monographs : **00**

iii. Chapter in Books: **00**

iv Books Edited: **00**

v Books with ISBN/ISSN numbers with details of publishers: **00**

vi Citation Index: **00**

vii SNIP: **00**

viii SJR : **00**

ix. Impact factor: **00**

x. h-index : **00**

20. Areas of consultancy and income generated: **00**

21. Faculty as members in

- a) National committees : **00**
 b) International Committees: **00**
 c) Editorial Boards.... : **Nil**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental/programme: **Nil**

b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National : **00**
 b) International : **00**

26. Student profile programme/course wise: **2013**

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG (B.Sc.) Subject – Geology	B.Sc. I- 18	18	15	03	0.00 % (Sem-I)
		16	13	03	81.25 % (Sem-II)
	B.Sc. II- 03	3	03	00	33.33%
	B.Sc. III- 02	2	01	01	100 %
	Total- 23	23	19	04	

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B.Sc.) Geology	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
29. Student progression: **UG to PG = Nil**
- Entrepreneurship/self employment: 05 students: They are:**
6. **Mr. Sachin A. Nakhate (Pharmacist)**
7. **Mr. Prafulkumar R. Rathi (Textile Shop)**
30. Details of Infrastructural facilities
- g. Library : **A small departmental library & Central library**
- h. Internet facilities for Staff & Students : **Only in the central library**
- i. Class rooms with ICT facility: **Nil**
- j. Laboratories: **01**
31. Number of students receiving financial assistance from college, university, government or other agencies: **Scholarships: 26 (GOI); Freeship : 07**
32. Details on student enrichment programmes (special lectures/workshops / seminar) with external experts: **Nil**
33. Teaching methods adopted to improve student learning: **Lecture method supplemented with technology assisted teaching with multimedia like- LCD, OHP, Interactive board, charts etc.**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Nil**
35. SWOC analysis of the department and Future Plan
- a. SWOC analysis**
- S(Strength) = We have one laboratory, good infrastructure, good management, ICT in the class room.**
- W(Weakness) = Permanent faculties are not available, dull students.**
- O(Opportunities) = can start P.G., Research project, can do a lot of research work, write a book.**
- C(Challenges) = Few intellectual students, remoteness of the place, inadequate transport facilities, poverty**

b. Future Plans:

- 1. To improve the department by filling permanent faculty**
- 2. Involvement of students in various projects**
- 3. To organize National/ international seminars, workshops by the funding of UGC**
- 4. To start minor/major research projects**
- 5. Inviting eminent scientist and visitors to the department.**
- 6. Creation of a good departmental library**
- 7. Improvement of class room with ICT facility**
- 8. To start PG courses and research lab in the institution**

DEPARTMENT OF COMPUTER SCIENCE

1. Name of the department: **Computer Science**
2. Year of Establishment : **2009-10**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG- B.Sc.**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
Annual/ semester/choice based credit system (programme wise): **Annual, Semester**
5. Participation of the department in the courses offered by other departments – **Nil**
6. Courses in collaboration with other universities, industries, foreign institutions, etc: **00**
7. Details of courses/programmes discontinued (if any) with reasons **Nil**
8. Number of teaching posts:

Posts	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	Nil
Contributory	03	01

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./ D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided or the last 4 years
S.D. Chute	B.Sc.(Math) M.C.A.	CHB	Computer Science	2 Years	Nil

10. List of senior visiting faculty: **Nil**
11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **100%**
12. Student -Teacher Ratio (programme wise): **UG (B.Sc.): 28:1**

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **01 (Lab Assistant)**
14. Qualifications of teaching faculty with D. Sc/ D. Lit/Ph. D/ M. Phil/PG: **PG (M.C.A) - 01**
15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
16. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
17. Research Centre /facility recognized by the University: **Nil**
18. Publications:
- Publication per faculty: **00**
19. Number of papers published in peer reviewed journals (national / international) by faculty and students: **Nil**
- i..Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):
- ii Monographs : **00**
- iii. Chapter in Books: **00**
- iv Books Edited: **00**
- v Books with ISBN/ISSN numbers with details of publishers: **00**
- vi Citation Index: **00**
- vii SNIP: **00**
- viii SJR : **00**
- ix. Impact factor: **00**
- x. h-index : **00**
20. Areas of consultancy and income generated: **00**
21. Faculty as members in
- a) National committees : **00**
- b) International Committees: **00**
- c) Editorial Boards.... : **Nil**
22. Student projects
- a. Percentage of students who have done in-house projects including inter-departmental/programme: **Nil**

b. Percentage of students placed for projects in organizations outside the institution i.e. in

Research laboratories/Industry/other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National : **00**

b) International : **00**

26. Student profile programme/course wise: **2013**

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG (B.Sc.) Subject – Computer-Science	B.Sc. I- 14	14 Sem I	05	09	46.67% (Sem-I)
		14 Sem II	05	09	85.71% (Sem-II)
	B.Sc. II- 06	06	03	03	66.66%
	B.Sc. III- 05	05	03	02	100 %
	Total- 25	25	11	14	

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (B.Sc.) Computer Science	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression: **UG to PG = Nil**

Entrepreneurship/self employment: Nil

30. Details of Infrastructural facilities

k. Library : **A small departmental library & Central library**

- l. Internet facilities for Staff & Students : **Only in the central library**
- m. Class rooms with ICT facility: **01**
- n. Laboratories: **01**
- 31. Number of students receiving financial assistance from college, university, government or other agencies: **Scholarships: 11(GOI); Freeship : 06**
- 32. Details on student enrichment programmes (special lectures/workshops / seminar) with external experts: **Nil**
- 33. Teaching methods adopted to improve student learning: **Lecture method supplemented with technology assisted teaching with multimedia like- LCD, OHP, Interactive board, charts etc.**
- 34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Nil**
- 35. SWOC analysis of the department and Future Plan

a. SWOC analysis

S(Strength)= We have one laboratory, good infrastructure, good management, ICT in the class room.

