SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SHARADCHANDRA PAWAR KALA MAHILA MAHAVIDYALAYA CHAMORSHI

SHARADCHANDRA PAWAR KALA MAHILA MAHAVIDYALAYA, CHAMORSHI

442603

spkmchamorshi.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sharadchandra Pawar Kala Mahila Mahavidyalaya (SPKMM), situated in Chamorshi within the Gadchiroli district of Maharashtra, India, is a notable degree college established on September 12, 2008. The college is located in an underdeveloped, tribal region that is often affected by Naxalite activities, presenting unique socio-economic challenges. Despite these hurdles, SPKMM provides essential educational opportunities, playing a vital role in the upliftment of the local community.

The primary mission of SPKMM is to empower women through education, understanding that the education of women is crucial for the socio-economic development of any society. The college is dedicated to offering quality education to women in the region, aiming to enhance their knowledge, skills, and overall development. This focus on women's education is especially important in this tribal area, where access to education has traditionally been limited.

Affiliated with Gondwana University, Gadchiroli, SPKMM offers undergraduate courses in the Arts stream. The curriculum includes subjects such as English, Marathi, Marathi Literature, Hindi, Hindi Literature, Economics, History, Political Science, Sociology, Psychology, and Home Economics. These courses are designed to provide a well-rounded education that promotes academic excellence, critical thinking, and social responsibility.

SPKMM's commitment to education is evident in its efforts to create an inclusive and supportive learning environment. The college works to address the educational needs of the local community by offering affordable education and ensuring that financial barriers do not prevent deserving students from pursuing their academic goals. Through various initiatives and support systems, SPKMM aims to bridge the educational gap in this tribal region and contribute to its overall development.

Sharadchandra Pawar Kala Mahila Mahavidyalaya is more than just an educational institution; it is a catalyst for change in the Chamorshi region. By providing quality education to women, SPKMM is playing a pivotal role in shaping the future of its students and the community. Its dedication to overcoming socio-economic challenges and promoting educational inclusivity makes SPKMM a cornerstone of progress and empowerment in the Gadchiroli district.

Vision

To Propel Higher education in indigenous and countryside area, optimizing the current available assets and means.

Mission

To empower ordinary rural students through high-quality education to address global challenges at a minimal expense.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Focus on Women's Education:

- Committed to empowering women through education.
- Plays a crucial role in enhancing knowledge, skills, and overall development of women in a traditionally underserved region.

2. Diverse Academic Programs:

- Offers a range of undergraduate courses in the Arts stream.
- Subjects include English, Marathi, Marathi Literature, Hindi, Hindi Literature, Economics, History, Political Science, Sociology, Psychology, and Home Economics.
- Affiliated with Gondwana University, Gadchiroli, ensuring recognized academic standards.

3. Qualified Faculty:

- Team of dedicated and qualified faculty members.
- Provides quality education and mentorship.
- Contributes significantly to the academic success of students.

4. Supportive Learning Environment:

- Inclusive and supportive atmosphere for students.
- Offers financial aid, counseling services, and academic support.
- Ensures that financial and other barriers do not hinder educational attainment.

5. Community Engagement:

- Actively involved in the socio-economic development of the local community.
- Conducts outreach programs and initiatives to uplift the region.
- Encourages students to contribute positively to society.

6. Resilience in Challenging Conditions:

- Operates effectively despite the challenges posed by Naxalite activities.
- Demonstrates strong commitment to its mission of providing education in a difficult environment.

7. Infrastructure and Facilities:

- Developed essential infrastructure despite being in an underdeveloped area.
- Provides a conducive learning environment with classrooms, a library, and basic amenities.

8. Holistic Development Focus:

- Emphasizes overall student development through extracurricular activities, cultural programs, and community service.
- Nurtures well-rounded individuals prepared to contribute to society.

9. Commitment to Social Responsibility:

- Instills a sense of social responsibility in students.
- Encourages active participation in community welfare activities.

Sharadchandra Pawar Kala Mahila Mahavidyalaya is a cornerstone of education and empowerment in the Gadchiroli district. Its focus on women's education, diverse academic offerings, qualified faculty, supportive learning environment, and active community engagement make it a vital institution. The college's resilience and commitment to holistic development and social responsibility significantly impact the lives of its students and the broader community.

Institutional Weakness

Geographical Challenges:

1. Located in an underdeveloped, tribal region with limited infrastructure.
2. Difficult access to resources and facilities commonly available in urban areas.
3. The presence of Naxalite activities poses security and operational challenges.

Limited Funding:

1. Financial constraints affect the ability to expand infrastructure and facilities.
2. Dependence on government funding and grants, which may be inconsistent.
3. Limited resources for research and development activities.

Infrastructure Deficiencies:

1. Basic infrastructure in place, but lacking advanced facilities and modern equipment.
2. Limited access to technology and digital resources for students and faculty.
3. Insufficient laboratory and research facilities to support comprehensive academic programs.

Faculty Retention and Recruitment:

1. Challenges in attracting and retaining qualified faculty due to the remote location.
2. Limited opportunities for professional development and career growth for faculty members.
3. Difficulty in maintaining a consistent and experienced teaching staff.

Student Engagement and Retention:

1. High dropout rates due to socio-economic factors and family obligations.
2. Limited extracurricular activities and student engagement programs.

3. Challenges in maintaining student interest and motivation in an academically stimulating environment.

Limited Exposure and Opportunities:

1. Students have limited exposure to industry and real-world applications of their studies.
2. Few opportunities for internships, industry visits, and practical training.
3. Lack of career counseling and placement services to support students' transition to the workforce.

Technological Limitations:

1. Inadequate access to computers, internet, and digital learning tools.
2. Limited integration of technology in teaching and learning processes.
3. Challenges in adopting modern educational technologies and methodologies.

Community Perception and Engagement:

1. Need for stronger community engagement and collaboration to enhance local support.
2. Overcoming traditional mindsets and resistance to change within the community.
3. Ensuring that the community values and supports the education of women.

Administrative and Bureaucratic Hurdles:

1. Administrative challenges in managing and implementing new initiatives.
2. Limited autonomy in decision-making due to dependence on higher authorities and regulatory bodies.

The college struggles with faculty retention and recruitment, student engagement and retention, and providing adequate exposure and opportunities for students. Technological limitations, community perception issues, and administrative hurdles further hinder its growth. Addressing these weaknesses is essential for SPKMM to enhance its educational offerings and overall impact.

Institutional Opportunity

1. Government and NGO Support:

- Leverage government schemes and grants for education in underdeveloped regions.
- Collaborate with NGOs for funding and support in infrastructure, scholarships, and community programs.

2. Technological Integration:

- Adopt modern educational technologies to enhance teaching and learning.
- Implement more digital classrooms and online learning platforms.
- Provide training for faculty and students in digital literacy and technology use.

3. Community Engagement and Development:

1. Strengthen ties with the local community through outreach and awareness programs.

2. Involve the community in educational initiatives to build local support.

3. Conduct workshops and seminars on socio-economic issues, health, and vocational training.

4. Expansion of Academic Programs:

1. Introduce new courses and programs in emerging fields and vocational training.
2. Develop interdisciplinary programs and collaborations with other institutions.
3. Establish partnerships with industries for practical training and internships.

5. Enhanced Student Support Services:

1. Improve career counseling and placement services to assist in securing employment.
2. Offer comprehensive support services, including mental health counseling and mentoring.
3. Create student exchange programs for broader learning experiences.

6. Faculty Development:

1. Invest in professional development and continuous education for faculty members.
2. Encourage faculty to pursue research and higher qualifications.
3. Foster a culture of innovation and excellence in teaching practices.

7. Research and Innovation:

1. Promote research activities and provide resources for research projects.
2. Collaborate with academic institutions and research organizations.
3. Establish research centers focusing on local socio-economic and cultural issues.

8. Infrastructure and Facility Improvement:

1. Develop projects to improve campus facilities, including libraries and laboratories.
2. Secure funding for technological upgrades and modern educational tools.
3. Enhance accessibility and create a more conducive learning environment.

9.Alumni Network and Engagement:

1. Strengthen the alumni network to support current students.
2. Engage alumni in mentoring, fundraising, and networking activities.
3. Leverage alumni success stories to inspire and motivate current students.

10. Focus on Sustainability:

1. Implement sustainable practices on campus, such as renewable energy and waste management.
2. Educate students about environmental sustainability and encourage green initiatives.
3. Partner with organizations focused on sustainability to enhance operations and curricula.

Additionally, focusing on faculty development, research, infrastructure, alumni engagement, and sustainability can strengthen the institution's role in the socio-economic development of the Gadchiroli district.

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Institutional Challenge

Government and NGO Support:

- Leverage government schemes and grants for education in underdeveloped regions.
- Collaborate with NGOs for funding and support in infrastructure, scholarships, and community programs.

Technological Integration:

- Adopt modern educational technologies to enhance teaching and learning.
- Implement digital classrooms and online learning platforms.
- Provide training for faculty and students in digital literacy and technology use.

Community Engagement and Development:

- Strengthen ties with the local community through outreach and awareness programs.
- Involve the community in educational initiatives to build local support.
- Conduct workshops and seminars on socio-economic issues, health, and vocational training.

Expansion of Academic Programs:

- Introduce new courses and programs in emerging fields and vocational training.
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Research and Innovation:

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Infrastructure and Facility Improvement:

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1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sharadchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi has been implementing innovative strategies to deliver curriculum content efficiently, ensuring that students grasp concepts effectively. In addition to the core curriculum, we offer value-added courses designed to enhance students' employability by equipping them with skills that are highly sought after by employers. We have expanded our program options to provide students with greater flexibility in selecting their streams, thereby accommodating their diverse interests and career aspirations.

To ensure comprehensive assessment of student performance, the college has implemented a thorough evaluation system. This system is designed to provide students with ample opportunities to excel. Our academic calendar is meticulously prepared to be inclusive of all activities, ensuring smooth coordination of events and schedules. In our commitment to maintaining high educational standards, we have been recruiting qualified staff members who provide quality instruction to our students.

Clear definitions of program and course outcomes guide our teaching and learning objectives, ensuring that both instructors and students have a clear understanding of the goals they are working towards . The college has been planning a variety of curricular and extracurricular activities to supplement classroom learning and promote holistic development. Our feedback mechanisms have been enhanced to systematically analyze student responses, allowing us to take appropriate actions based on their feedback.

To provide students with practical exposure and skill development, the college arranges field visits and

internships relevant to their courses. This hands-on experience is crucial for bridging the gap between theoretical knowledge and real-world application.

Additionally, we have established dates for internal examinations and other assessment methods to ensure timely and fair evaluation of student progress. This comprehensive approach to education ensures that our students are well-prepared for their future careers and personal development.

Shardchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi, is dedicated to providing a supportive and enriching educational environment. By focusing on practical skills, personalized learning, and holistic development, the college prepares students not just for exams but for successful careers and lifelong learning.

Teaching-learning and Evaluation

Sharadchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi, has been proactive in implementing teaching methods that cater to the diverse backgrounds and abilities of its students. This approach ensures equitable access to education for all. To further support this inclusivity, the college has formulated a clear admission policy. By empowering the admission committee, the college enhances transparency in the admission process. Students from reserved categories are admitted according to the available reservation seats, strictly adhering to regulations. This commitment to inclusivity is pivotal in creating a balanced and fair educational environment.

In line with modern educational trends, the college has been utilizing ICT (Information and Communication Technology) tools to enhance teaching and learning experiences. These tools facilitate interactive and engaging educational practices, making learning more accessible and effective. Staff members are encouraged to create NPTEL (National Programme on Technology Enhanced Learning) video materials and use other ICT resources to enrich the learning environment. This integration of technology not only aids in effective teaching but also prepares students for the digital world.

An effective mentorship system has been established to foster a positive educational environment within the college. Mentorship provides students with guidance and support, helping them navigate their academic and personal challenges. This system enhances student-faculty interaction, ensuring that students feel supported throughout their educational journey.

To ensure robust evaluation processes, the college has formulated an exam committee and conducts internal examinations. This system allows for comprehensive assessment of student performance. Additionally, course and program outcomes are regularly monitored to assess educational effectiveness and make necessary improvements. This continuous monitoring and assessment ensure that the education provided meets high standards and remains relevant to current needs.

Systems have been established to boost student-faculty interaction through the teacher guardian scheme. This initiative encourages close interaction between students and faculty, fostering a supportive and collaborative academic environment. The college actively encourages student involvement in teaching-learning activities and college events, promoting a vibrant academic atmosphere. This involvement not only enriches the learning experience but also helps students develop essential skills such as leadership, teamwork, and communication.

