SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

YASHWANT COLLEGE, SELU

NEAR APMC, SUKALI STATION ROAD, SELU, DIST. WARDHA
442104
www.ymseloo.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Yeshwant Mahavidyalaya at Seloo (Dist. Wardha) is managed by Yeshwant Rural Education Society, Wardha. It was set up in the year 1957 by Late Shri Bapuraoji Deshmukh, a freedom fighter and a versatile leader in Cooperative and education fields. He was the member of Legislative Assembly of Maharashtra, member of Rajya Sabha, and the Chairman of Maharashtra State Cooperative Bank.

The primary objective of the society was to bring higher education within the reach of rural residents. The founder chairman Late Shri Bapuraoji Deshmukh notes that "Education, of course, is given in schools and colleges. But I find it more important to spread it in rural area".

It is one of the oldest and progressive education societies in Maharashtra. The society has won the BEST EDUCATION SOCIETY award of the state government in the year 2002. The society caters to the educational needs of Wardha district. It runs primary schools to post graduation centres. There are approximately 25000 students enrolled in different schools and colleges. The society runs one Engineering College, two Arts colleges, one Arts & Commerce college, 12 Junior colleges, 22 High schools, 3 Primary schools and 2 Hostels. After the demise of Shri Bapuraoji Deshmukh the society is steered by his elder son Prof. Shri. Sureshrao Deshmukh with same devotion.

Yeshwant Mahavidyalaya was established in Seloo on 20 July 1972. The Seloo taluka is the least urbanized taluka of Wardha district. The college opened an avenue of higher education in this taluka. The location of the college is convenient to the students who come to college from surrounding villages.

Vision

The college aims to create an environment for multi-dimensional growth of the students by organizing various curricular and co-curricular activities for students should be provided with both knowledge and skill to build careers in the 21st century.

Mission

Education and knowledge should be made available especially to the economically and socially deprived students of the region that they can contribute to national uplift and solve social problems.

In tune with the Vision and Mission statements, the objectives are:

- Provide an opportunity of higher education to all the students of this area in general and to economically and socially deprived students in particular
- Create an environment for all round growth of students
- Equip students with up-to-date knowledge
- Inculcate skills and knowledge in tune with the requirement of competitive examination

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college is moving fast towards the golden jubilee year (in 2022) striving hard to provide the best possible education to rural students. As with any institution, the college has its own strengths, weaknesses, opportunities, and challenges. The strengths can be listed as follows:

- Non-discriminatory open-door admission policy to encourage rural students for higher education
- Experienced and competent faculty and their involvement in students' lives beyond classrooms for their holistic development
- Availability of sound infrastructure such as ample classrooms, laboratory, library, gymnasium, play grounds, common room for women students, drinking water etc.
- Incorporation of various teaching-learning methods such project-based learning, learning by doing, field visits etc.

Institutional Weakness

- Lack of advanced facilities for students and staff such as high-speed internet connection, smart classrooms, and indoor games
- Limited scope for interdisciplinary interaction and approach to curriculum delivery
- Limited involvement of alumni (given the rural and Arts and Social Science education)
- Limited financial support from the government and the UGC for taking up developmental initiatives
- ATKT rule of affiliating university contributes to the rise of drop-out rate and also adversely effects results

Institutional Opportunity

- Scope for introduction of new programmes and courses focused on agriculture and horticulture (vocational skills) and regular programmes like B. Com.
- Scope for introduction of self-financed short-term courses in accountancy, travel and tourism, English communication skills, wild life and environmental conservation
- Create green campus using solar energy and rain water harvesting
- Adoption of new teaching methods such as blended learning

Institutional Challenge

- Government restrictions/freeze on recruitment of teaching and non-teaching staff
- Limited parental and societal awareness about women's education
- Reduction in motivation level of teachers because of overriding bureaucracy
- Low self-esteem and low motivation on the part of students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college offers B. A. Degree programme with two compulsory languages and three optional subject papers. The two compulsory languages are English and Marathi. The optional subjects include Marathi Literature, English Literature, Economics, Home Economics, Political Science, History and Sociology. The students have the choice to choose any three from of these optional subjects. All the optional subjects have more or less the same number of enrolled students against the fixed quota (decided by the admission committee) for respective subjects. As the college is an affiliated institution it follows the programme structure and syllabus of R. T. M. Nagpur University, Nagpur. The college obtains feedback from the students, teachers, parents and alumni and calibrates the governance of the institution accordingly. Though there is no academic flexibility, the college has initiated a few need based self-financed courses from the 2018-19. The university prescribed curriculum is enriched by several curricular (seminars, essay writing, poster making, email/CV writing etc.), co-curricular (tours, field visits, projects etc.), and extra-curricular (cultural activities, campaigns, NSS residential camps and other activities, plantation etc.) activities.