W(Weakness)= Permanent faculties are not available, dull students.

O(Opportunities)= can start P.G., Research project, can do a lot of research work, write a book.

C(Challenges)= Few intellectual students, remoteness of the place, inadequate transport facilities, poverty

b. Future plans:

1. To improve the department by filling permanent faculty
2. Involvement of students in various project
3. To organize National/ international seminars, workshops by the funding of UGC
4. To start minor/major research projects
5. Inviting eminent scientist and visitors to the department.
6. Creation of a good departmental library
7. Improvement of more class room with ICT facility
8. To start PG courses and research lab in the institution

BEST PRACTICE -1

1. Title: Spoken English for the Staff

2. Goal:

To enable the members of the teaching as well as non-teaching staff to speak good English with some degree of fluency was the main goal of the practice. This is also intended to make them capable of reading, writing and understanding English with increased speed. After attending this course the members of the staff are supposed to speak English with fairly good fluency as against their present dismal condition. Their knowledge of Grammar Vocabulary and Pronunciation would be improved. Their communicative skills would be honed up. At least minimum communication should be done easily.

3. The Context

The growing awareness in the wake of globalization of the importance of English as the major international language, the library language and language used in mass media, et., necessitated the acquisition of some basic knowledge of English, especially the spoken form, among the staff- the teaching as well as non-teaching. All of them were educated in the Marathi medium, and could not use English with ease and felicity. Nay, they could not even understand English when spoken to. The need to understand and reply the English letters and notices sent by the University, etc., also formed the context that demanded the initiation of the practice

4. The Practice

Soon after the daily working hours of the college, the members of the staff were expected to assemble in the classroom specified for the purpose. The course was started in the second week of January, 2011. (The first training of this kind was given way back in 2005. The one mentioned here is the second). Joseph. T. C, Assistant Professor from the dept. of English having had previous experience of teaching Spoken English, volunteered to help them tide over their difficulties in the use of

English. Although the focus was on spoken English, he also taught them some grammar, and Phonetics. Emphasis was also given to building up vocabulary. The sessions always focused on considerable speaking practice. The class comprised some sixteen members from the staff. They were divided into two equal groups, for asking questions and answering them and then reversing the role. They also practised pre-structured dialogues, and engaged themselves in group discussions following the guidance of the teacher.

In the beginning the teacher taught them the basic sentence patterns of English and made them rearrange Hindi words in the English pattern. This was to make them familiar with the English word order. Through repeated practice they became accustomed to the English sentence patterns such as SVO, SVC, SVOO, SVOC, SV, ASVO, etc. they were asked to use the simple ordinary words about familiar things seen in the immediate environment. Gradually, more difficult vocabulary items and more grammar topics were introduced. The mastery of Auxiliary Verbs/Anomalous Finites was found to be central to good spoken English practice, since these helping verbs are essential for asking questions, framing tag questions, forming negative sentences, short answers, making tenses and passive voice. If a person can ask some questions to others, and answer the questions put to him by others, the greatest problem of communication is solved to a great extent. The rest is easily solved over time. Phonetic symbols were gradually introduced, gave training in articulating the English sounds, some drilling was given in pronunciation practice. The gross regional variations were corrected during their speech. They were encouraged to practise the RP or at least acquire the GIE pronunciation.

5 Constraints or Limitations:

It was not easy for teachers to sit and participate in a class after a long span in the teaching profession since learning required the reversal roles of what they were doing as teaching. Besides, they had long stopped to use English.

6 Evidence of Success:

Teachers' interest in English increased considerably and they began to use greetings, apologizing, thanking, congratulating, and such language functions easily and spontaneously. The self confidence of the teachers increased greatly. The general conversational idioms became quite handy for them. Their perception as well as oral expressions improved. They reached a level where they could understand when English was spoken to them. They could now read better, speak better, and write better. Initially their standard in English was abysmally poor since they all came from Marathi medium and had very little English exposure. Although not remarkable, their progress on the whole after the course was much better than the starting level. After the course the teachers began to wish one another "Good Morning", "Hi", "How are you?" etc, as greeting when meeting for the first time and started using "Good Bye"/"Bye", "Good Night"/"See You", etc at the time of departing. They began to use similarly "Sorry", "I am extremely sorry", etc, for apologizing, "Thank You", "A lot of thanks" and so on, for expressing gratitude, "Congratulations"/ "Congrats" for congratulating someone. Thus, though not that fluent in English, they began to use smatterings and a general, though in low degrees, English atmosphere was being ushered in.

7. Problems Encountered and Resources Required

It is very difficult to teach teachers themselves. The teacher can only request them to repeat certain item loudly and cannot compel them as he does with other students. Any element of coercion is resisted or frowned upon. Many teachers remain passive spectators rather than active participants. Language learning requires active mental and oral participation which was not easily coming forth. The members of the staff had ceased to be students long ago. Hence they found it hard to sit for a full-hour class daily. Further their grammatical knowledge and vocabulary very much limited. They did not know the meaning of most ordinary words. They could not arrange words following the English word order. Most of what they had learned during their collegiate life they had forgotten. To elicit sustained interest in the class was not easy because many of them were not interested in English. To overcome

these obstacles, the teacher engaged the classes as humorously as possible using funny examples, amusing stories, occasional jokes and following the participatory learning approach. They were also exhorted to reap the benefits of learning English even through hard work. Rather than coercive a approach, the method adopted was one of equality, friendship, love and much patience. They were given the full respect as co-workers. These helped to overcome the obstacles to a good extent. Some standard Spoken English books, a few grammar books, some books on Phonetics, BBC Spoken English Cassettes with text, a tape recorder, BBC Spoken English CDs, a Computer, Black Board, Chalk sticks, duster, etc. were the chief resources required. The teacher had all these and adapted them to suit the needs of the learners.