Research, Innovations and Extension

Shardchandra Pawar Kala Mahila Mahavidyalaya in Chamorshi fosters a robust research environment by establishing facilities that encourage faculty and students to engage in scholarly pursuits. We provide state-of-the-art laboratories, and access to extensive academic resources, creating an atmosphere conducive to innovation and discovery. By organizing workshops and seminars on intellectual property rights and industry-academia collaborations, we enhance innovative practices and ensure our community is well-versed in the legal and practical aspects of research and development.

Our college instills a sense of social responsibility by organizing extension and outreach activities that connect the college with the community. These activities enable students and faculty to apply their knowledge in real-world contexts, addressing local issues and contributing to societal well-being. We also facilitate collaborative activities through faculty and student exchange programs, fostering partnerships with institutions and organizations . These exchanges enrich our academic environment and provide valuable opportunities for cultural and intellectual growth.

We motivate our staff to participate in research projects and publish their findings in UGC CARE-listed journals, ensuring our academic contributions are recognized and respected within the wider scholarly community. We support our faculty with the necessary resources and guidance to achieve high standards of academic excellence.

Additionally, we encourage both staff and students to participate in extension activities under the NSS (National Service Scheme), promoting community engagement and social impact. By taking part in these activities, our college members develop a deeper understanding of societal challenges and contribute positively to the community.

Shardchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi, is dedicated to creating a research-friendly environment that encourages scholarly pursuits and innovation. Our facilities and resources support for research, while our outreach activities ensure that our academic and research efforts are deeply connected to and engaged with the broader society. Through collaborative partnerships and community involvement, we aim to address real-world challenges and contribute to societal well-being, ensuring our institution excels in both academic and social spheres.

Infrastructure and Learning Resources

Shardchandra Pawar Kala Mahila Mahavidyalaya in Chamorshi prioritizes updating our ICT infrastructure to facilitate modern teaching methods and communication tools, thereby enhancing the overall learning experience. By integrating advanced technology into our classrooms, we create an interactive and engaging educational environment that caters to diverse learning styles. This includes the implementation of smart classrooms, high-speed internet access, and digital tools, enabling both students and faculty to leverage the latest educational technologies and resources effectively.

Our commitment to holistic student development is reflected in the facilities we provide for cultural activities, sports, and yoga. These facilities offer students opportunities to explore interests beyond academics, fostering a well-rounded educational experience. Our cultural center hosts various events and workshops celebrating and nurturing artistic talents, while our sports facilities offer a range of physical activities that encourage teamwork, fitness, and a healthy lifestyle. The yoga center serves as a space for students to practice mindfulness and wellness, contributing to their mental and emotional well-being.

To support these initiatives, we allocate funds for purchasing books, industry visits, sports activities, NSS camps, cultural activities, and other educational materials. By ensuring adequate funding, we enhance the quality and diversity of resources available to our students, providing them with comprehensive support for their academic and extracurricular pursuits. Industry visits offer students practical exposure and insights into real-world applications of their studies, while NSS camps and cultural activities foster a sense of community service and cultural appreciation.

Through these efforts, we create an enriching and supportive educational environment that not only prioritizes academic excellence but also emphasizes holistic development. By combining advanced ICT infrastructure with diverse extracurricular opportunities, we ensure our students are well-equipped with the skills and experiences needed to thrive in all aspects of life. Our approach promotes intellectual growth, physical fitness, artistic expression, and mental well-being, creating a balanced and enriching educational journey.

SPKMM, Chamorshi, is dedicated to providing a comprehensive educational experience. By focusing on modern technology, cultural activities, sports, and wellness, we ensure our students receive a balanced education that prepares them for success in both their personal and professional lives.

Student Support and Progression

Sharadchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi has taken significant steps to ensure financial accessibility for its students by extending scholarships. These scholarships help students pursue their education without facing financial barriers, making higher education attainable for those who might otherwise struggle to afford it. To support students' overall growth and progression, the college has developed a holistic development mechanism. This approach addresses the academic, personal, and social needs of students, ensuring they receive comprehensive support throughout their educational journey.

Efforts towards enhancing employment opportunities and preparing students for competitive exams have been intensified. The college provides resources and guidance to help students improve their future prospects, ensuring they are well-prepared for the job market and various competitive exams. The institution encourages participation in skill development programs, aiming to boost students' competency and foster holistic growth. These programs equip students with practical skills that are essential in today's competitive environment.

Alumni of Sharadchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi, are motivated to actively participate in college activities and assist in improving student placement opportunities. This engagement fosters a supportive network where current students can benefit from the experiences and connections of former students. To further promote well-being, the college has expanded activities that focus on health, hygiene, physical fitness, and yoga. These initiatives ensure that students maintain a healthy lifestyle, which is crucial for their overall well-being and academic performance.

Career guidance has been incorporated as a regular activity at the college. This helps students make informed decisions about their future, providing them with the necessary tools and information to choose the right career path. To strengthen this support, the college has initiated the process of forming an alumni association. This association aims to foster greater engagement and support for current students' development and placement endeavors.

Sharadchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi, is committed to creating an inclusive and supportive educational environment. By extending scholarships, promoting holistic development, enhancing

employment opportunities, and fostering strong alumni engagement, the college ensures that its students are well-equipped for success both during and after their academic journey.

Governance, Leadership and Management

College ensures that all stakeholders understand the college's vision and mission through effective communication channels. By utilizing Flex and the college website, we keep everyone informed and aligned with our goals. College regularly review the functioning of college committees and increase student and teacher involvement to incorporate diverse perspectives, making our governance more inclusive and representative.

College implements decentralized decision-making processes to foster participative management within the college. This approach empowers various departments and committees to make informed decisions, promoting a sense of ownership and collaboration. Communicating the code of conduct to all stakeholders via the website ensures adherence to state regulations and maintains a standard of behavior that upholds our values and principles.

Developing and implementing a welfare policy for teaching and non-teaching staff is crucial for their well-being. College focuses on providing healthcare benefits, professional development opportunities, and a supportive work environment. College also encourage staff and student participation in events by providing financial assistance, ensuring that financial constraints do not hinder engagement in valuable extracurricular activities.

Organizing workshops for the professional development of teaching and non-teaching staff is a priority. These workshops focus on enhancing skills, knowledge, and competencies, contributing to personal and professional growth. College motivates staff to undertake online and offline training programs for skill enhancement, ensuring they stay updated with the latest advancements in their fields.

Establishing a performance appraisal system for both teaching and non-teaching staff helps in recognizing and rewarding excellence, providing constructive feedback, and identifying areas for improvement. We develop strategies to mobilize funds and ensure optimal resource utilization, maintaining financial stability and enabling us to invest in essential resources and initiatives.

The college has developed and implemented strategies to mobilize funds and ensure optimal resource utilization while managing resources efficiently. An Internal Quality Assurance Cell (IQAC) coordinator and members have been appointed to oversee quality initiatives and ensure continuous improvement in all aspects of the college's functioning. The IQAC monitors and evaluates performance, identifies areas for improvement, and implements quality enhancement measures, ensuring the college maintains high standards and evolves to meet stakeholders' needs.

Institutional Values and Best Practices

College initiates various activities to foster a vibrant atmosphere, encouraging active participation from both students and staff. This includes organizing cultural events, sports competitions, academic seminars, and social gatherings, all designed to create a lively and engaging campus environment. College also implement facilities for solar energy, LED bulbs, and other energy-saving measures to promote sustainability. By incorporating renewable energy sources and efficient lighting systems, we reduce our carbon footprint and contribute to

environmental conservation.

College develops infrastructure for managing both degradable and non-degradable waste effectively within the institution. This includes setting up waste segregation units, composting facilities, and recycling programs to ensure proper waste disposal and minimize environmental impact. We establish water conservation measures such rainwater harvesting systems to efficiently manage water resources and reduce wastage.

To further promote an eco-friendly campus, we implement practices like reducing plastic usage and enhancing landscaping efforts. By creating green spaces and minimizing single-use plastics, we cultivate a healthier and more sustainable campus environment. College also educates students and staff about constitutional rights and duties to promote civic awareness and responsibility, ensuring that everyone is informed about their role in society.

Developing and communicating a code of conduct policy to all stakeholders ensures ethical behavior and compliance with institutional standards. This policy serves as a guideline for maintaining a respectful and harmonious campus community. College celebrates important national and international days to foster cultural awareness and inclusivity, highlighting the significance of diversity and global understanding.

Our college excels through village adoption, curriculum adaptation, technology integration, community engagement, infrastructure advocacy, student support services, and sustainability initiatives, empowering students and fostering resilience despite challenges.

Throughout the year, we implement practices aimed at achieving predetermined objectives and establishing them as distinctive practices of the college. These initiatives help us maintain a high standard of excellence and innovation in our operations. Finally, College conducts SWOT analysis to identify strengths, weaknesses, opportunities, and threats, allowing us to plan future goals and targets accordingly. This continuous improvement process ensures our growth and development as a leading educational institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHARADCHANDRA PAWAR KALA MAHILA MAHAVIDYALAYA CHAMORSHI
Address	Sharadchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi
City	Chamorshi Gadchiroli
State	Maharashtra
Pin	442603
Website	spkmchamorshi.in

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	B.V.Dhote	07135-299192	8788553804	-	mahilachamorshi2008@gmail.com
IQAC / CIQA coordinator	Shilpa R. Kashttiwar	07135-	9421857725	-	shilpamadavi2804@gmail.com

Status of the Institution

Institution Status	Private and Self Financing

Type of Institution

By Gender	For Women
By Shift	Regular

Recognized Minority institution

If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Gondwana University	<u>View Document</u>

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sharadchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi	Rural	0.988421	1060.47

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Humanities,English Marathi Hindi Marathi Liter. Hindi Liter. Eco History Poli Sci Sociology Psychology Home Eco	36	HSC Pass	Marathi	120	73

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit	0				0				10			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	6	4	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				8
Recruited	0	0	0	0
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	6	2	0	8
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	4	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	147	0	0	0	147
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	4	6	5	11
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	22	12	15	15
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	48	42	58	61
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	11	5	5	9
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	12	16	19	18
	Others	0	0	0	0
Total		97	81	102	114

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	• The college focuses on a sustainable and holistic approach to education. The curriculum includes Arts field subjects to promote overall development and prepare students for active participation in society. • The college is dedicated to providing a comprehensive educational experience that not only delivers academic knowledge but also promotes personal growth, community involvement, and entrepreneurial spirit among its students. • It follows the Choice Based Credit System (CBCS) as required by the affiliating university and also creates innovative programs to meet industry and market needs. • The college aims at fostering the holistic development of students by providing opportunities

	for leadership development, interpersonal communication, and social responsibility. • Skills enhancement is promoted in line with the vision of the National Education Policy (NEP) 2020. • Regular workshops, seminars, demonstrations, and lectures instill values and skills related to human rights, sustainable development, and global well-being. • Community engagement is facilitated through activities such as field visits, internships, extension education, and environmental education. Students are encouraged to participate in NSS (National Service Scheme) to promote social welfare and community service. • The college offers workshops such as Stress Management to help students cope with pressure, Suicide Prevention and Mental Health program to support emotional well-being, Mind-Body Harmony Workshop for holistic health, and Self-Awareness and Life Skill Training for personal growth.
2. Academic bank of credits (ABC):	• The Academic Bank of Credit (ABC) is a transformative initiative under India's National Education Policy (NEP) 2020, designed to enhance flexibility in higher education. • ABC allows students to accumulate and transfer academic credits earned from various recognized institutions into a digital repository. This system enables multiple entry and exit points in their educational journey, supporting lifelong learning and interdisciplinary education. • Implementing ABC in a rural college involves several steps. First, colleges establish ABC accounts for all students, providing guidance on managing these accounts. Faculty and administrative staff receive training to assist students in navigating the ABC system. • The college designs courses with clear, standardized credit allocations compatible with the ABC framework, ensuring these courses meet the quality standards required for ABC accreditation. • Forming partnerships with other institutions is crucial to facilitate seamless credit transfer, creating a network of colleges that offer diverse and complementary courses. • Conducting awareness and orientation programs for students and faculty is essential to familiarize them with the ABC system's benefits and functionalities. • Highlighting the flexibility, interdisciplinary learning opportunities, and continuous professional development offered by ABC motivates participation. • Continuous