Teaching-learning and Evaluation

The student feeding is basically from the surrounding villages of Seloo. Majority of the students have weaker socio-economic background with little or limited awareness about higher education and careers. Other feature of the student profile is that most of the students receive scholarships and very few are paying students. The college strives to address the needs of divergent groups of students in the best way possible. Academically weaker students are provided with extra coaching and remedial classes. A few advanced students are provided with opportunities to study on online platforms such as SWAYAM. The college being an affiliated institute, follows evaluation norms of the university.

The teaching-learning process is primarily anchored in lectures supplemented by seminars, audio-visual sessions, projects, and practicum. Besides, the college regularly arranges guest lectures, visits to fields, and tours. There are 13 teaching positions and of these 11 are filled. Seven teachers have completed their Ph D and one teacher is working on Ph D study. The college has study circles of students in every department. The students themselves under the supervision of the teaching faculty run these circles. It regularly conducts tests, terminal examinations, organizes guest lectures, seminars. The college does everything that is needed for and demanded by the students. To pitch the curriculum delivery at students' level and also meet their needs/demands, the college obtains feedback from the students.

Research, Innovations and Extension

80% of the faculty members have completed their Ph. D. The other faculty members are encouraged by the college to pursue Ph. D. Besides, the faculty members also participate in academic events, present, and publish research. The college encourages teachers to undertake research activities intensively. The students are encouraged to participate in extension activities. NSS and Home Economics Department organize the extension activities. The activities include raising awareness in the community, arranging Anand Mela, Flower shows, Rangoli shows, guest lectures on the empowerment of women and so on. Focus is always on current issues and students are motivated to adopt different methods and materials for community outreach programmes, such as street play, one act plays etc.

Infrastructure and Learning Resources

The college has the optimum infrastructure facilities. The basic facilities such as separate washrooms for faculty, girls, boys, drinking water, common rooms, play grounds are available. The college also has a multi-station gymnasium. There are 11 classrooms, one seminar hall, one Home Economics laboratory. The college has central library with a reading room with a seating capacity of 40. The library through N-List subscription offers access to various databases, e-books and e-journals. The library uses LIBMAN software and provides OPAC to students and faculty. The colleges has computers, printers, CCTV, and broadband internet connections. The college makes provision for maintenance of infrastructure in its budget. The Management team of the college and the Principal take maximum care to maintain economic efficiency by ensuring optimum utilization of available infrastructure.

Student Support and Progression

The college tries to achieve students' progression at two levels – Academically productive activities and Leisure activities that are informative and entertaining. The talented students are encouraged to participate in various activities such as quiz, essay, debate and elocution competitions at the college and intercollegiate level. The students are regularly given assignments to do library work. The college provides various scholarships and free-ships as per state and central government norms. Besides, the college and the faculty members have introduced various cash prizes as incentives for best performing students in the University examination.

The college has Anti-Ragging Cell, Grievance Redressal Cell, Committee for Prevention of Sexual Harassment, Career Guidance Cell for addressing students' needs and concerns. The college has an active alumni cell which supports college in admission, organization of cultural and sports activities, and general administration of the institution such as invigilation duties during the university examination.

Governance, Leadership and Management

The parent body - Yeshwant Rural Education Society runs the institution efficiently and diligently. It is always ready to give the required possible help and inputs for the academic growth of the institution. There are three representative of faculty and one from non-teaching staff in the College Development Committee (CDC). The college follows the vision of spreading higher education in rural areas. There is coordination at all levels to help the smooth and fruitful functioning of the institution. Management, administration, faculty members, students and community all work hand in hand towards the fulfillment of our goals. The College Development Committee looks after the administration of the college. The college has active Internal Quality Assurance Cell (IQAC) which looks after the possible best delivery of academic services to students and faculty.