8. Notes (Optional)

Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution about 150 words: Nil

9. Contact Details

Name of the Principal: **Dr. R. G. Munghate**
Name of the Institution: **Shri. Govindrao Munghate Arts & Science College**
(Formerly 'Vidyabharti Mahavidyalaya')
City: **Kurkheda**
Pin Code: **441209**
Work Phone: **07139 245358/07139 245475**
Website: **www.sgmunghatecollege.org**
Mobile: **08956262263**

BEST PRACTICE-2

1. Title: Adoption of Weak Students under ‘Teacher-Ward Tutorial System’

2. Goal

To improve the standard of the weak students and to enable them to catch up with the bright ones and give better learning outcomes.

There are several students whose standard and perceptual levels are abysmally low. Normal lectures or routine classes cannot help them much. They need individual attention and special care so that they begin to understand the topics taught. Additional and simpler explanations and repetitions drive home the points better and more effectively. It is easier to understand the individual differences and problems if the group is small. Hence a small group of 15 to 20 students have been adopted by every teacher to counsel them and help them academically.

3. The Context

It was not easy to put into practice the above practice since students from this tribal belt are never convinced of the importance of learning in the true sense. As far as the majority of male students are concerned they just want to get a degree certificate, and as for the female ones they generally want to pass their time till they get a good proposal or at the most till their marriage. These are the predominant motives guiding these students and so it is very difficult to get them fully involved in any actual learning process. To brain-wash these students and disabuse them of these obsessions is a herculean task. Hence the teacher has to struggle hard to get these students to attend any sort of classes whether they are remedial classes or Adoption under Teacher-Ward Tutorial System. Despite the well-meaning intentions behind such useful plans full co-operation on the part of the students was difficult.

4. The Practice

The institution has been following this best practice since 2005 (till now) as a part of its policy to strengthen and support students of the institution academically so that the academic outcomes would be much better than before. Every teacher, as per the IQAC plan volunteered to adopt a dozen or so students who were really weak or who really wanted to improve themselves making use of the help offered by the teacher. Every teacher would engage a few periods every week as per his/her convenience. Their problems regarding the subject areas would be found out during these sessions and academic counselling and special remediation would be given. Most of the students used to be present for these sessions because of the insistence of the teachers. Here students were free in this small group to express their difficulties and get academic help. This gradually improved them and was reflected in their results. This practice increased the confidence of the students and led to better rapport between the teacher and the learners since the group was comparatively very small. The uniqueness of the practice is that very few institutions have such a practice which spot out the weak ones of the institution in every subject and help them thus on a large scale (since students of every subject is helped). This brings about a general feeling among the students that all of them are really taken care of and that none is ignored. Hence the students develop a kind of great allegiance to the institution and volunteer in any sort of help to the institution ungrudgingly thus making the bond of relationship between the institution and the students really strong.

But the practice has its own constraints too. Initially many tribal students who lack interest in studies were reluctant to take advantage of the arrangement. They were also restless for a few days till they themselves gradually realized of their steady progress. Here teachers had to exhort them lovingly and persistently to be regular in the class and pay due attention to the classes taken for their benefit. Another constraint was that many students who came from far off places found it difficult to remain for longer periods in the college to attend further classes offered through this particular practice. They had to battle with their hunger to avail

themselves of the class. But somehow most of them adjusted with the reality when they found the classes quite useful.

5. Evidence of Success

The practice proved to be successful since the students' academic performance was much better later than it had been before. Their initial difficulties to follow the regular lectures were overcome in the course of time and they followed the classes quite easily later on. Their knowledge of the subject area increased through this practice and their examination results were much better. Most of these students passed well in the annual exams as was expected and in accordance with the target. Their performance in terms of soft skills development was also marked. The classes had brought in them increased levels of self confidence, better leadership abilities, and a considerable diminution in stage-fright. In short, the classes had a boosting effect on their personality since it helped them flower their personalities well. They improved not merely in academic performances but also in overall public activities which require much leadership skills and courage. Their social self also simultaneously developed along with the academic betterment they realized. These indicate that small classes where individual attention is paid and personal guidance is given have more healthy and positive influence on the students than large classes where no such individual attention is possible. Students also feel much free in smaller classes to express themselves well. This helps them get rid of inhibition, too.

6. Problems Encountered and Resources Required

There were a few problems that cropped up while implementing the plan of this action. First of all, it was difficult to fix a suitable time for its implementation amidst the tight time schedule. Secondly it was difficult for the teacher to several batches of such weak students representing each class he teaches. He had therefore to choose the academically challenged students of any one particular class ignoring the rest. But each year he could change the classes to do justice to all the classes. Another problem encountered during the practice was the lackadaisical nature of students who lacked seriousness of purpose. The practice required a moderate classroom with a good blackboard, a duster and some chalk pieces. Further if the institution had the

facility for Power point presentations, OHP etc., they would prove to be more effective from the view point of audio-visual effect. The academic guidance given was absolutely free from any charges or fees.

7. Notes (Optional)

(Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution about 150 words.)