	monitoring and support for students are vital. Academic counseling is provided to help students make informed decisions about their educational paths and effectively utilize their credits. • By integrating ABC, rural colleges offer a more adaptable, personalized, and inclusive education, empowering students to achieve their academic and career goals despite geographical and socioeconomic challenges. • This implementation transforms the educational landscape, making higher education more accessible and relevant to students in rural areas. areas. • Our college is affiliated with Gondwana University, so we have been following the CBCS scheme and syllabus. However, starting this year, we will implement the NEP-2020 system as per the Gondwana University guidelines.
3. Skill development:	• The college is committed to offering a wide range of programs to help students grow, improve their job prospects, and develop entrepreneurial skills. • The college arranges seminars, workshops, and guidance by experts from various fields. These sessions give students valuable insights into industry trends, best practices, and practical applications of their studies. This broadens their perspectives and motivates them to excel in their chosen fields. • Soft skills are crucial for success in work and personal life. The college provides workshops on personality development and communication skills to enhance students' interpersonal and professional abilities. Effective communication is key to professional advancement. The college provides workshops to improve students' listening, reading, speaking, and writing skills, preparing them for various communication contexts. • The Microsoft Office proficiency program enhances computer literacy by focusing on PowerPoint presentations, email writing, MS Word, and MS Excel. This skill enhancement initiative ensures students are adept at essential office applications, improving their academic and professional efficiency. • The college conducts workshop on topics such as Floral Arrangement and career in Creative Embroidery that teaches students the art of designing, enhancing creativity and aesthetic skills. • The Human Rights Understanding workshop, competitive exam preparation workshop equips students with knowledge of fundamental rights and prepare them for entrance exams.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	• Integrating Indian Knowledge Systems (IKS) into the curriculum of a rural college can be done effectively through teaching in Indian languages and incorporating cultural elements. • This multi-faceted approach ensures a comprehensive and immersive learning experience. Here's how to achieve this integration: Teaching in Indian Languages • Teaching classic and modern Hindi literature while emphasizing traditional storytelling and folk tales is essential. • We also teach Marathi literature that includes works by notable Marathi authors and poets. Conducting classes in Marathi helps preserve linguistic heritage and enhance comprehension. • Implementing a bilingual approach where technical terms are explained in both English and the regional language aids in understanding complex concepts while maintaining linguistic diversity. This supports the seamless integration of IKS across various subjects. Incorporating Cultural Elements • Teaching traditional Indian textile and fashion designing through value-added courses is integral. • In political science and sociology, we study ancient Indian political theories from texts like Arthashastra and traditional social structures, analyzing the impact of these systems on contemporary society. • We explore indigenous concepts of mind and consciousness in psychology and discuss sustainable economic practices and local economic models rooted in Indian traditions. • Integrating the study of Indian festivals, rituals, and their socio-cultural significance across various subjects, we organize campus events to celebrate these traditions. • We conduct workshops on floral arrangements and their cultural contexts. Incorporating principles from ancient texts like Patanjali's Yoga Sutras, we hold yoga and meditation sessions to practice traditional asanas and pranayama techniques. • We discuss historical and contemporary issues of social equality in India and offer lectures to explore the culture and challenges of tribal communities. Activities and Engagement • Organizing visits to local historical sites is part of our curriculum. • We involve students in local festivals, traditional ceremonies, and community service projects. • Hosting exhibitions that showcase traditional art and crafts, such as making wall hangings competition and organizing cultural performances featuring local artists and student participation further enrich the educational

	experience. • Integrating IKS through teaching in Indian languages, incorporating cultural elements, this approach not only preserves and promotes India's rich cultural heritage but also equips students with a deep appreciation of their roots and a comprehensive understanding of their academic subjects.
5. Focus on Outcome based education (OBE):	The implementation of Outcome-Based Education (OBE) involves a collaborative effort between the university and the affiliated colleges. The university develops the curriculum and defines the program outcomes (POs) that students should achieve upon completion of their studies. The college then works on aligning their course outcomes (COs) with the POs specified by the university. To ensure the effective implementation of OBE, the college analyzes the curriculum developed by the university and map the COs to the POs. This mapping process ensures that the courses offered by the college are designed to meet the intended learning outcomes set by the university. The college establishes mechanisms to assess and evaluate course which involves measuring the extent to which students have achieved the desired learning outcomes. The college implements Outcome-Based Education as follows: • Examine the curriculum developed by the university and understand the program outcomes (POs) specified. • Maps the course outcomes of individual courses offered by the college to the program outcomes defined by the university. • The College has designed assessment methods that effectively measure student achievement of the desired learning outcomes normally it is an assignment and examination • The college emphasizes practical skills and experiential learning in the curriculum to align with the OBE approach. • The college monitors and track student progress against the defined learning outcomes, allowing for ongoing assessment and improvement. • Regularly assess and analyze the extent to which students have achieved the desired learning outcomes to identify areas of improvement. • Establish effective communication channels among faculty, students, and administrators to facilitate collaboration, timely updates, and feedback. • Offer training and workshops to faculty members to enhance their understanding of OBE principles and teaching strategies.

6. Distance education/online education:	Implementing distance or online education in rural areas is challenging but achievable with a strategic approach. Some challenges that college and students face are: • The area lacks high-speed internet connections and Internet services can be expensive and unaffordable for many families in rural regions. • Many students do not have access to computers, tablets, or smartphones needed for online learning. • There is frequent power cuts and lack of a stable electricity supply that disrupt online education. Despite of all these challenges the college has been able imparts quality online education by taking following steps • Setting up broadband and fiber optics where students can access the internet. • Investing in solar power solutions to provide a stable electricity supply. • Developing interactive and multimedia-rich lessons to engage students. • Combine online education with face-to-face interactions and practical sessions. • Creating content in local languages to make it more accessible and also provide quality content through NPTEL video lecture • Collaborate with local organizations and community leaders to support the implementation and sustainability of online education programs. • Using an outcome-based education approach to ensure that the educational goals are being met. By addressing these challenges with practical solutions, it has been possible for colleges to implement effective distance or online education in rural areas.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) was set up in the college on 13 August 2022
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students' coordinator and coordinating faculty members are appointed by the College and Electoral Literacy Club is fully functional
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of	The college is committed to raising awareness about voter rights and responsibilities among both students and the community. The Electoral Literacy Club (ELC) has implemented various impactful initiatives to promote informed and responsible citizenship. 1. Awareness Seminar for students: The ELC has

poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	organized seminars to educate students about the importance of voting and understanding the electoral process. These seminars aim to highlight how each vote contributes to the democratic process and the functioning of the government. 2. Pledge: to support the Systematic Voters' Education and Electoral Participation (SWEEP) campaign, both students and staff members have taken a pledge to actively participate in general elections by casting their votes. This pledge signifies their commitment to being responsible citizens and encourages a culture of active participation in democracy. 3. Voter Awareness Posters: The college has decorated its campus with visually appealing posters to remind and encourage everyone to vote. These posters serve as constant visual prompts, urging individuals to fulfill their civic duty by participating in elections. Through these efforts, the college aims to instill a sense of civic duty and promote active engagement in the democratic process. The ELC's initiatives help students and the community understand the significance of their votes and encourage them to participate actively in shaping the nation's future.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness Campaigns for Community: The club started big awareness campaigns in the village to encourage students, faculty members, and villagers to vote responsibly. The College's Electoral Literacy Club has been key in promoting electoral knowledge and civic involvement through various activities, including education, empowerment, celebrations, and active participation. By teaching responsibility, these efforts have greatly helped to strengthen the foundations of democracy among students and the broader community.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELC runs campaigns to help eligible students register as voters and guides them through the process. The college has added a link on its website for new voter registration. Class in-charges get a list of students who are not yet registered as voters. This process also allows teachers to provide orientation to new voters on how to register.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
196	189	172	157	197

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 22

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.99999	8.35524	7.36412	8.00129	8.20175

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Fostering Holistic Education

- Shardchandra pawar kala mahila mahavidyalaya (SPKMM) stands out for its unwavering commitment to comprehensive and holistic education. This dedication fills every aspect of its educational and administrative practices, meticulously designed to cultivate the overall development and well-being of its students.

Tailored Curriculum for a Dynamic World

- At the core of SPKMM's approach lies its meticulously crafted curriculum development process. Recognizing the ever-evolving needs of the workforce and society, the institution designs programs that equip students with not just theoretical knowledge, but also practical skills relevant to today's dynamic world. These programs address critical areas like talent development, employability, leadership, decision-making, and problem-solving, ensuring graduates are well-prepared for future success.

Engaging Teaching Methods for Diverse Learners

- SPKMM's commitment to diverse teaching methods is evident in its curriculum implementation strategy. Lectures are effectively complemented by a range of engaging activities like industry visits, internships, hands-on sessions and internal tests. This multifaceted approach caters to various learning styles, fostering creativity, critical thinking, and collaboration among students. The result is not only enhanced learning outcomes but also the development of crucial soft skills.

Structure and Smooth Execution

- SPKMM adheres to a well-structured academic calendar aligned with the guidelines set by Gondwana University, Gadchiroli. This ensures the seamless execution of educational activities throughout the semester. Effective planning and coordination of teaching, assessments, and other academic events contribute to a conducive learning environment where students can thrive.

Beyond the Classroom: Practical Exposure

- SPKMM understands the importance of classroom learning with practical experiences. Industry visits, projects with the local community, value added courses, guest lectures and other events are

strategically integrated into the academic calendar. These enriching experiences broaden students' perspectives, deepen their understanding of their chosen fields, and allow them to develop essential soft skills and professional networks.

Faculty at the Forefront

- Active faculty involvement is central to SPKMM's educational ethos. Faculty preferences and skillsets are carefully considered when assigning subjects, and timetables and Teaching plans are crafted accordingly. Monthly meetings provide a platform for collaboration and discussion among faculty and leadership, fostering a dynamic and improvement-oriented environment.

Holistic Support for Student Success

- Recognizing the importance of comprehensive student support beyond academics, SPKMM offers the unique Teacher Guardian program. This program addresses academic, socio-economic, and health-related challenges faced by students, ensuring their overall well-being and academic success. This personalized approach fosters a sense of belonging and empowers students to flourish academically and personally.

Feedback for Continuous Improvement

- SPKMM actively solicits feedback from stakeholders, including students, faculty, and industry partners. This feedback-driven approach allows the institution to assess the effectiveness of its educational programs, identify areas for improvement, remain responsive to the evolving needs of its stakeholders. This commitment to continuous improvement ensures that SPKMM delivers consistently high-quality education.
- SPKMM exemplifies a dedication to holistic education. Through its meticulously designed curriculum, diverse teaching methods, practical exposure, active faculty involvement, and comprehensive student support, SPKMM fosters not just academic excellence but also personal growth and well-being, empowering its students to thrive in the ever-changing world.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 20

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.2.2

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

Response: 99.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
216	169	0	247	276

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Institutions that strive to integrate crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability into their curriculum are crucial in shaping students into well-rounded individuals.

1. Yoga Practice and Meditation Program: By emphasizing holistic health practices, this program

promotes human values and wellness, potentially contributing to environmental sustainability through mindfulness.

2. Environmental Awareness and Waste Management Program: Directly addressing environmental sustainability, this initiative may also touch upon ethics in waste management, reinforcing professional ethics.

3. Social Equity and Tribal Study Program: Focused on social justice, this program may address gender equality issues, particularly within marginalized communities, aligning with human values and ethics.

4. Spoken English Proficiency Training: While primarily language-focused, this training indirectly relates to professional ethics and communication skills, both crucial for effective interaction.

5. Historical Research Methodology: Ethical research practices and narratives may include considerations of gender and social equity, reflecting ethical values.

6. Computer Literacy Skill Enhancement Program: This curriculum can address environmental sustainability in technology and professional ethics by encouraging appropriate digital activity.

7. Effective Communication Skill in English: This curriculum may address gender and social justice in communication situations in accordance with professional ethics, promoting inclusive communication.

8. Holistic Wellness Through Yoga: Promotes human values and wellness, potentially addressing environmental sustainability through holistic health practices.

9. Self-Awareness and Life Skill Training: Addressing human values and personal development, this program may include modules on responsible decision-making, reinforcing ethical behavior.

10. Certification Program for Human Rights: Directly addresses human values, ethics, and potentially gender and social equity issues, promoting awareness and advocacy.

11. Personality Development Program: Focused on personal development, this program may also instill ethical behavior in professional settings.

12. PowerPoint Presentation and Email Writing: While primarily skill-based, modules on responsible communication and ethics may be included, contributing to professional ethics.

13. Awareness Programs (e.g., Voter's Awareness, International Women's Day: It relate to crosscutting issues like gender, human values, environment, and sustainability, fostering awareness and advocacy.

14. Visit to Gruhudyog by Home Economics Department: Relating to professional ethics, gender, and human values, this visit may support local artisans and sustainable practices, promoting ethical consumerism.

15. Consumer Rights Awareness Program: Addresses professional ethics and potentially gender and social equity issues, empowering students to protect consumer rights.