Institutional Values and Best Practices

The college believes in non-discriminatory principle and admits students on the first come first serve basis. Then, for the total qualitative improvement of the students the college has introduced many healthy practices.

1. Every year faculty members have to fill a self-appraisal form. It enables him/her to identify the areas which require immediate attention.
2. For the regular assessment of students the college conducts tests and terminal examinations.
3. The N. S. S. unit of the college is very helpful in inculcating civic responsibilities among students. In also community development programmes with the collaboration of local bodies/organizations like

sickle cell checking camp, gender awareness, career counseling etc.

4. YASHSHREE the college annual is an open platform for the creative writers among students.

5. The college has various committees to organize programmes such as Cultural Committee, NSS Advisory Committee, Library Committee to mention a few.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	YASHWANT COLLEGE, SELU
Address	Near APMC, Sukali Station Road, Selu, Dist. Wardha
City	Selu
State	Maharashtra
Pin	442104
Website	www.ymseloo.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vijay R. Bobde	07155-220227	9850307101	-	principalymseloo@gmail.com
IQAC / CIQA coordinator	Arjun N. Khobragade	-	9960659354	-	khobragadean07@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	20-07-1972

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	03-12-1993	[View Document](#)
12B of UGC	18-05-1998	[View Document](#)

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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	Near APMC, Sukali Station Road, Selu, Dist. Wardha	Rural	3	20525.62

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,English	36	HSSC	Marathi	460	404
UG	BA,Marathi	36	HSSC	Marathi	460	404
UG	BA,Political Science	36	HSSC	Marathi	460	286
UG	BA,History	36	HSSC	Marathi	460	208
UG	BA,Home Economics	36	HSSC	Marathi	460	153
UG	BA,Marathi Literature	36	HSSC	Marathi	460	140
UG	BA,English Literature	36	HSSC	Marathi	460	28
UG	BA,Sociology	36	HSSC	Marathi	460	261
UG	BA,Economics	36	HSSC	Marathi	460	136

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				3				10
Recruited	0	0	0	0	2	1	0	3	5	3	0	8
Yet to Recruit				0				0				2
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				15
Recruited	9	0	0	9
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	3	3	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	2	0	0	3

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	5	0	5

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	150	0	0	0	150
	Female	254	0	0	0	254
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	19	18	23	16
	Female	18	20	24	31
	Others	0	0	0	0
ST	Male	15	15	20	20
	Female	30	27	33	31
	Others	0	0	0	0
OBC	Male	99	101	102	91
	Female	218	204	187	195
	Others	0	0	0	0
General	Male	5	5	9	4
	Female	8	8	7	5
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		412	398	405	393

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 2

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	9	9	9

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
393	405	398	412	302

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
381	386	385	398	298

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
45	27	25	18	14

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	12	13	13	12

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	13	13	13

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 11

Number of computers

Response: 20

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
17.44	28.63	13.28	18.50	15.96

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Serving the society has always been the primary aim of the founder chairman of Yeshwant Rural Education Society Shri Bapuraoji Deshmukh. Experiencing hardships in pursuing education in his personal life, he made it a point to set up educational institutions for the rural youth. This college at Seloo was established in the year 1972 with a mission to make higher education facility within the reach of youth in and around Seloo. The college has been offering BA programme through its affiliation with the Rastrasant Tukdoji Maharaj Nagpur University, Nagpur since its establishment.

Following the vision of the founder chairman the college admits students on first come first serve basis. The admission process is duly advertised and prospective students are provided with all the relevant information through prospectus and counseling. Admission process is managed by the admission committees formed by the Principal every academic session. The college does not discriminate students on any parameters (caste, gender, rural origin, financial background, and previous qualifications/performance) in the admission process. Admissions are scheduled as per the admission calendar of the affiliating university.

At the beginning of every academic year faculty meetings are held for deciding teaching schedules for the sessions. The key issues discussed and decided in this meeting include workload, time table, academic calendar, and teaching plans. Teaching plans are made keeping in view the holidays and other faculty commitments.

The first week of teaching is aimed at familiarizing students with the syllabus and overall objectives of each course. Students are given a chance to audit all courses offered for two weeks and then they are allowed to finalize their electives. Following the university norms of curriculum the college offers two languages namely, English and Marathi and nine electives – Political Science, Economics, History, Sociology, English Literature, Marathi Literature, and Home Economics. Students have choose three electives along with two compulsory languages.