8. Contact Details

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Name of the Institution: **Shri. Govindrao Munghate Arts & Science College**
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Work Phone: **07139 245358/07139 245475**
Website: **www.sgmunghatecollege.org**
Mobile: **08956262263**

Post Accreditation Initiatives

The institution has taken a large number of quality enhancement initiatives after the first accreditation in 2004. They have been mentioned at different places in the different criteria elaborated earlier. The following are the major quality enhancement initiatives:

- Spoken English for the Staff (in 2005)
- Introduction of three more subjects – English Literature, Home Economics and Geography – at the UG level for horizontal programme expansion
- Spoken English for the Students (college level certificate course) 2005 & 2006
- Spoken English (UGC-funded Certificate Course) 2007 to 2012.
- English Literary Association, Marathi Literary Association, History other subjects Associations & various programmes
- College Magazine – *Mrud Gandh* regularly published helping students' creativity.
- Certificate Course in Library and Information Sciences (UGC funded)
- Certificate Courses in Panchayat Raj, Human Rights, (UGC Funded)
- Certificate courses in Beautician and Computer Science
- B. Sc with nine subject options started
- M A in Marathi and Sociology started
- Four Minor Research Projects undertaken – Two completed; two on-going.
- Most teachers registered for PhD – **four awarded** so far; one waiting for report; one newly joined the college with PhD. Before accreditation there was not a single PhD
- Eight more teachers were appointed and six more vacancies to be filled up soon.
- College got registered under 2(F) and 12(B) of the UGC Act & large sums of UGC

developmental funds started coming in boosting development of the college

- Ladies Hostel constructed (Rs 60 Lakh - funded by the UGC)
- Several Laboratories for science constructed and equipped
- English Language Laboratory with 21 computers
- Computer Centre with 10 computers
- Placement Cell, active Career Guidance Cell, and Grievance Redressal Cell
- Certificate Course in Communicative English (UGC funded- commences from 2013-14 session)
- Alumni and PTA activated
- Indoor Stadium construction nearing completion (80 Lakh - funded by the UGC)
- Library immensely developed, three times as big as it was before with remarkable increase in books and periodicals
- IQAC established (in 2005)
- NRC, N-List – INFLIBNET centres started
- V-Sat Video Conferencing Hall (for HSC students)
- A few ICT enabled Class Rooms
- Interactive Boards, Digital Presenters, LCD TV, etc
- Musical instruments and gooseneck microphone purchased
- Gymnasium greatly expanded and modernized with modern equipments
- Separate Departments equipped with computers
- Expanded internet facility and Wi Fi facility
- Number of NET holders increased from one to nine.

- Two from the the faculty became PhD Guides
- Separate Administrative Block & Library Building
- State-of- the-art Administrative Block
- Biometrics/ Punching system introduced
- Lecterns, green boards, black boards and platforms were provided in the class rooms
- Several Display Boards were purchased and used
- Complaint/Suggestions Box for students
- Feedback on teachers introduced
- Inter-library Loan & Book Bank Scheme introduced in the library
- Participation in conferences/seminars/workshops greatly increased
- Numerous research papers (**147** in toto) were written by the faculty
- Cultural, social service and extension activities considerably expanded
- Organized district and university level NSS camps
- Introduced incentive cash prizes of Rs.500/- each for the meritorious students
- Some 46 new computers were purchased and installed for use by the teachers and students
- Two Generators were purchased as power back-ups
- Separate Girls Rest Rooms were constructed
- A new upper floor section to the old building was constructed with three more class rooms-cum-laboratories.
- Recurrent Deposit schemes for teachers started
- Volley Ball matches and cricket matches between teachers and students

- Uniform/dress code for the students and the staff
- Identity Cards for the students and staff
- Introduction of HSS with science group to back up the B.Sc in the college
- Overall improvement in results and drop-outs
- Introduction of the YCMOU Study Centre to help distance mode education
- The Principal was appointed Dean of Arts Faculty in the newly constituted Gondwana University
- A few books were written by the teachers and also a few edited.
- Accession numbers put on all books
- A good number of shelves were purchased for the library books
- Numerous encyclopaedias including the famous Encyclopaedia Britannica were purchased in the library.
- Two more acres of land were purchased for the college campus
- Cycle Stand and cricket net training place were constructed
- Campus walls and entrance gates were also constructed
- Students won a good number of prizes for cultural extracurricular and sports events at the district/ zonal/ university/ state/ national levels
- More committees were formed for more efficient administration such as Research Guidance Committee, Library Advisory Committee, UGC committee, Sexual, Harassment Committee etc
- The commendable NSS activities of the college were taken due note of by the RTM Nagpur University, Nagpur and the institution won the *Best NSS Unit Award* of the university.

- The quality of the college magazine was so enhanced that it fetched from the University *Best College Magazine Award* three times
- Started the Mahatma Gandhi Study Centre funded by the University Grants Commission.
- Gandhian Thought Examination, conducted in collaboration with the Gujarat University, has been made compulsory for the Final Year Degree students.
- Flag Day Celebration in collaboration with the National Harmony Unit of Home Ministry of India
- The College honours every year all winners of cultural and sports events with various prizes, medals, sports kits (track suits, etc).
- Reading Development Programme for the students as initiated by the Librarian



DANDAKARANYA EDUCATIONAL & CULTURAL DEVELOPMENT RESEARCH SOCIETY GADCHIROLI'S
SHRI GOVINDRAO MUNGHATE ARTS & SCIENCE COLLEGE
KURKHEDA, (DIST.) GADCHIROLI

DATE : 01.07.2014.

Ref. No. : 1034/14

Dr. R.G.MUNGHATE
PRINCIPAL

Mobile) 8956262263
rj000024@yahoo.com

Declaration by the Head of the Institution

I certify that the data included in this Self Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

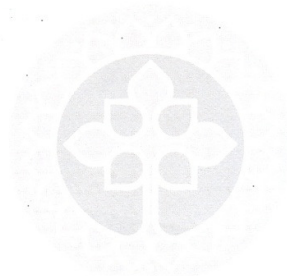
I am aware that the Peer Team will validate the information provided in this SSR during the Peer Team visit.