16. Save Water Awareness Program: It contributes to environmental sustainability by promoting responsible water usage.

17. Skill-Based Workshops (e.g., Floral Arrangement, Fashion Designing): While primarily skill-based, discussions on sustainable materials and practices may relate to environmental sustainability.

18. Mental Health Awareness Programs: Address human values and wellness, potentially touching upon gender issues in mental health, promoting support and understanding.

19. Save and Clean Water for Society: It addresses environmental sustainability through water conservation efforts.

20. Awareness on Gadgebaba Jayanti: Addresses human values and ethics in superstition awareness, promoting critical thinking and skepticism.

21. The curriculum's subjects are divided into four categories: professional ethics, gender, human values, environment and sustainability.
Incorporating these activities into the curriculum encourages students' overall development by encouraging moral behavior, social responsibility, and understanding of important societal issues.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 107.14

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

Response: 210

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from

various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	<u>View Document</u>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<u>View Document</u>

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 84.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	97	81	102	114

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 83

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	47	50	49	55

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.33

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The college commitment to student-centered learning is exemplified by its proactive approach to soliciting and acting upon student feedback to enhance the teaching-learning process. By regularly seeking input from students, the institution ensures that their voices are heard and valued, ultimately leading to a more tailored and effective educational experience.

Interactive Learning:

- Faculty members facilitate dynamic classes by incorporating quizzes, guest lecture and group discussions, fostering active participation and critical thinking among students.
- Regular guest lectures provide students with opportunities to connect with the experts, gaining valuable insights and real-world perspectives.
- Brainstorming sessions engage students in interactive learning experiences, enhancing their understanding and retention of course material.

Experiential Learning:

- Field-based experiences such as internships offer students practical, real-world application of their academic knowledge, bridging the gap between theory and practice.
- Classroom-based activities like laboratory work and model making provide hands-on learning opportunities, allowing students to develop practical skills and deepen their understanding of complex concepts.

Independent Learning:

- Access to a library and computers with high-speed internet empowers students to pursue self-directed study, explore diverse topics, and deepen their understanding of course materials at their own pace.
- ICT-enabled classrooms, laboratories, and seminar halls provide students with the resources and technology necessary for independent exploration and inquiry, further enhancing their learning experience.

Collaborative Learning:

- Students are encouraged to collaborate on mini-projects and assignments, fostering teamwork, communication, and problem-solving skills.
- Complex problem-solving tasks often require interdisciplinary collaboration, challenging students to apply their collective knowledge and skills to solve real-world challenges.
- Industrial tours and internships offer students opportunities for experiential learning outside the traditional classroom setting, further promoting collaborative learning and real-world application of academic knowledge.

Participatory Learning:

- Group discussions, workshops, and industry visits actively engage students in the learning process, providing opportunities for dialogue, reflection, and experiential learning.
- Examinations and career counseling services empower students to make informed decisions about their academic and professional futures, promoting active engagement and self-directed learning.

Problem-Solving Methodologies:

- Specialized training programs, expert talks, and hands-on projects cultivate critical thinking skills and problem-solving abilities among students, preparing them for the challenges of the professional world.
- Value-added programs and extension initiatives provide practical opportunities for students to apply problem-solving techniques in real-world scenarios, fostering social responsibility and

environmental stewardship.

These initiatives demonstrate the college's unwavering commitment to holistic development and continuous improvement in the teaching-learning process. By actively soliciting and acting upon student feedback, the institution ensures that learning remains student-centered, empowering students to thrive academically, professionally, and personally.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 58.33

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute adheres to the examination pattern set by Gondwana University, Gadchiroli

Academic Calendar

- **Notification**: The institute puts up an academic calendar on the notice board at the start of each semester.
- **Content**: This calendar includes the schedule for internal tests and practical exams.

Internal Evaluation

- **Criteria**: Internal evaluation is based on several factors:
    - Exam performance
    - Practical performance
    - Timely submission of assignments
    - Regular attendance
    - Overall student performance
- **Communication**: Students are informed about these criteria at the beginning of the semester.

Monitoring and Feedback

- **Teacher Guardians**: Each student has a teacher guardian scheme who monitors their academic progress and attendance.
- **Transparency**: This system allows students to track their academic achievements transparently.
- **Discussions**: Students can discuss issues related to internal evaluations, attendance, and exam results with the relevant teachers.

Practical Evaluation

- **Factors**: Practical evaluation focuses on:
    - Timely submission of work
    - Practical performance during assessments

Results and Grievances

- **Result Posting**: All exam results are displayed on the notice board for students.
- **Preliminary Exams**: At the end of each semester, a Preliminary examination is conducted.
    - **Answer Sheets**: Corrected answer sheets are returned to students for feedback and improvement.
    - **Internal Grades**: Internal grades for all subjects are posted on the departmental notice board.

Addressing Concerns

- **Internal Evaluation Concerns**: If students are unhappy with their internal grades, they should discuss this with their subject teachers.
- **External Examinations**:
    - **Centers**: Specific centers are assigned for external exams.
    - **Schedules**: University examination schedules are displayed on the notice board along with relevant instructions.

Grievance Redressal Mechanisms

- **Institute Level**:
    - **Information**: Students are informed about the internal evaluation process at the semester's start.
    - **Discussion**: Assessed answer papers for internal exams are distributed to students, and performance is discussed with the subject teacher.
    - **Continuous Evaluation**: Ongoing evaluations are communicated to students.
    - **Final Evaluation**: The class teacher posts the final evaluation on the departmental notice board.
    - **Raising Concerns**: Students can discuss evaluation concerns with individual faculty members or the Department Head.
- **University Level**:
    - **Scope**: University-level grievance mechanisms are for university exams only, not for internal institute exams.
    - **Application Process**: Students with concerns about university exams can apply through the college's student department.
    - **Corrective Actions**:
        - Photocopies of answer papers
        - Requests for re-evaluation and re-checking
    - **Revised Marks**: University examiners re-verify and reassess answer books, and any revised marks are communicated to the respective department and student.

- Student Support

- **Student Area**: The institute provides a dedicated area where students can get help with:
    - Eligibility issues
    - Exam form filling
    - Results
    - Revaluation requests

This structured approach ensures that students are well-informed and supported throughout their academic journey, providing clarity on evaluations and a channel for addressing any concerns.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institute adheres to a structured method to effectively communicate Program Outcomes (POs) and Course Outcomes (COs) to students and stakeholders. This systematic approach ensures that the educational goals are transparent and accessible.

- **Institute Website:** The Vision, Mission, and Program Outcomes are prominently published on the college website. This serves as a primary source of information for students, faculty, and other stakeholders, clearly outlining the intended educational goals and achievements expected from each program.
- **Department Program:** At the beginning of each semester, the principal and department heads conduct orientation sessions where they articulate the department's vision, mission, and objectives. This practice helps in aligning students' understanding with the institutional goals and the specific outcomes expected from their academic journey.
- **Course Files:** Faculty members are responsible for preparing detailed course files at the start of each semester. These files include comprehensive information on the POs and COs specific to their courses. This documentation ensures that both faculty and students are clear on the learning objectives and can track progress effectively throughout the semester.
- **Question Papers:** Internal exam question papers are designed to include a list of Course Outcomes and a CO map for each question. This integration helps in continuously assessing whether the intended learning outcomes are being met and provides a transparent evaluation metric for both instructors and students.

Bachelor of Arts Program

The college offers a three-year Bachelor of Arts program designed to address the needs of business,

academia, and society. The curriculum is carefully structured to foster a well-rounded education that aligns with contemporary demands.

- **Program Description:** The Bachelor of Arts program encompasses a diverse curriculum aimed at providing comprehensive education. It prepares students to meet the requirements of various sectors including business and academia, ensuring they are well-equipped for future challenges.
- **Goals:** The program is focused on creating employment opportunities, skill development, fostering entrepreneurship, and promoting sustainable development. These goals are integral to the curriculum, ensuring that students not only gain knowledge but also develop practical skills and an entrepreneurial mindset.
- **Interdisciplinary Approach:** The program integrates knowledge from the humanities and sciences, blending traditional Indian educational values with modern academic demands. This interdisciplinary approach enriches the students' learning experience and prepares them for a variety of career paths.
- **Sociological and Environmental Focus:** The curriculum addresses pressing sociological and environmental issues, highlighting the importance of sustainable development. By incorporating these themes, the program aims to create socially responsible graduates who are aware of and can contribute to solving global challenges.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute follows a Teaching Learning Process cycle with three main phases: Planning, Action, and Attainment.

Planning Phase:

In this phase, the institute establishes Program Outcomes (POs) and Course Outcomes (COs) for each course in the three-year Bachelor of Arts (B.A.) program, adhering to University guidelines. These outcomes are designed by considering the graduate attributes as outlined in NBA guidelines. The assessment methods and schedules are also determined in this phase.

Each course consists of four units, with each unit typically linked to a specific course outcome. Faculty members start by planning how each course maps to its respective Course Outcomes (COs) and Program Outcomes (POs). They set target attainment levels and establish a correlation between COs and POs on a scale from 0 to 3, where:
- Level 3 indicates high correlation

- Level 2 indicates medium correlation
- Level 1 indicates low correlation
- Level 0 indicates no correlation

Action Phase:

In the second phase, the institute implements the planned methodology to achieve the COs. This includes mapping question papers for the preliminary examination to the COs. Internal assessments and evaluations are conducted based on this mapping. Assignments and teacher assessments are also aligned with the COs to ensure consistent evaluation.

Attainment Phase:

The third phase involves analyzing and measuring the attainment of COs and POs. Faculty members measure the attainment levels of all course outcomes by analyzing student performance in internal and external examinations. The institute uses the following methods to achieve and measure attainment levels:

Direct Method:
1. Internal and External Assessments: These include tests, exams, assignments, and teacher assessments.
2. Set Target Levels: Based on the previous year's results, the institute sets target levels for student performance.
3. Calculate Attainment Levels: Faculty calculate the percentage of students meeting or exceeding the set targets.

For example:
- Attainment Level 1: 40% of students exceed the target level
- Attainment Level 2: 50% of students exceed the target level
- Attainment Level 3: 60% of students exceed the target level

Indirect Method:
The institute also uses indirect methods for assessment, such as exit surveys from students, alumni, and employer feedback to gauge the PO attainment.

CO Attainment:
The direct attainment of COs is calculated as:
- 20% from internal examination CO attainment
- 80% from external examination CO attainment

PO and PSO Attainment:
The combined CO attainment from direct and indirect assessments helps in determining the PO (Program Outcomes) and PSO (Program Specific Outcomes) attainment. This is calculated by considering the contribution of each course in the Program attainment matrix.

Overall, the institute calculates the attainment of COs using:
- 85% from the direct method
- 15% from the indirect method

This structured approach ensures that the institute can continuously monitor and improve the educational outcomes, providing a robust and transparent system for assessing student learning and program effectiveness.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response: 70.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	30	33	14	21

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	43	37	14	33

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.76

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has strategically developed an ecosystem to foster innovation and knowledge creation among students, employing a multi-faceted approach encompassing bridge courses, value-added courses, awareness campaigns, projects, internships, and entrepreneurial initiatives and Mou's.

Bridge Courses and Value-added Courses: The institution offers bridge courses across all subjects, providing students with foundational knowledge and skills. Additionally, value-added courses on advanced subjects are taught by experts, enriching students' understanding and preparing them for specialized fields within the arts.

Awareness Campaigns: The institution conducts awareness campaigns to highlight societal issues, cultural heritage, and environmental sustainability. These campaigns raise consciousness among students and encourage them to engage meaningfully with pressing global challenges.

Projects/Assignments through Field Visits and Internships: Students undertake projects or assignments through field visits and internships, gaining practical experience and applying theoretical knowledge in real-world contexts. These experiences enhance students' critical thinking, problem-solving abilities, and professional skills.

Entrepreneurial and Innovation-related Initiatives: The institution promotes entrepreneurship and innovation through various activities such as exhibitions of wall hangings and unique fashion designs, workshops on creative embroidery and floral arrangement, and training on self-awareness and life skills. These initiatives empower students to explore their creativity, develop entrepreneurial skills, and pursue innovative ventures.

Outreach and Extension Activities: Engaging with local communities through outreach and extension activities strengthens the institution's ties with society. Students participate in community development projects, fostering social responsibility and civic engagement.

Computer Literacy Skill Enhancement Program: Recognizing the importance of digital literacy in today's world, the institution offers a program to enhance students' computer literacy skills. This equips students with essential digital skills necessary for academic success and future career opportunities.