The primary mode of teaching is lectures supplemented with seminars, audio-visual inputs, and learning by doing. Besides, the college has experimented and continues to experiment with various forms of internal continuous assessment such as unit tests, preparatory examinations, assignments, and projects. Provision of remedial teaching for English and a few other subjects has also been implemented to assist slow learners. To reinforce the learning several guest lectures on varying topics are arranged during every academic session. Currently the college, keeping in view the current concerns of the world, is offering three courses:

1. Communication skills in English

2. Communication Skills in Marathi

3. Certificate Course in Human Rights

These courses are offered in self-finance mode and are open to all students enrolled in BA programme.

Lastly, it needs to be mentioned that college is turning every stone to provide the possible quality education to rural youth. It entails several challenges such as inadequate societal and parental awareness about education, motivation of students, and technical challenges like frequent power cuts to mention a few. The college is attempting its best to overcome these challenges.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	[View Document]

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 8.2

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	[View Document]
Any additional information	[View Document]

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 0

1.2.1.1 How many new courses are introduced within the last five years

File Description	Document
Details of the new courses introduced	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 0

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Following the vision of the founder chairman the college strives to provide the possible quality education to rural youth and is sensitive to cross cutting issues associated with gender, environment, human values and professional ethics. Adherence to these issues is followed from the point of admission process which is absolutely non-discriminatory.

The admission trends show that college enrolls around 60% women students. There exist all the required facilities for women students such as clean restrooms, common room, and counseling facility. There have never been any instances of ragging and sexual harrasment in the college.

The college strives to inculcate human values through various co-curricular and extra-curricular activities. The college celebrates the birth and death anniversaries of all nation builders and eminent souls with an aim to inculcate their vision among students. The college routinely organizes awareness activities regarding drug addiction, farmer suicides, social stratifications, superstitions, social evils like dowry system to mention a few. For instance, the college organized a national level conference on Farmer Suicide phenomenon in the Vidarbha region in general and Wardha district in particular. Students are involved in the organization of the events. As a precautionary measure and regulatory requirements the college has special cells for the Prevention of Sexual Harassment and Anti-Ragging. Guest lectures and open discussion are regularly organized to sensitize students about these issues. The activities organized in college aimed at sensitizing gender equity and human values include:

- *Jagar Janiwancha* (Awareness Raising): The principal objective of this activity was to raise awareness about gender equality. Various activities like guest lectures, essay competitions, and poster making were carried out under this initiative. *Beti Bachao Beti Padhao* (Save the Girl Child and Educate the Girl Child) activities are a regular feature in college activity calendar. Women students are always encourage to participate in various activities and especially in sports and cultural events.
- To inculcate human values the college has started a Certificate Course in Human Rights and Values along side various one-off activities like guest lectures or essay competitions.

Regarding environmental awareness the college offers a compulsory course on Environmental Science to third and fourth semester students. Through this course the students are sensitized about the dangers of global warming, carbon emission, changing season cycles, depletion of natural resources etc. Besides, through NSS unit plantation and plastic free campus activities are regularly organized every academic session.

The Staff Club activities such as paper presentations and discussions on current affairs also serve the purpose of inculcating professional ethics. The members of the faculty are provided a platform to present their current research and areas of interest in a collegial context.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

File Description	Document
Details of the value-added courses imparting transferable and life skills	

1.3.3 Percentage of students undertaking field projects / internships

Response: 0.51

1.3.3.1 Number of students undertaking field projects or internships

Response: 2

File Description	Document
Institutional data in prescribed format	
Any additional information	

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B.Any 3 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	
URL for stakeholder feedback report	

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of students (other states and countries)	[View Document]
Institutional data in prescribed format	[View Document]

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 83.04

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
393	405	398	412	302

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
460	460	460	460	460

File Description	Document
Institutional data in prescribed format	[View Document]

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 99.95

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
380	386	385	398	298

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The institution follows the policy of admitting all students who have applied without any discrimination. The vision of the founding chairman of taking education to the rural youth guides the institution in practicing non-discriminatory admission policy. The college believes that students overcoming all the hurdles seek admission have an intense desire to learn and contribute to modernization of the community and society. So, the college does not assess the learning levels of the students formally at the time of admission. Besides, given the size of the population of the surrounding area and availability of other institutions in the vicinity also exerts a little influence on demand ratio for the liberal arts and social science education.