Principal
Shri. Govindrao Munghate Arts
and Science College
Kurkheda, Distt. Gadchiroli

Signature of the Head of the institution with seal

Place: Kurkheda

Date: 1.7. 2014



AFFILIATED TO : RASHTRASANT TUKDÓJI MAHARAJ, NAGPUR UNIVERSITY, NAGPUR * ACCREDITED BY NAAC (BANGLORE)
ADDRESS : AT POST- KURKHEDA, DISTT. GADCHIROLI, MAHARASHTRA- 441209))) PHONE: 07139- 245475 /// 245358))) FAX : 07139- 245475
E-mail : vidyakurkheda@rediffmail.com))) Website : www.vidyabharticollege.ac.in



DANDAKARANYA EDUCATIONAL & CULTURAL DEVELOPMENT RESEARCH SOCIETY GADCHIROLI'S
SHRI GOVINDRAO MUNGHATE ARTS & SCIENCE COLLEGE
KURKHEDA, (DIST.) GADCHIROLI

DATE :
Ref. No. :

Dr. R.G.MUNGHATE
PRINCIPAL
Mobile) 8956262263
rj00024@yahoo.com

CERTIFICATE OF COMPLIANCE (Affiliated Institution)

This is to certify that **Shri Govindrao Munghate Arts and Science College, Kurkheda, dist. Gadchiroli** fulfils all norms

1. Stipulated by the affiliating University and /or
2. Regulatory Council/Body [such as UGC] and
3. The affiliation and recognition [if applicable is valid as on date.

In case the affiliation/ recognition is conditional, then a detailed enclosure with regard to compliance of condition by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or recognition by the regulatory council, as the case may be.

In case the Undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the Undertaking given to NAAC will be displayed on the College website.

Date: 15-04-2014,

Place: Kurkheda



Principal

(Dr. Raju G. Munghate)
Principal
Shri. Govindrao Munghate Arts
and Science College
Kurkheda , Distt. Gadchiroli

AFFILIATED TO : RASHTRASANT TUKDOJI MAHARAJ, NAGPUR UNIVERSITY, NAGPUR * ACCREDITED BY NAAC (BANGLORE)
ADDRESS : AT POST- KURKHEDA, DISTT. GADCHIROLI, MAHARASHTRA- 441209))) PHONE : 07139-245475 /// 245358))) FAX: 07139-245475
E-mail : vidyakurkheda@rediffmail.com))) Website : www.vidyabharticollege.ac.in

Annexure-I

23236351, 23232701, 23237721, 23234116
23235733, 23232317, 23236735, 23239437

www.ugc.ac.in



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली 110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

F.8-17/2003 (CPP-I)

October, 2005

The Registrar,
Nagpur University,
Nagpur-440 010 (M.S).

Sub:- List of Colleges prepared under Section 2 (f) & 12 (B) of the UGC Act, 1956-Inclusion of New Colleges.

Sir,

I am directed to refer to the letter No. 67/2004 dated 5.7.2004 received from the College on the above subject and to say that the name of the following College has been included in the list of Colleges prepared under Section 2 (f) of the UGC Act, 1956 under the head Non-Government Colleges teaching upto Bachelor's Degree:-

Name of the College	Year of Establishment	Remarks
Vidyabharti Mahavidyalaya, Kurkheda, District Gadchiroli (M.S). <i>(Permanent affiliation)</i>	1990	The College is eligible to receive Central assistance in terms of the Rules framed under Section 12-B of the U.G.C Act, 1956.

The Indemnity Bond and other documents in respect of the above College have been accepted by the Commission.

Yours faithfully,

Urmil Gulati
(**Ms. Urmil Gulati**)
Under Secretary

Copy to:-

1. The Principal, Vidyabharti Mahavidyalaya, Kurkheda, District Gadchiroli (M.S).
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary Education & Higher Education, Shastri Bhavan, New Delhi-110 001.
3. The Secretary, Government of Maharashtra, Higher Education Department, Mumbai (M.S).
4. The Joint Secretary, UGC, Western Regional Office, Ganeshkhind, Poona University Campus, Pune (M.S).
5. Publication Officer, UGC-Website, New Delhi.
6. Section Officer (F.D.-III Section) U.G.C., New Delhi.
7. All Sections, U.G.C, New Delhi.
8. Guard file.

B.R. Nagpal
(**B.R. Nagpal**)
Section Officer

Annexure - II

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

F. No. 8-17/2003 (CPP-I/C)

February, 2012

The Registrar,
Rashtrasant Tukadoji Maharaj Nagpur University,
Nagpur – 440 001,
Maharashtra.

11 MAR 2012

Sub: Change in the name of College under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

With reference to the letter No. BCUD/P/2011/2247/0/1183 dated 16.11.2011 received from the Director, Rashtrasant Tukadoji Maharaj Nagpur University, BCUD, Mahatma Jyotiba Fule Education Campus, Amravati Road, Nagpur – 440 033, (Maharashtra) on the above subject, I am directed to say that the change in the name of college has been made in the list of colleges maintained under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head '**Non-Government** Colleges teaching upto **Bachelor's Degree**' as under: -

Name of the College earlier included under Section 2 (f) & 12 (B) vide UGC letter No. F. 8-17/2003 (CPP-I) dated 27.10.2005.	Revised Name of the College in the list of Colleges under Section 2 (f) & 12 (B)	Year of Establishment
Vidyabharti Mahavidyalaya, Kurkheda, District Gadchiroli, (Maharashtra).	Shri Govindrao Munghate Arts & Science College, Kurkheda, District Gadchiroli – 441 209, (Maharashtra).	1990

Yours faithfully,


(Shashi Bala Arora)
Under Secretary

Copy to: -

1. The Principal, Shri Govindrao Munghate Arts & Science College, Kurkheda, District Gadchiroli – 441 209, (Maharashtra).
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Higher Education, Shastri Bhavan, New Delhi – 110 001.
3. The Principal Secretary, Tech. & Higher Education Deptt., Government of Maharashtra, Mantralaya, Annexe Building, Mumbai – 400 032, (Maharashtra).
4. The Deputy Secretary, UGC, Western Regional Office (WRO), Ganeshkhind, Poona – 411 007, (Maharashtra).
5. Publication Officer (UGC-Website), New Delhi.
6. Section Officer (FD-III Section), UGC, New Delhi.
7. All Sections, U.G.C, New Delhi.
8. Guard file.