Faculty Development Program: Faculty members undergo continuous professional development to stay abreast of current trends and best practices. Training programs on research methodology, institutional benchmarking, NAAC Accreditation Framework, Higher Education and National Education Policy (NEP), Use of Information and Communication Technology (ICT), and Cybersecurity ensure that faculty members are equipped to deliver high-quality education and support students effectively.

Mou's (**Memorandum of Understanding**)**:** By leveraging MoUs, the institution can create a dynamic ecosystem that encourages collaboration, interdisciplinary exchange, and experiential learning, empowering students to thrive as critical thinkers, creative problem-solvers, and engaged global citizens.

The institution's ecosystem for innovation and knowledge creation provides Bachelor of Arts students with a comprehensive and holistic educational experience. By integrating theoretical learning with practical application, fostering creativity and entrepreneurship, and promoting social responsibility, the institution empowers students to become well-rounded individuals prepared to address the challenges of the 21st century.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	01	02	01

File Description	Document
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

The students' active participation in various extension activities within their neighborhood has led to significant positive impacts on the community and fostered their development. These activities include healthcare programs, environmental projects, educational initiatives, and social awareness campaigns, benefiting both the community and the students.

Community Impact

Healthcare Initiatives:

- Child Health Centre Visits and Women Health Check-up Camps: Provided crucial health services, improving outcomes for women.
- Antitobacco and AIDS/HIV Awareness Camps: Promoted healthier lifestyle choices by educating the community.
- Blood Donation Camps: Ensured a steady supply of blood for emergencies, saving lives.

Environmental Programs:

- Plastic-Free Environment Program and Recycling/Upcycling Initiatives: Reduced plastic use and increased recycling, leading to a cleaner environment.
- Tree Plantation and Rainwater Harvesting: Enhanced local biodiversity and water conservation, contributing to a healthier ecosystem.
- Save Earth and Earth Day Awareness Programs: Educated the community on environmental protection, inspiring eco-friendly habits.

Educational and Social Awareness:

- Guidance on Competitive Exams : Provided valuable guidance and exposure, helping students

prepare for exams and broaden their knowledge.

- Voter Awareness and NSS Day Seminars: Encouraged greater democratic participation by educating citizens about voting rights and responsibilities.
- Cyber Security and Consumer Rights Awareness Programs: Taught community members how to stay safe online and understand their consumer rights.
- International Women's Day Celebrations and Awareness Programs for Girls: Promoted gender equality and empowered women and girls through education and awareness.

Sensitization and Holistic Development of Students

Social Awareness:

- Engagement in Health and Environmental Programs: Increased students' awareness of critical social and environmental issues, deepening their understanding of public health challenges and the need for conservation.
- Awareness Campaigns: Instilled a sense of social responsibility and empathy in students through campaigns on issues like tobacco use, HIV/AIDS, and water conservation.

Personal Growth and Skills Development:

- Leadership and Organizational Skills: Developed leadership and organizational skills by organizing activities such as health camps and voter awareness programs.
- Communication Skills: Improved students' communication abilities through interactions with diverse community members.

Civic Responsibility:

- Active Citizenship: Taught students the importance of active citizenship and societal contribution through voter awareness campaigns and NSS day seminars.
- Volunteering Spirit: Fostered a lifelong commitment to volunteering and social responsibility among students through regular community service involvement.

Academic and Professional Development:

- Practical Experience: Provided practical experience through activities like study tours and workshops, enhancing academic learning and professional skills.
- Career Orientation: Inspired students to consider careers in fields such as social work, public health, and education through exposure to various social issues.

Emotional and Ethical Development:

- Empathy and Compassion: Nurtured empathy and compassion in students by engaging with underprivileged and vulnerable populations.
- Ethical Awareness: Strengthened moral reasoning and ethical decision-making abilities through facing ethical dilemmas during community work.

The extension activities conducted in the neighborhood have significantly benefited both the community and the students. These initiatives have improved public health, environmental sustainability, and social

awareness while fostering the holistic development of students. Through these activities, students have become more socially aware, empathetic, and active citizens, ready to make positive contributions to society.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

The college has been honored with recognitions for extension activities by the government and government-recognized bodies.

Anti-Tobacco Camp

The college has conducted an Anti-Tobacco Camp to educate people about the dangers of tobacco use. The government acknowledged our efforts with an award for our impactful awareness campaign.

Plastic-Free Environment Program

Plastic-Free Environment Program aimed at reducing plastic waste and promoting sustainable alternatives. This initiative received recognition from environmental agencies like Nagar Panchyat for its significant contribution to environmental conservation.

AIDS Day

On AIDS Day, college has organized awareness programs to educate the community about HIV/AIDS prevention and treatment. students and teachers efforts were commended with an award from health organizations.

Cyber Security

college held Cyber Security workshops to educate individuals about safe internet practices and data protection. The government recognized our initiative as an essential step towards enhancing cyber safety.

Awareness to Girls About Health

Our program focused on educating girls about health and hygiene issues. This initiative was awarded for its impact on improving girls' health awareness and wellbeing.

Importance of Bachat Gat (Savings Groups)

college has promoted the importance of Bachat Gat to empower women financially. The government honored us for our efforts in promoting financial literacy and women's empowerment.

Health Awareness Program

college ran a Health Awareness Program to educate the community about various health issues and preventive measures. This program received accolades for its broad outreach and effectiveness.

AIDS/HIV Awareness Program

In addition to AIDS Day activities, college conducted ongoing AIDS/HIV awareness programs. These efforts were recognized for their sustained impact on public health education.

Road Safety Awareness Programme

Road Safety Awareness Programme aimed at reducing accidents and promoting safe driving practices. Respective organization has awarded for contribution to enhancing road safety in the community.

Women Health Check-Up Camp

Women Health Check-Up Camps to provide free health screenings and consultations. The government recognized our efforts to improve women's health through these camps.

Swachh Bharat Abhiyan

College has participated in the Swachh Bharat Abhiyan (Clean India Mission) to promote cleanliness and hygiene. Our contribution to this national campaign was acknowledged with an award for community service.

Awareness on Tobacco

In addition to anti-tobacco camp, college conducted various activities to raise awareness about the dangers of tobacco use. Our continuous efforts in this area were recognized for their significant impact on public health.

These awards and recognitions highlight our commitment to addressing important social issues through education, awareness, and direct action. The college is proud of our achievements and motivated to continue making a positive impact in our community.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums

*including NSS/NCC with involvement of community during the last five years***.**

Response: 28

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	0	5	7

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 07

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution is committed to modernizing its facilities to accommodate the changing requirements of its faculty. With a total built-up area of 1060.47 Sq. m, the campus spans 4000.00 Sq.m and incorporates all the facilities needed for extracurricular, co-curricular, and academic activities.

1. Classrooms: The institution features six classrooms that are furnished with appropriate furnishings and designed to promote efficient study. A single classroom has already been equipped with ICT, and there are intentions to gradually modernize the remaining ones with modern teaching tools.

2. Laboratories: Equipped with the tools required to facilitate effective teaching and learning, the institution has two specialized laboratories and one computer lab. The Home Economics lab is especially fully equipped with safety gear and first aid kits for hands-on learning.

3. Information and Communication Technology (ICT): The institution offers a desktop computer for academic use, a projector, and one ICT-enabled classroom. It also utilizes ICT for modern teaching methods. All employees get free access to Wi-Fi, which encourages connectivity and makes internet resources easily accessible.

4. Library: The college library, with more than 500 volumes, supports teachers and students in their intellectual and personal development. The library system, which is powered by Saral software, guarantees quick access to materials, promoting reading and research.

5. Sports room : Emphasizing physical education, the institution offers sports equipment and organizes regular sports events to foster student participation. It actively supports students in intercollegiate competitions.

6. Yoga Centre: Recognizing the importance of mental and physical wellness, the institution conducts yoga and meditation programs regularly. These sessions, held either in the college ground or yoga room, are open to both students and staff members.

7. Cultural Activities: Cultural development is a major focus, with events like Annual Day and NSS Camp providing platforms for students to showcase their talents. These activities not only celebrate student accomplishments but also nurture leadership, teamwork, and event management skills.

8. Seminar Hall : The seminar hall at the college is a vital asset, designed to facilitate a wide range of academic and extracurricular activities. This space plays a crucial role in the intellectual and personal development of students and faculty by providing a venue for lectures, seminars, workshops, conferences, and cultural events.

9. Other Facilities: The campus is designed to be safe, secure, green, and clean, promoting an inviting learning environment. With spacious classrooms, a computer centre, and well-equipped labs, it caters to various academic needs. The library features a dedicated reading area and facilitates book checkouts, encouraging continuous learning.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 11.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.54	0.80567	0.02822	0.49070	0.12370

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library has embraced this transformation by implementing advanced digital facilities powered by the Saral Library Software, an Integrated Library Management System (ILMS). This state-of-the-art setup plays a critical role in enhancing the intellectual and personal development of both faculty and students.

Integrated Library Management System (ILMS): The Saral Library Software is a comprehensive ILMS that streamlines library operations and optimizes resource management. This system automates various functions such as acquisition, cataloging, circulation, serials management, and the Online Public Access Catalog (OPAC). By digitizing these processes, the ILMS significantly reduces the manual workload of library staff, allowing them to focus on more value-added tasks such as user assistance and resource curation.

Optimal Utilization of Library Resources: One of the key indicators of a successful library system is its usage rate. In this case, the library's resources are optimally utilized by both faculty and students. The high level of engagement with the library's collections reflects the effectiveness of the ILMS and the relevance of the available materials. Faculty members leverage these resources to enhance their teaching materials and methodologies, while students utilize them for research projects, assignments, and personal study.

Saral Library Software and Its Advantages: Saral Library Software is at the heart of the library's operations, offering a user-friendly interface and robust functionalities. This software ensures quick and efficient access to library materials, thereby promoting reading and research activities. Its powerful search capabilities enable users to find specific books effortlessly. The integration of the Saral system with the college's digital infrastructure facilitates seamless access to both physical and digital collections.

NPTEL Videos and Supplementary Learning Resources: In addition to traditional library materials, the college library also provides NPTEL (National Programme on Technology Enhanced Learning) videos. These video lectures, created by experts from prestigious institutions, cover a wide array of subjects and serve as valuable supplementary learning resources. The availability of NPTEL videos enriches the learning experience by offering diverse perspectives and in-depth explanations of complex topics.

Library Collection and Intellectual Development: The college library houses more than 500 volumes, encompassing a wide range of disciplines and interests. This extensive collection supports instructors and students in their intellectual pursuits, fostering a culture of continuous learning and inquiry. The diverse range of materials available encourages users to explore various subjects, thereby broadening their knowledge base and enhancing their critical thinking skills.

Network Infrastructure and Internet Access: To complement the advanced library facilities, the college has established a robust broadband network operating at 100 Mbps. This high-speed network ensures that digital resources, including the Saral Library Software are readily accessible to users. The presence of an internet guarantees uninterrupted internet connectivity, allowing seamless access to online

resources and enabling efficient research and study activities.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college is frequently updating its IT facilities and providing sufficient internet bandwidth underscores its dedication to enhancing the educational environment. This ensures that faculty has the tools they need for academic success and personal growth. The college's IT facilities, including broadband connection using fiber optic, the nature of updates, available internet bandwidth, and the role of the system analyst are as follows.

IT Facilities Overview:

1. Local Area Network (LAN):

- The college boasts a robust 100 Mbps LAN that connects various departments through a reliable fiber optics network.
- This high-speed connection ensures seamless data transfer and communication across the campus.

2. Internet Router and Wi-Fi Infrastructure:

An advanced internet router is installed to manage internet traffic efficiently.

- The installation of controllers and access points across the campus enables widespread Wi-Fi connectivity,   ensuring that internet access is available in building.
- This infrastructure allows for continuous connectivity, supporting both academic and administrative activities.

3. Broadband Connected Computers:

- The college is equipped with broadband connected computers, providing essential access to digital resources and online tools for staff.
- These computers are strategically placed in various departments to maximize accessibility and usage.

4. Campus-Wide Internet Access:

- Internet connectivity is available throughout the entire campus including classrooms, libraries, laboratories, and administrative offices, have reliable access to the internet.
- This extensive coverage supports a wide range of activities, from online study to administrative tasks.

Nature and Frequency of IT Updates:

1. Regular Updates:

- The IT facilities are regularly updated to keep pace with technological advancements and changing needs. Updates include upgrading hardware, software, and network infrastructure to ensure optimal performance.
- Recent updates include the installation of advanced Wi-Fi access points in January 2024, improving connectivity and coverage across the campus.

2. Bandwidth Management:
The internet bandwidth is periodically reviewed and increased based on demand. For example, the bandwidth was last increased from 60 Mbps to 100 Mbps in June 2023, to accommodate the growing number of users and devices.
This proactive approach ensures that the network can handle increased traffic without compromising speed or reliability.