In the first weeks of teaching the factors like interest, motivation, resilience, resourcefulness etc. are ascertained by faculty through observation of students' performance in classroom. The slow learners usually have deprived socio-economic background and receive inadequate parental attention. In a few cases they have to travel long distances. These students are provided financial assistance through Government of India scholarships. The library lends books at a nominal deposit fee to facilitate their interest in learning and experimenting. The faculty regularly meets such students more informally than formally and discusses their problems and challenges.

The learners who need additional support for coping with the demands of undergraduate curriculum are given tutorials. Besides, remedial classes for English and few other subjects are the key provisions for slow learners. They are also encouraged to participate in co-curricular and extra-curricular activities. Often it is experienced that majority of the learners, being from deprived backgrounds need extra support. So the teaching and non-teaching staff take possible care to motivate these students in continuing their education.

For the advance learners (which often are very few in number) are also supported for advancing their

knowledge and skills. The advance learners are also identified through their classroom participation patterns and their interactions with faculty. Since the classroom teaching and learning usually happens in mixed ability groups and is pitched at a general/average student profile, the advanced students are encouraged for more autonomous learning, for example, by exploring online resources and online short courses and by taking up additional studies during vacations. These students are given extra tasks such as suggested readings for in-depth understanding of the topics. For example, these students are asked to read more on the topic and library provides them with the required readings. They are also provided with guidance for preparing for competitive examinations. Another support mechanism for advanced learners is the provision of online courses under SWAYAM. For example, such students are enrolled in "Senior Secondary English" during the academic session 2018-19. Moreover, these students are also offered a few prizes instituted by the faculty for their performance in the final summative examinations. Such learners are involved in the organization of events such as guest lectures, seminars, and cultural activities to give opportunities to develop organizational and team working skills.

2.2.2 Student - Full time teacher ratio

Response: 35.73

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.51

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other document submitted by the Institution to a Government agency giving this information	[View Document](#)

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

Response:

The college offers only one undergraduate programme in arts. The courses can be classified into two categories – humanities and social sciences. Broadly language related courses could be placed in humanities and other subjects under social sciences. The courses under these two streams have their own nature and structure.

Compulsory languages English and Marathi and the electives English Literature and Marathi Literature

have similar course structures. Students are expected to acquire and refine their language skills and appreciate the literatures in languages. These courses are taught with a mix of lecturing, learning by doing and self-learning. Teachers use AV resources for enacting the curriculum objectives in these courses. Students are required to undertake projects and take-home assignments. For instance, in compulsory English courses email writing is one of the prescribed skills in syllabus. Here students are required to write emails to show their acquisition of the email writing skill.

The second stream includes social science subjects like Political Science, Economics, History, Sociology, and Home Economics. The course structure is more suitable to transmission mode of teaching. The courses are built around the transfer of key information and few key concepts. Here too teachers supplement the prescribed syllabus by using online resources and conducting student seminars. The field trips aimed at providing exposure to students are also a feature of teaching. For instance, Students have been taken to places like Sewagram by History faculty.

Overall, teachers follow diverse ways of teaching and classroom practices in order to promote student learning as effectively as possible. The college does not underestimate the value and use of lectures as a way of teaching and therefore does not discourage teachers from including some sessions in the form of lectures every semester. However, teachers try to make these lectures as interactive and interesting as possible, for example, by using powerpoint presentations and audio-visual aids and by including open discussions and tasks within them. In addition, efforts are also made to make teaching sessions student centered by the use of group work, student presentations, hands-on assignments, use of multimedia activities, task-based learning, small quizzes and debates, laboratory experiments, solving worksheets, and so on.

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

Response: 90.91

2.3.2.1 Number of teachers using ICT

Response: 10

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 39.3

2.3.3.1 Number of mentors

Response: 10	
File Description	**Document**
Any additional information	[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

The college offers only one undergraduate programme in arts. Various innovative and creative methods used by teachers include use of audio visual aids, online resources (such as lectures from YouTube), experiential activities (such as writing emails in real time), take-home assignments, and projects.