(Sunita Gulati)
Section Officer

Annexure: III

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the National Assessment and Accreditation Council on the recommendation of the duly appointed Peer Team is pleased to declare the

Udyabharti Mahavidyalaya
Tarbheda, Dist. Solapur, affiliated to Nagpur University, Maharashtra as

Accredited
at the 'C' level.

harsad
Director

Date: May 03, 2004

This certificate is valid for a period of five years with effect from May 03, 2004. It is subject to periodic re-assessment. For details of the assessment process, visit the website of the Council at <http://www.naaac.org>. (Higher limits excluded)

Quality Profile

Name of the Institution : Udyabharti Mahavidyalaya
 Place : Tarbheda, Dist. Gadchiroli, Maharashtra

Criterion	Criterion Score (CS)	Weightage (W)	Criterion X Weightage (CS X W)
I. Curricular Aspects	55	10	550
II. Teaching-Learning and Evaluation	65	40	2600
III. Research, Consultancy and Extension	55	05	275
IV. Infrastructure and Learning Resources	65	15	975
V. Student Support and Progression	55	10	550
VI. Organisation and Management	70	10	700
VII. Health Practices	55	10	550
			Σ C_iW_i = 6200
Institutional Score = $\frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{6200}{100} = 62.00$			

harsad
Director

EC/3/014

Annexure-IV



राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

(सेंट्रल प्रोक्सिमस शासन, शिक्षण विभागाची अधिसूचना क्रमांक ५१३, दिनांक १ ऑगस्ट, १९२३ व्दारा स्थापित व महाराष्ट्र विद्यापीठ अधिनियम १९९४ व्दारा संचालित राज्य विद्यापीठ)

महाविद्यालयीन शाखा

छत्रपती शिवाजी महाराज प्रशासकीय परिसर, रविंद्रनाथ टागोर मार्ग, नागपूर- ४४० ००१, दुरध्वनी व फॅक्स क्रमांक ०७१२-२५२९९३२

क.म.वि. 76
दिनांक 7/6/2020.

प्रती,

सचिव,
दंडकारण्य शैक्षणिक व सांस्कृतिक विकास
संशोधन संस्था, गडचिरोली.

विषय :- आपल्या महाविद्यालयाच्या नांवात बदलाबाबत.

संदर्भ :- आपले पत्र क्र. ३७६/२०१०, दि. १५.०२.२०१०.

महोदय,

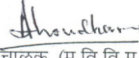
उपरोक्त संदर्भाकित पत्राचे अनुषंगाने आपणांस कळविण्यात येते की, आपल्या संस्थेद्वारा संचालित महाविद्यालयाच्या नांवांमध्ये आपण सादर केलेल्या प्रस्तावीत बदलाला मा.कुलगुरुंनी महाराष्ट्र विद्यापीठ अधिनियम १९९४ च्या कलम १४(७) अंतर्गत मान्यता प्रदान केलेली आहे.

जुने नांव :- विद्याभारती महाविद्यालय, कुरखेडा, जि.गडचिरोली.

नवीन नांव:-श्री.गोविंदराव मुनघाटे कला व विज्ञान महाविद्यालय, कुरखेडा, जि.गडचिरोली.

तेव्हा वरील प्रमाणे महाविद्यालयाच्या नांवात झालेल्या बदला बाबतची कृपया नोंद घ्यावी.
कळावे.


आपला विश्वासू


संचालक (म.वि.वि.म.)

प्रतिलिपी माहितीकरिता सादर:-

१. मा.संचालक उच्च शिक्षण, महाराष्ट्र राज्य मध्यवर्ती इमारत, पुणे.
 २. मा.सहसंचालक, तंत्र शिक्षण विभागीय कार्यालय, नागपूर.
 ३. मा.संचालक (म.वि.वि.म.)
 ४. मा.वित्त व लेखा अधिकारी.
 ५. मा.परिक्षा नियंत्रक,
 ६. मा.उपकुलसचिव विद्या विभाग,
 ७. सहायक कुलसचिव, परिक्षा विभाग, गोपनीय विभाग, व्यावसायिक परिक्षा, परिक्षा व चौकशी
 ८. संबंधित लिपीक, शिक्षक मान्यता,
 ९. संबंधित लिपीक, संलग्नकरण शाखा
- यांना विनंती करण्यात येते की, त्यांनी आपल्या स्तरावर आवश्यक ती कार्यवाही करावी.

रा.तु.म.नागपूर विद्यापीठ, नागपूर.


Principal
Shri. Govindrao Mungate Arts
and Science College
Kurkheda, Distt. Gadchiroli

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Principal
Shri. Govindrao Mungate Arts
and Science College
Kurkheda, Distt. Gadchiroli

Director
Board College and University Development(B.C.U.D.)
Gondwan University, gadchiroli

Annexure – V



GONDWANA UNIVERSITY, GADCHIROLI

(Established by government of Maharashtra Notification No. MICS - 2010(252/10) UNI-4
Dated 27th Sept. 2011 State University Governed by Maharashtra Act. 1994)

COLLEGE SECTION

MIDC Road, Complex, Gadchiroli 442605 Man Phon No : 0732-216594 Fax No. 07132 – 223322 Web
Add : www.gondwanauniversity.org E Mail : arcollegesectiongug48@gmail.com

ॐ. १०५/१४

Date ०६/०९/१४

TO WHOM IT MAY CONCERN

This is to certify that Shri Govindrao Munghate arts & Science college kurkheda dist. gadchiroli is affiliated to the Gondwana University, Gadchiroli and recognized by the University Grants Commission and the following Courses/subjects are taught in the said college as per approval.