Role of the System Analyst:

1. Oversight and Management:

- A dedicated system analyst oversees the college campus's IT infrastructure. This role involves monitoring the performance of the network, identifying areas for improvement, and implementing necessary updates.
- The system analyst also ensures that all IT systems are secure and functioning efficiently.

2. Support and Maintenance:

- The system analyst provides technical support to students and staff, addressing any IT-related issues promptly.
- Regular maintenance checks and updates are conducted to prevent any disruptions and to keep the IT facilities running smoothly.

The college's IT facilities are designed to provide a seamless and efficient digital environment, crucial for modern educational needs. With a 100 Mbps broadband comprehensive Wi-Fi coverage, regular updates the college ensures that staff have reliable access to the internet and digital resources. This robust infrastructure supports a wide range of academic and administrative activities, fostering an environment of continuous learning and innovation.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 13.07

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

Response: 15

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 66.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.0384	0.51028	7.25318	7.62970	7.56720

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 53.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	97	81	102	114

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 0.88

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 17.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	06	03	05

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	30	33	14	21

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 0

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 1

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The interaction between alumni and educational institutions indeed fosters a symbiotic relationship that brings several benefits to both parties:

1. **Backward Integration for Alumni:**

   - Alumni reconnect with their alma mater, fostering a sense of belonging.
   - They can contribute to the institution's growth through mentorship, and sharing of expertise.
   - It provides them with opportunities to give back and remain connected to the institution that shaped their careers.

2. **Forward Integration for the Institute:**

   - Engagement with alumni strengthens partnerships with their organizations.
   - This collaboration can lead to joint ventures, research collaborations, and other initiatives.
   - It enhances the institute's reputation and resources through alumni advocacy and support.

3. **Feedback and Suggestions:**

   - Alumni provide valuable industry insights and suggestions.
   - This feedback helps the institution update its curriculum, teaching methodologies, and practices to stay relevant and competitive.

4. **Networking Opportunities for Students:**

   - Students benefit from networking with alumni in various industries.
   - Alumni can mentor students, provide internship opportunities, and offer career guidance.
   - This interaction helps students explore career paths and prepares them for the job market.

5. **Internship and Placement Support:**

   - Alumni assist in addressing internship and placement challenges.
   - They provide internship opportunities and facilitate campus recruitment drives.
   - They offer career guidance and support to students transitioning into the workforce.

6. **Curriculum Upgradation and Skill Development:**

   - Alumni contribute to curriculum development by sharing industry trends and insights.
   - Sharing their knowledge and experience with the students.
   - This helps in preparing students with relevant skills for the evolving job market.

7. **Contribution to Local and National Goals:**

   - Alumni involvement extends to community development and nation-building initiatives.
   - They support social causes and contribute to fulfilling local and national aspirations.

8. **Positive Brand Ambassadorship:**

   - Engaged alumni become ambassadors for the institution.
   - They promote its achievements, programs, and values within their networks.
   - This advocacy enhances the institution's reputation and attracts prospective students and donors.

Alumni-institute interaction is crucial for maintaining a strong and supportive network that benefits both the institution and its alumni. It facilitates continuous improvement, growth, and relevance in education and beyond.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

To Propel Higher education in indigenous and countryside area, optimizing the current available assets and means.

Mission:

To empower ordinary rural students through high-quality education to address global challenges at a minimal expense.

Objectives:

- Provide quality education in the arts to students who lack access to urban institutions.
- Ensure affordability and accessibility of education to students from diverse socio-economic backgrounds.
- Bridge the gap between rural and urban educational opportunities.
- Create a platform for marginalized communities, including tribals and the downtrodden, to access education and express their cultural heritage.

Participation of Teachers in Decision Making and Effective Leadership:

1. Departmental Leadership:

The Head of the Department, guided by the Principal, implements policies communicated to faculty for active participation.

2. Student Guidance:

Faculty mentor students, offering professional and personal support, overseeing various support cells.

3. Coordination of Activities:

Faculty coordinate workshops, seminars, and events, facilitating student-industry interactions.

4. Alignment with Institutional Objectives:

Collaborative efforts ensure alignment with institutional goals, creating a supportive learning environment beyond traditional classroom boundaries.

Perspective Plan:

The perspective plan outlines strategic initiatives to enhance teaching and learning, industry collaboration, community outreach, leadership, and mission alignment, guided by the Internal Quality Assurance Cell (IQAC).

1. Teaching and Learning: Invest in faculty development to improve teaching methodologies, curriculum design, and assessment practices.

2. Industry Collaboration: Strengthen partnerships to align academic programs with industry needs, implementing internships, guest lectures, industry visit, faculty and student exchange.

3. Community Outreach: Conduct activities addressing societal challenges and organize workshops for community engagement.

4. Effective Leadership: The principal serves as the academic, administrative, and financial head, with decisions approved in consultation with management.

5. Participative Management: Committees ensure participative management, with activities aligned with the Annual Quality Assurance Report.

6. Mission Alignment: Offer professional development programs, promote research collaborations, and engage students in social awareness and community service activities.

7. Student Preparation: Various cells bridge the gap between academic learning and industry requirements, equipping students with necessary skills and knowledge.

Decentralization in the Working:

The Institute believes in decentralization and participative management, delegating authority and providing operational autonomy to various functionaries.

Case Study: National Service Scheme (NSS) Camp

The NSS camp shows effective decentralization and participative management over six days:

1. Preparation and Arrival:

   Volunteers prepare the area and set up accommodations.

2. Day 1:

Morning: Village cleanliness drive with decentralized group tasks.

Afternoon: Camp inauguration, organized by different teams.

Evening: Cultural program organized by volunteers.

3. Day 2:

Afternoon: Session on cyber security and legal advice.

Evening: Cultural program.

4. Day 3:

Afternoon: Session on competition, examinations, and personality development.

Evening: Cultural program.

5. Day 4:

Morning to Afternoon: Health camp on various issues and discussion on addiction.

6. Day 5:

Women's empowerment workshop.

7. Day 6:

Village cleanliness drive and "gram ki bat" (village meeting), emphasizing community involvement and dialogue.

The decentralized decision-making and participative management throughout the camp enhance flexibility, adaptability, and community engagement, improving the effectiveness and impact of the NSS camp.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is

effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Institutional perspective plan:

A perspective plan is like a detailed map that shows how a college will provide good education and achieve its goals. The IQAC is responsible for making sure the education quality stays high. They make a yearly plan with care, considering what everyone involved – like teachers, students, parents, and alumni – needs and wants.

First, they make a draft of the plan and discuss it with the IQAC members. After everyone agrees, they talk about it with teachers, students, parents, and alumni to get their thoughts. The IQAC keeps an eye on how things are going throughout the year. In every meeting, they review the plan to see if it worked well and if any changes are needed, they are immediately plan in next meeting.

Administrative setup:

The Institutional Management is structured with transparency, leveraging hands-on experience to maximize outcomes. A hierarchical setup defines clear roles, responsibilities, and authorities at each level from top management downwards, ensuring accountability and efficiency throughout the organization.

Functions of Key Administrative Positions:

1. **Governing Body**: The Governing Body, as the institution's policy-making entity, convenes regularly to discuss agendas, review performance, approve policies, finalize budgets, and make decisions on new proposals.
2. **Principal's Role:** The Principal oversees the implementation of the college's perspective plans, ensuring the efficient functioning of academic and administrative activities.
3. **Internal Quality Assurance Cell (IQAC):** Established to maintain educational quality. Its aim is to align teaching methods and outcomes with the course and program goals.
4. **Heads of Department:** Responsible for ensuring the proper execution of the academic calendar provided by the university/college. They delegate academic responsibilities among staff members and have the authority to plan and execute departmental activities.
5. **Academic and Administrative Committees:** These are formed to address specific tasks outlined in the college's academic and administrative plans. They cover various areas such as cultural and sports activities, Nss, study tour, Extension outreach activities, seminars, workshops, admissions, library management, and grievance redressal.
6. **Various Cells:** Various cells are organized at the college level to address specific needs and concerns of students and the institution. Grievance cell Alumni cell ,NSS Cell ,Electoral Literacy Club (ELC) ,Women cell , IQAC cell, Anti-Ragging cell promote a sense of inclusivity, safety, and well-being among students by addressing issues such as gender equality, anti-ragging measures, grievances, alumni interactions, community engagement, and electoral literacy.

Service Rules, Policies and Procedures:

Service Rules:

The college adheres to service regulations outlined by the university and state government.

Policies:

The college's admission policies outline criteria and procedures for student enrollment, ensuring fairness and diversity. Staff, student, and non-teaching code of conduct establish behavioral expectations, fostering professionalism and a respectful environment. Financial aid policies govern the distribution of funds, ensuring accessibility and fairness. Welfare policies provide support systems for teachers' well-being. Teacher Guardian policies facilitate mentorship and academic guidance. Green campus policies promote sustainability and environmental responsibility. Appraisal policies guide performance evaluation and professional development.

Appointment of Faculty:

Vacancies are determined following UGC norms, and interviews are conducted accordingly.

File Description	Document
Upload Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

A performance appraisal is a structured assessment of an employee's job performance and their contribution to the organization. It serves as a tool for organizations to evaluate individual performance, identify strengths and areas for improvement, and make decisions regarding rewards and career development. The process step by step is as follows:

1. **Initiation by the Head of Institution**: The performance appraisal process begins when the head of the institution initiates it at least 15 days before the due date. This allows sufficient time for all the necessary steps to be completed.
2. **Submission of Appraisal Forms by Faculty Members**: Faculty members fill out performance appraisal forms, detailing their achievements, challenges, and goals. These forms are then submitted to head of department.
3. **Evaluation by the Head of the Department**: The forms are forwarded to the reporting officer, who is typically the head of the department. The head of the department evaluates the forms, providing insightful remarks and feedback on the faculty members' performance.
4. **Review by the Principal**: Once evaluated by the head of the department, the forms are sent to the reviewing officer, who is usually the Principal of the College. The principal reviews the evaluations conducted by the heads of departments and may make additional corrections or adjustments as necessary to ensure fairness and accuracy.
5. **Communication of Management's Decision**: Following the review process, the head of the institute communicates management's decision regarding the appraisal outcomes. This communication may include recognition of high-performing employees, feedback on areas for improvement, and any decisions related to rewards or career development opportunities.

Feedback to Concerned Individuals: The remarks and feedback resulting from the reviewed appraisal are then communicated to the respective faculty members by the head of the institute. This feedback provides valuable insights into individual performance and helps employees understand areas where they can enhance their effectiveness.

Guidance for Improvement: In cases where areas for improvement are identified, the Principal guides the concerned individuals on how to enhance their performance. This guidance may include setting specific goals, providing additional training or resources, or offering mentorship opportunities to support professional growth and development.

The performance appraisal process involves multiple stages, including initiation, submission, verification, evaluation, review, communication, and guidance. Through this structured approach, organizations can effectively assess employee performance, recognize achievements, and support continuous improvement and development.

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	[View Document]
Institutional data in the prescribed format	[View Document]

6.3.3

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	0	0	0

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Sharad Chandra Pawar Kala Mahila Mahavidyalaya is a self-financing institution, meaning it does not rely on government funding for its operational expenses. Instead, its financial management and expenses are handled by a managing trust.

Budget Preparation: Every year, the college staff, including administrators and faculty, work together to prepare a detailed budget. Once the budget is prepared, it is presented to the college's management team. The management presents it to the managing trust and the trust is responsible for overseeing the college's finances The trust reviews the budget in detail. They check if the planned expenses align with the college's goals and if the income is sufficient to cover these expenses. Once they are convinced that the budget is sound and reasonable, they give their approval. With the trust's approval, the college can start using the budget to manage its finances throughout the year.

Expense Categories: The managing trust oversees all financial aspects, ensuring that the revenue is allocated efficiently. Such as

- A substantial portion of the revenue is allocated to pay the salaries and wages of the teaching and non-teaching staff.
- Regular maintenance and upgrading of the college infrastructure, including classrooms, laboratories, libraries, and other facilities are necessary to provide a conducive learning environment. Funds are allocated to ensure these facilities are well-maintained.
- Expenses such as electricity, water, internet services, and other utilities are essential for the daily operation of the college. The trust ensures timely payment of these bills.
- Investing in books and other educational materials is crucial for academic excellence. The trust allocates funds to keep the library and other resource centers well-stocked.
- To provide a holistic education, funds are allocated for sports, cultural activities, and other student development programs.

Regular Financial Audits: To ensure transparency and accountability in financial management, colleges conduct financial audits regularly. These audits help in verifying the accuracy and reliability of financial records and ensure compliance with regulations and policies.

Internal and External Audits: Internal audits of expenditure are conducted by the college's accounts department. These audits involve a thorough examination of financial transactions and records to identify any discrepancies or irregularities. Additionally, external audits are performed by chartered accountants to provide an independent assessment of the college's financial management practices.

Rectification of Identified Issues: In case any mistakes, shortcomings, or objections are identified during the audit process, they are rectified through discussions and with the permission of the chartered accountant. This ensures that any discrepancies are addressed promptly and appropriately.

Thus, the effective mobilization of financial resources, coupled with budgeting and auditing processes, is essential for the sustainable operation and growth of colleges. It enables colleges to allocate resources efficiently, maintain financial stability, and uphold accountability to stakeholders.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The primary objective of Internal Quality Assurance Cell (IQAC) is to integrate planning, guiding, and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities across the college. It aims to ensure the timely and efficient performance of academic, administrative, and financial tasks while upholding accountability and serving all stakeholders with integrity and fairness. IQAC strives to foster innovation, creativity, quality, and excellence in all actions undertaken. IQAC & roles and responsibilities encompass various practices aimed at enhancing the teaching-learning process and improving operational structures and methodologies, as well as learning outcomes. These practices include:

1.Teaching-Learning Process:

- Institutionalization of program outcomes, and course outcomes for all programs and subjects.

- Preparation and execution of teaching plans, including provision for extra classes and difficulty

sessions to ensure syllabus coverage.
- Utilization of modern teaching-learning aids such as ICT and NPTEL videos to enhance learning.
- Conduct of internal examinations
- Organization of guest lectures, workshops to align with industry trends.
- Facilitation of industrial visits, visit to historical places, visit to health care Centre and awareness programs for students.
- Internship and Collaboration with industry and academia to enrich the learning experience.
- Encouragement of student participation in decision-making processes through community awareness programs.
- Value-added programs integrated into the curriculum facilitate holistic student development

2. Structures and Methodologies of Operations:

- Preparation of a comprehensive calendar aligned with the university academic calendar, outlining various activities such as workshops, guest lectures, internal assessment dates, and co-curricular and extracurricular activities.
- Customization of teaching methods according to subject requirements, including the use of audio-visual aids for enhanced understanding.
- Regular monitoring of student attendance and communication of progress to parents through teacher guardian scheme.
- Oversight by the Academic Monitoring Cell to ensure syllabus coverage, teaching effectiveness, and faculty engagement.
- Encouragement of faculty to conduct extra classes to address syllabus gaps.
- Assessment based on internal examinations, practical, assignments, attendance and extracurricular activities to gauge student performance comprehensively.

3. Learning Outcomes:

The IQAC committee conducts periodic reviews of learning outcomes to assess their alignment with program objectives. Through systematic evaluation and analysis of the action taken by various committees to implement various activities assigned, it monitors the effectiveness of teaching methodologies and student performance. Identifying areas for improvement, the committee implements strategies to enhance learning outcomes, ensuring continuous advancement within the institution.

4. Record of Incremental Improvements:

The IQAC committee systematically reviews and records incremental improvements in various activities. Through regular assessments and analysis, it identifies areas where enhancements are needed. By documenting progress over time, the committee ensures transparency and accountability in the institution& endeavors. These recorded improvements serve as valuable benchmarks for future planning and decision-making, contributing to the overall advancement and quality enhancement of the institution. IQAC & concerted efforts and practices contribute to the continuous improvement of teaching-learning processes, operational methodologies, and learning outcomes within the college, thereby fostering a conducive environment for academic excellence and holistic development.

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Shardchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi (SPKMM) has indeed made commendable efforts to ensure gender equity and sensitization within its campus environment.

1. **Everyone's Equal**: Even though it's a college just for women, SPKMM makes sure that everyone, no matter their gender, is treated the same way. They want everyone to feel included and respected. The college commemorates International Women's Day to advocate for gender equity, promoting awareness and strive for equality in all aspects of life.
2. **Holistic growth**: The college organizes personality development and yoga workshops specifically for female students to promote gender equity, fostering their holistic growth and well-being through empowerment and self-improvement initiatives.
3. **Safety measures**: The college has put a lot of measures in place to keep everyone safe. They have security guard all the time, CCTV Cameras watching over the whole campus, and students have to show their ID card to get in. They also make sure nobody comes in after 7:00 p.m. unless they're supposed to be there.
4. **Electronic Information Security**: SPKMM recognize the importance of ensuring their students are well-informed about safe online practices. Through targeted awareness sessions on topic such as Cyber Security, SPKMM aims to equip its students with the knowledge and skills necessary to navigate the online world securely.
5. **Women's Cell**: The Women's Cell at SPKMM serves as a platform for female students to express their concerns and seek solutions. By providing a supportive environment, it promotes safety and addresses any challenges or grievances faced by female students, contributing to a more inclusive and empowering campus community.
6. **Health Awareness**: SPKMM conducts various health awareness program and health checkup camps .The college focuses on student health by offering counseling with a female physician for health-related concerns. They had installed sanitary napkin vending machines for easy access to hygiene products.
7. **Mentorship**: Different committees offer advice and assistance on student welfare programs, ensuring students receive support when needed. Furthermore, the Teacher Guardian initiative pairs students with faculty mentors who guide them in their academic journey, fostering their development and success.
8. **Women empowerment**: The college organizes workshops and courses to empower female students in starting their own businesses and becoming self-employed, providing valuable skills, knowledge, and support for entrepreneurial endeavors.
9. **Parents Interaction with teacher**: SPKMM values parental engagement in students' academic

and personal development. Through yearly sessions, parents are invited to discuss their child's progress and concerns, promoting a collaborative approach to student welfare.

10. **Girls Comfortable Space**: SPKMM has special rooms just for women with everything girl students might need. It offers a conducive environment for relaxation, study, and socialization, enhancing their overall experience on campus.

All of these things together make SPKMM a place where everyone feels welcome and supported. They want to make sure everyone can do well in their studies and grow as a person, no matter who they are.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

Shardchandra Pawar Kala Mahila Mahavidyalaya, Chamorshi is dedicated to fostering an inclusive environment that values tolerance and harmony across cultural, regional, linguistic, and socioeconomic lines. The college implements several initiatives to ensure all students and employees feel included and respected, while also promoting awareness of constitutional values, rights, duties, and responsibilities. Some key efforts and initiatives undertaken by the institution:

Cultural and Regional Inclusivity

SPKMM celebrates diversity by organizing cultural events, festivals, and activities that represent various regions and traditions of India. These events provide students with opportunities to showcase their cultural heritage, thereby promoting mutual respect and understanding. The college encourages participation from all students, fostering an environment where different cultures are appreciated and celebrated.

Linguistic Diversity

Understanding the importance of linguistic diversity, SPKMM offers value added course on spoken English language and workshops to help students and staff from different linguistic backgrounds. The college promotes multilingualism by encouraging the use of various languages in its communications and events, ensuring everyone feels included regardless of their native language.

Communal Harmony

SPKMM is committed to promoting communal harmony by organizing interfaith dialogues, seminars, and workshops that focus on understanding and respecting different religious beliefs.

Socioeconomic Inclusivity

The college has a reservation policy to ensure that students from economically disadvantaged backgrounds, rural areas, and backward classes have equal educational opportunities. Scholarships, free

ships, and financial aid programs are provided to support these students, helping to bridge the socioeconomic gap.

Gender Sensitization

SPKMM conducts regular gender sensitization programs to educate students and staff about gender equality and women's rights. Workshops and seminars are organized to challenge gender stereotypes and promote a culture of respect and equality.

Constitutional Awareness

To ensure students and employees are aware of their constitutional obligations, SPKMM integrates constitutional values into its curriculum and extracurricular activities. The college organizes lectures, value added course and discussions on topics related to citizens' rights, duties, and responsibilities.

Grievance Redressal and Anti-Ragging Measures

The college adheres strictly to governmental guidelines on grievance redressal, ensuring that any complaints are addressed promptly and fairly. SPKMM also enforces a zero-tolerance policy on ragging, with strict disciplinary actions against offenders. These measures create a safe and supportive environment for all students.

Sensitization Programs

SPKMM regularly organizes sensitization programs to educate students and staff about various social issues, such as gender and equality, mental health awareness, AIDS /HIV awareness and environmental sustainability. These programs aim to build empathy, raise awareness, and promote a culture of inclusivity and responsibility.

Inclusive Infrastructure

The college ensures that its infrastructure is accessible to all students, including those with disabilities. Ramps and other facilities are provided to accommodate the needs of differently-abled students, ensuring they have equal access to educational resources and opportunities.

Community Engagement

The college engages with the local community through outreach programs and social initiatives. By involving students in community service projects, SPKMM promotes social responsibility and a sense of belonging, encouraging students to contribute positively to society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice I:

Adoption of Village

Title of the Practice I:

Involvement with Rural Communities by Embracing the Village Adoption Program.

Objective:

- To encourage faculty and students to develop a profound comprehension of the village community.
- To identify and tackle the village's requirements and obstacles effectively.
- To advocate for hygiene, sanitation, and environmental preservation.
- To increase understanding of socio-economic growth prospects
- To strengthen villagers' capabilities and self-reliance via skill develop

The Context:

Village adoption provides a tangible method for the institutions to engage with rural areas and actively contribute to their progress. It offers a hands-on learning opportunity, allowing both faculty and students to apply classroom knowledge to practical situations. By embracing village adoption, higher education institutions bridge the gap between academia and society, fostering experiential learning that enhances understanding of real-world issues

Need for Village Adoption:

Adopting a village can be a transformative experience for both the community and the individuals involved. It allows professionals to apply their skills to real-life challenges in areas like healthcare, education, and agriculture. Village adoption is about giving back and supporting those in need, making a meaningful contribution to a community that lacks resources Engaging with rural communities helps individuals understand the complexities of rural life and the need for specific solutions. It also prompts self-reflection on their impact in society.

The Practice

The institution, in response to village challenges, organizes activities with teachers and students.The various activities those were conducted are as below

- Awareness on no use of plastics for villagers
- Awareness on Water Conservation -Right to safe and clean water
- Blood donation camp
- Awareness on traffic safety rules in community
- Swatchh Bharat Abhiyan
- Awareness on fire free Diwali in community
- Workshop for Womens on Importance of Bachhat gat
- Health awareness program for villagers
- Antitobacco camp
- Voter Awareness program
- Women health check up camps
- Preventive care of Covid- 19

Evidence of sucesss

The village has improved a lot since the college started helping. People use less plastic and have clean water. Health check-ups keep everyone healthy. Diwali is safer with fewer firecrackers. Poor women get financial help and learn new skills. Training programs create jobs, and more people vote and quit smoking.

Problems encountered & resources required:

Problems encountered

Villages have limited resources, hindering long-term development. The self-financed Village Adoption Program faces funding limitations, restricting extensive research and comprehensive solutions to identified issues.

Resources required

Robust funding would expand the Village Adoption Program, enabling deeper research and impactful interventions. Collaborating with experts on rural issues would provide valuable insights, enhancing the program's effectiveness.

Best Practice II:

Title of the Practice Ii: Teaching Learning

Objective of the practice:

The goal of teaching and learning practices is to help students learn effectively. Teachers want to create an environment where students feel comfortable and excited to learn. They use different methods that includes using technology, real-life examples, and activities. Teachers also want to build good relationships with students and give them helpful feedback. Ultimately, the objective is to help students gain the knowledge and skills they need to succeed in school and beyond.

The context :

In college, teaching occurs in various settings, considering students' diverse backgrounds and goals. Technology enhances learning through online resources. College teaching focuses on real-world applications and career preparation. Faculties adapt their methods to meet students' needs, promoting critical thinking and problem-solving skills.

Need for Teaching learning:

Teaching and learning are crucial for personal growth and societal progress. They provide essential knowledge, skills, and competencies for academic, professional, and personal success. Effective teaching fosters critical thinking, creativity, and problem-solving, empowering learners to adapt and contribute to their communities, promoting a culture of lifelong learning.