Courses	Duration of the course	Affiliation (Permanent / Temporary)	Validity period (With effect from 1968/2008-2009 to 2011-2012/till. Till 2013-2014 etc)
B.A. – English, Marathi, History, Economic, Political Science, Sociology, Marathi Literature	3 years	Permanent	2011 -12 Onwards
B.A. – Geography, Home Economics, English Literature	3 years	Temporary	w.e.f. 2012-13 to 2013-14
M.A. – Marathi, Sociology	2 years	Temporary	w.e.f. 2012-13 to 2013-14
B.Sc. III – English, Marathi, Physics, Chemistry, Zoology, Mathematics, Botany, Geology, Microbiology, Electronics computer Science	3 years	Temporary	w.e.f. 2012-13 to 2013-14


Director

Board College and University Development(B.C.U.D.)
Gondwan University, gadchiroli


Principal

Shri. Govindrao Munghate Arts
and Science College
Kurkheda, Distt. Gadchiroli

Annexure-VI

List of Minor Research Projects

(SGM College Kurkheda)

Minor Research Projects	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
1. (Completed)	2 years (2009-11)	<i>“A Study of the Psycho-Linguistic Variables Which impede the English language Learning Process(With Special Reference to the Tribal District of Gadchiroli)”</i> (Prof. Joseph. T. C.)	UGC	71000/-	63000/-	63000/-
2 (Completed)	2 years (2009-11)	<i>Utilization of Library Facilities in the HEI's of the Tribal District of Gadchiroli-A Study.</i> (Dr. Anil Bhojar)	UGC	75000/-	55000/-	55000/-
3 (On-going)	2 years (2009-11)	<i>A Practical Study of Volley Ball Game at School Level</i> (Dr. Vivek Murkute)	UGC	1,35000/-	75000/-	75000/-
4. (On-going)	2 Years (2009-11)	<i>A Micro-Level Study of the Folk-Literature of the Various Aborigines Tribal Community of Kurkheda-Korachi Tahsils of Gadchiroli - A Socio-Linguistic Perspective.</i> (Prof. N. T. Arekar)	UGC	60000/-	47500/-	47500/-

Annexure-VII

List of Teachers who participated in Refresher / Orientation (last 05 years) - 2008-09-2012-13)

Sl. No.	Name of Teachers.	Course Participated	Place	Duration	From..... ....To
1.	Prof. T. C. Joseph.	1.Orientation 2.Refreshers 3.Refreshers	1.UGC-ASC, Nagpur 2. ” 3. ”	1. 28 days 2. 21 days 3. 21 days	2/7/2008 to 29/7/2008 26/10/2009 to 15/11/2009 3/10/2012 to 23/10/2012
2.	Prof. P. S. Khope	1.Refreshers 2.Refreshers	1.UGC-ASC, Nagpur 2. UGC-ASC, Nagpur.	1. 23 days 2. 21 days.	18/06/12 to 08/07/12. 12/8/2013- 1/9/2013
3.	Prof. B. P. Kadhao				
4.	Prof. P. M. Katake	1.Orientation 2.Refreshers	1.UGC- ASC, Nagpur 2. ”	1. 30days 2. 21 days	24/02/2010 to 23/03/2010 18-06-12 to 08-07-12.
5	Prof. D. D. Ade	1.Refreshers 2. Refreshers	1. Osman.Univ. 2. Pune Univ.	1. 20 days 2. 21 days	5/7/2010 to 24/7/ '10 10/9/2012 to 30-09-2012
6.	Prof.V. D.Murkute	3. Refreshers	1.ASC, Nagpur	21 days	22/2/2010 to 14/3/2010
7.	Prof. N. T. Arekar	1.Refreshers 2.Refreshers 3.Refreshers	1. TISS, Mumbai 2. ASC, Nagpur 3. ASC, Nagpur	1.05 days 2.21days 3.21days	20.02.09 to 24.02.09 11.10.10 to 31. 10.10 01.10.11 to 21.10.11
8.	Prof. H. A Urade	1.Orientation	2.A.S.C.,Nagpur	2. 28 days	18/02/09 to 17/03/09
9.	Prof. A. A. Bhoyar	1.Refreshers	1. ASC, Nagpur	1. 21 days	11/10/10 to 31/10/10
10.	Prof. A. G Ramteke	1.Orientation	1.ASC, Nagpur	1.28 days	1/10/2013 to 28/10/2013
11.	Prof. Sanjay Mahajan	nil	nil	nil	

Annexure: VIII

List of Subjects – Syllabus Revision (*S.G.M College, Affiliated to Gondwana University*)