The practice:

The college has adopted various practices that has uplifted the teaching learning standards. The practices are as follows:

1. **Blackboard Teaching**: Traditional method for imparting theoretical knowledge, offering a structured platform for lectures and note-taking, fostering discipline and focus.
2. **Quizzes**: Assess understanding and retention of material, encourage regular study habits, and provide immediate feedback for self-assessment and improvement.
3. **Group Discussion**: Facilitate active engagement and critical thinking, promoting collaboration, communication skills, and exposure to diverse perspectives and ideas.
4. **Practical Training through Internships**: Bridge the gap between classroom learning and real-world application, offering hands-on experience, skill development, and industry exposure.
5. **Field Visits**: Provide firsthand experience in relevant environments, reinforcing theoretical concepts, and fostering observational and analytical skills.
6. **Hands-on Training**: Offer practical experience in laboratory settings or workshops, enhancing technical skills and problem-solving abilities.
7. **Advanced Courses via Value Added Courses**: Offer specialized knowledge beyond the curriculum, catering to diverse interests and career paths, enhancing competitiveness in the job market.
8. **Extension Programs and NSS Camp**: Engage students with community needs, fostering empathy, social responsibility, and practical application of academic knowledge for societal benefit.
9. **Teaching through PowerPoint**: Utilize visual aids to enhance understanding and retention, catering to diverse learning styles and promoting engagement.
10. **Leadership Qualities through Sports and Cultural Activities**: Provide platforms for students to take on roles of responsibility, develop confidence, decision-making, and interpersonal skills.

Evidence of sucesss

Students demonstrate improved grades and active participation . High attendance rates and positive feedback indicate engagement and understanding. Community involvement showcases students' empathy and social responsibility. Increased interest in value-added courses and extension programs reflects their relevance and impact. Sports and cultural activities foster leadership, teamwork, and confidence.

Problems encountered & resources required:

Problems encountered:

Since the institution is self financing, the College faces constraints such as insufficient funding. Moreover integrating technology into teaching requires training and resources, and not all students in rural area have equal access to digital tools, creating disparities in learning experiences.

Resources required:

Adequate funding resources are required. Upgraded facilities are required so that all students and faculties have equal access to digital tools . The institution must allocate resources for faculty and student for research in order to improve the quality of teaching learning.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Performance of SPKMM in Community Outreach and Societal Contribution

Introduction

SPKMM is deeply committed to giving back to society through a wide array of extension outreach activities and National Service Scheme (NSS) initiatives. The following sections highlight SPKMM's exemplary performance in this area, detailing specific programs and activities that have made a significant impact.

Extension Outreach and NSS Activities

The NSS at SPKMM plays a crucial role in fostering a sense of social responsibility among students. NSS volunteers engage in various community service activities, including educational programs, environmental conservation projects, and social awareness campaigns. These activities are designed to address local community needs while providing students with valuable life skills and a sense of civic duty.

Health Check-Up Camps

One of the significant outreach activities organized by SPKMM is the health check-up camp. These

camps are conducted in collaboration with local healthcare providers and offer free medical services to underprivileged communities. Regular health check-ups include general medical examinations.

The impact of these health camps is substantial. They provide essential healthcare services to those who might not otherwise have access, early detection of health issues, and raise awareness about the importance of regular medical check-ups. These camps not only improve community health but also educate participants on maintaining a healthy lifestyle.

Blood Donation Camps

SPKMM regularly organizes blood donation camps in partnership with local blood banks and hospitals. These camps aim to address the chronic shortage of blood in healthcare facilities and save lives. The institution actively encourages students, faculty, and local residents to participate.

The response to these blood donation camps has been overwhelmingly positive. The donated blood is crucial for emergency Patients. This initiative underscores the institution's commitment to life-saving interventions and community health support.

AIDS/HIV Awareness Programs

SPKMM takes a proactive approach in addressing public health issues such as HIV/AIDS. The institution organizes awareness programs that aim to educate the community about the prevention, transmission, and treatment of HIV/AIDS. These programs include seminars, workshops and interactive sessions with healthcare professionals.

The effectiveness of these programs is evident in the increased awareness and knowledge among participants. By dispelling myths and providing accurate information, SPKMM helps reduce the stigma associated with HIV/AIDS. This initiative plays a crucial role in promoting public health and supporting affected individuals.

Water conservation

SPKMM has recognized the critical importance of water conservation as a key component of its community outreach and environmental stewardship efforts. Through various initiatives, the institution actively promotes sustainable water use practices, raises awareness about water scarcity issues, and implements practical solutions to conserve water both on campus and in the surrounding community.

Rainwater Harvesting Initiative

One of the flagship water conservation projects at SPKMM is the rainwater harvesting initiative. This project involves the installation of rainwater collection systems across campus buildings. These systems capture and store rainwater, which is then used for various purposes, such as toilet flushing, and landscaping.

Fire-Free Diwali

SPKMM advocates for celebrating festivals in an environmentally friendly and socially responsible manner. The Fire-Free Diwali campaign is a prominent example. This initiative encourages students and

the community to celebrate Diwali without fireworks, reducing air and noise pollution.

The campaign has been successful in raising awareness about the environmental and health hazards of fireworks. By promoting alternative ways of celebration, SPKMM fosters a culture of sustainability and responsibility. This initiative also emphasizes the importance of protecting vulnerable groups, such as children and the elderly, from the harmful effects of pollution.

Importance of Bachatgat

SPKMM places great importance on financial literacy and self-help groups (Bachatgat). The institution conducts workshops and seminars on the significance of savings and financial management. These programs are particularly aimed at women and marginalized communities, empowering them with knowledge and skills to achieve financial independence.

The Bachatgat initiative leads to the formation of several self-help groups, which become instrumental in providing financial support and fostering entrepreneurship among members. This program not only enhances financial stability but also promotes social cohesion and community support networks.

Swachh Bharat Abhiyan

SPKMM contribute to Swachh Bharat Abhiyan by organizing cleanliness drives, awareness campaign, fostering community involvement, and encouraging students to adopt and promote sustainable sanitation and hygiene practices.

Various Value-Added Courses

SPKMM offers a range of value-added courses designed to enhance students' skills and employability. These courses cover areas such as soft skills, technical training, language proficiency, and personality development. The aim is to provide students with a competitive edge in the job market and prepare them for diverse career paths..

Collaboration for Internship and Faculty Exchange

SPKMM actively seeks collaboration with industry partners and academic institutions to provide students with internship opportunities and faculty exchange programs. These collaborations offer students real-world experience and exposure to different professional environments, enhancing their learning and career prospects.

Faculty exchange programs foster academic enrichment and cross-cultural understanding. They enable the sharing of knowledge, teaching methodologies, and research advancements, benefiting both the host and visiting institutions. These collaborations ensure that SPKMM remains at the forefront of educational excellence and innovation.

SPKMM's commitment to community outreach and societal contribution is evident in its extensive range of activities sand programs. From health check-up and blood donation camps to environmental initiatives and financial literacy programs, the institution addresses critical societal needs while fostering a sense of responsibility and compassion among students. The value-added courses and collaborative efforts for internships and faculty exchanges further enhance the institution's impact, ensuring that students are well-

prepared to contribute positively to society. SPKMM's holistic approach to education and community service exemplifies its dedication to making a meaningful difference in the world.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Our college, situated in the rural heartland of Maharashtra, confronts significant challenges such as irregular electricity supply and inadequate medical facilities, which impact the educational experience of our students. Nevertheless, our institution has implemented pioneering initiatives aimed at empowering students and cultivating resilience.

Central to our approach is the adaptation of the curriculum to local realities, particularly in B.A. and value-added courses. These programs are meticulously designed to equip students with practical skills that are directly relevant to their surroundings. Through hands-on experiences and extension activities, students not only grasp theoretical concepts but also engage actively with the community to address real-world challenges.

Community engagement forms a cornerstone of our empowerment strategy. Students are actively involved in outreach programs that bridge the gap between the college and the local community. Initiatives like health camps and agricultural extension services not only benefit the community but also instill a strong sense of social responsibility in our students.

Despite facing challenges such as limited internet access, we harness technology to enhance learning outcomes. Offline educational materials and computer literacy programs ensure that students remain updated with advancements in their respective fields. Innovative teaching methods leverage available technology resources to deliver high-quality education and enrich the learning experience.

Recognizing the critical role of infrastructure, we advocate for improvements in transportation and healthcare facilities. By advocating for better roads and public transport links, we aim to mitigate transportation challenges for our students. Collaborations with local healthcare providers enable us to provide essential medical services, thereby ensuring the well-being of our student body.

Our college, despite its rural setting, remains steadfast in its commitment to empowering students through innovative curriculum design and robust community engagement. By equipping students with practical skills, leveraging technology effectively, and advocating for essential infrastructure improvements, we nurture resilience and prepare our students to excel in their chosen fields, irrespective of the challenges they may encounter.

Concluding Remarks :

Sharadchandra Pawar Kala Mahila Mahavidyalaya (SPKMM) in Chamorshi, Gadchiroli district, Maharashtra, stands as a beacon of empowerment and educational excellence despite the socio-economic challenges of its tribal surroundings. Established in 2008, SPKMM has steadfastly pursued its mission to empower women through quality education, recognizing the transformative impact education can have on individuals and communities alike.

SPKMM's commitment to women's education is evident in its diverse undergraduate Arts programs and holistic curriculum. SPKMM equips its students with a well-rounded education that fosters academic excellence, critical thinking, and social responsibility. Affiliated with Gondwana University, the college ensures academic

rigor and prepares students for diverse career opportunities and further studies.

Beyond academics, SPKMM creates a nurturing and inclusive environment where financial barriers are minimized through scholarships and support systems. This commitment extends to enhancing the overall educational experience through extracurricular activities, career guidance, and comprehensive student support services. Initiatives such as village adoption, community outreach programs, and sustainability efforts further integrate the college into the fabric of local life, making a tangible impact on societal development.

The college's resilience and dedication shine through in its efforts to overcome challenges like sporadic Naxalite activities and infrastructural limitations. By advocating for improved infrastructure, promoting sustainability practices, and leveraging technology for enhanced learning experiences, SPKMM continues to innovate and adapt to meet the evolving needs of its students and community.

 Sharadchandra Pawar Kala Mahila Mahavidyalaya exemplifies not just an educational institution but a catalyst for socio-economic transformation in Chamorshi and beyond. Through its steadfast commitment to education, empowerment of women, and community engagement, SPKMM remains a cornerstone of progress and resilience in the Gadchiroli district. As it continues to evolve and expand its impact, SPKMM remains dedicated to nurturing future generations of empowered women leaders and contributing positively to the holistic development of its students and the community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**
	
	        Answer before DVV Verification :
	        Answer After DVV Verification :20
	    Remark : DVV has made the necessary changes basis the supporting document shared by HEI and has checked with the Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. during the year

1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*
	
	    1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years
	        Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

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196	189	0	157	197 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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216	169	0	247	276	 Remark : DVV has made the necessary changes as per prescribed format shared by HEI

1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*
	
	        Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	        Answer After DVV Verification: C. Feedback collected and analysed
	    Remark : DVV has made necessary changes as per supporting shared by HEI and option D has been selected as we have received supporting of Feedback collected and analysed

2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during**

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
106	86	76	107	105

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	47	50	49	55

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

Remark : DVV has made the necessary changes basis the supporting shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	01	01	02	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	01	02	01

Remark : DVV has made the necessary changes basis the institutional data shared by HEI

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

3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year**

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	8	0	7	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	0	5	7

Remark : DVV has made the necessary changes basis the supporting shared by HEI and value have been downgraded as we have excluded Days celebration and National festivals like Yoga Day, Gadge Baba Jayanti, AIDS DAY, Women's Day etc

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.51224	0.80567	0.02822	0.49070	0.12370

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.54	0.80567	0.02822	0.49070	0.12370

Remark : DVV has made the necessary changes basis the supporting shared

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7.40838	0.51028	7.25318	7.62970	7.56720

Answer After DVV Verification :

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

5.0384	0.51028	7.25318	7.62970	7.56720

Remark : DVV has made the necessary changes basis the supporting's shared by HEI

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*
	1. **Implementation of guidelines of statutory/regulatory bodies**
	2. **Organisation wide awareness and undertakings on policies with zero tolerance**
	3. **Mechanisms for submission of online/offline students' grievances**
	4. **Timely redressal of the grievances through appropriate committees**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : DVV has made necessary changes
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**
	5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	0	04	08

Answer After DVV Verification :

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

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as events under closure date has been counted as one

6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**
	6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	15	03	03	01

Answer After DVV Verification :

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

Remark : DVV has made the necessary changes since the amount is less than 2000

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	64	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	0	0	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded as we have excluded MDP/FDP less than 5 days

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

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

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

	Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes as per supporting document shared by HEI and 2 of above option has been selected as we have received supporting of Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented and Collaborative quality initiatives with other institution(s)

7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**
	
	1. **Green audit / Environment audit**
	2. **Energy audit**
	3. **Clean and green campus initiatives**
	4. **Beyond the campus environmental promotion activities**
	
	  Answer before DVV Verification : A. All of the above
	  Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has made the necessary changes basis the supporting shared by HEI

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
999999	835524	736412	800129.5	820175 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
9.99999	8.35524	7.36412	8.00129	8.20175	