A. Bachelor of Arts

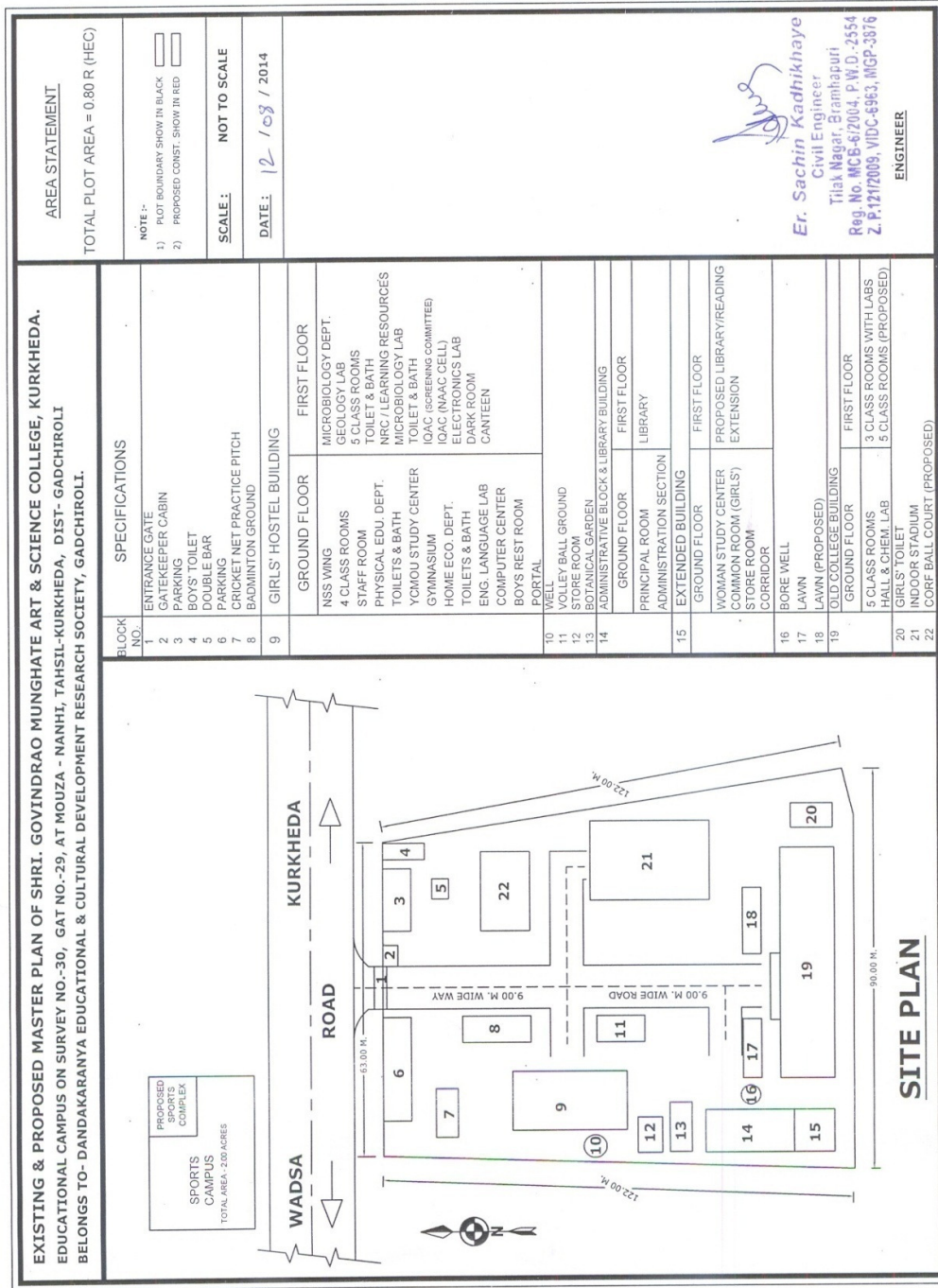
- Compulsory English
- Compulsory Marathi
- Economics
- Sociology
- Political Science
- Home Economics
- Geography
- History
- Marathi Literature
- English Literature

B. Bachelor of Science

- English
- Marathi
- Physics
- Chemistry
- Microbiology
- Mathematics
- Botany
- Zoology
- Geology
- Computer Science
- Electronics

Annexure: IX

MASTER PLAN



Annexure-X (XII Plan Development Grant from the UGC)

University Grants Commission
Western Regional Office
Ganeshkhind, Pune – 411007.



Phone: OFF:- 020 – 25696897
020 – 25691178
Tele Fax.: 020 – 25691477
Website – www.ugc.ac.in
Email : wrouge@gmail.com

F. No 7-78/13(WRO)

Date: 28.03.2014

The Principal,
Vidyabharati Mahavidyalaya,
Wadasa Road,
Kurkheda,
Gadchiroli - 441209.


Subject: XII Plan allocation under General Development Assistance to Colleges.

Sir/Madam,

I am directed to convey the approval of the UGC to **Vidyabharati Mahavidyalaya, Kurkheda, Gadchiroli- 441209** the XII plan allocation of Rs.5770700/- under the "General Development Assistance" for the development of undergraduate and postgraduate education. The UGC in the XII Plan has decided to provide grants under General Development Assistance as 'Block Grant'. The college will have the flexibility to incur expenditure under the following heads as per the needs of the college. Accordingly, grant allocated under GDA to the college is under two object heads viz. Grant-in-aid General (31) and Capital Assets (35).

Capital Assets (35) 80% of total allocation	Grant-in-aid General (31) 20% of total allocation	Total
Rs.4616560/-	Rs.1154140/-	Rs.5770700/-

- The above mentioned allocation is meant for the development of undergraduate and postgraduate education.
- The college has to constitute a Planning Board with Principal as Chairman and Heads of departments, IQAC Coordinator, Librarian & Bursor/Senior person from the Accounts department as members
- The Planning Board will finalize allocation to Undergraduate and Postgraduate departments after identifying the heads and deciding on priorities of departments.
- The eligibility criteria for Undergraduate and Postgraduate departments to get assistance under the scheme is given in the XII plan guidelines for Development grant to colleges.
- The Planning Board may refer to the guidelines before finalizing allocation to Undergraduate and Postgraduate departments
- After finalizing the budget allocation for Undergraduate and Postgraduate education, the Planning Board should submit the details as per Annexure – I and Annexure – II in the XII plan guidelines to the UGC (WRO), Pune latest by 30th June 2014.
- Expenditure on construction, extension, and renovation of building should not exceed 50% of the total grant under GDA. The college must inform the requirement of funds or otherwise for construction, extension, and renovation of building before 30th June, 2014 to enable further release of grant under the scheme.
- UGC has already released adhoc on account grant to the college against this XII Plan allocation.


Principal
Shri. Govindrao Munghate Arts
and Science College
Kurkheda, Distt. Gadchiroli