Students are encouraged for self-study and learning on their own. They are provided with information about additional sources in the form of books or papers or audio-visual content to work on their own at their convenience.

Teachers use various multimedia activities by incorporating them into their regular lecture-mode teaching or classroom sessions. A few teachers complete a part of the discussion in class and ask students to work on the remaining part on their own. Teachers are available in the college premises for longer hours for helping students in case of need. Many teachers have been using various ICT and Web 2.0 tools reasonably and in creative ways. This has proved beneficial to both – teachers and students. It is enriching teachers' teaching tool-kit and knowledge and skills and at the same time giving more choice and power to the students.

Another innovative and creative experiment college engages in asking students for peer-teaching. Here students prepare the lessons of their choice and teach their peers. One day, i.e. Fifth September (Teachers' Day) is kept for students to try their hands at teaching. Teachers help and coordinate students in this exercise. Another experiment is, a few teachers have prepared personal study notes which are shared with students. Economics, English and Political Science teachers have engaged in preparing study notes taking into consideration the students needs and concerns.

Teachers are informally creating e-libraries as a compilation of several freely available educational resources. It includes books, papers, videos that have a direct connection with the syllabus. Students also prepare posters to show their understanding of the issue or concept and the posters are displayed for other students.

Another innovative practice instituted is mentoring. Students are divided into smaller groups and assigned to faculty members for mentoring through out the academic sessions.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 93.85

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 41.7

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	4	4	4

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 19.27

2.4.3.1 Total experience of full-time teachers

Response: 212

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The college being an affiliated institution has to follow the prescribed assessment and evaluation of Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur. As such, the college has no formal choice to institute its own changes in assessment and evaluation. In the prescribed evaluation framework of the affiliating university, one little component comprising of 20% of total weightage is of internal assessment. It is a mandatory component. The college is required to conduct the internal assessment and report the grades and feedback to the university. For this the university has indicated certain content and formats of assessment. For instance 25% of the total 20% of internal assessment is kept for attendance of students. The college follows this system meticulously.

However, by way of supplementing the university prescribed internal assessment process (considering the

rural background of the students with little awareness about education) and also help students in preparing for university examinations the college has experimented with various forms of internal assessment. So far the college has tried following types:

- Unit tests
- Periodic examinations
- Preparatory examinations
- Assignments
- Projects
- Quizzes

Efforts are always made to use a combination of conventional and non-conventional ways of ongoing internal evaluation of student progress. The college conducts periodic class tests and unit tests, the calendar for which is announced in advance. Often these class tests are also conducted in non-conventional and innovative ways. In addition to assessing in this way, students are also internally assessed through individual, pair or group presentations, student seminars, small projects and assignments, which can be individual, pair or group tasks.

However, one challenge needs to be mentioned here. As students are aware that college initiated internal assessment activities do not have any bearing on the final result of the university examination, they do not take these exercises seriously. For about 40% of the total enrolled number of students this is a task without any value. Despite this, the college continues to hold these internal examinations.

File Description	Document
Any additional information	[View Document](#)

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The college follows two internal assessment mechanisms:

- Prescribed by affiliating university (as described in 2.5.1)
- Initiated by the institution

For the mandatory internal assessment prescribed, scheduled, and implemented by the university there exists a university-based system to plan and implement internal assessment. University academic calendar includes internal assessment schedules, components of assessment, and grading guidelines. The university syllabus (available online at www.nagpuruniversity.org and www.ymseloo.edu.in) provides all the details of the internal assessment.

The college also intimates the university mechanism to students in the first week of sessions. The college ensures that the information reaches each and every student.

For the college initiated internal assessment there exists a committee formed by the Principal. The

committee is constituted of two faculty members. The key responsibilities of the committee include:

- Schedule / prepare a calendar of internal assessment
- Announce internal examinations
- Invite question papers (if required)
- Provide of answer books and other stationary
- Get assessment done and preparation of result
- Deal with any complaints or grievance

So far, there has never been any grievances about the college initiated internal assessment mechanism.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

As the college is an affiliated institution it is not required to address grievances regarding examinations. The whole examination process is conducted and by guided by the R. T. M. Nagpur University, Nagpur. The university appoints Chief Supervisor and External Supervisor for the smooth conduct of examinations. Any grievances related to examination are required to be intimated to the university. The university is empowered to take decisions and actions in grievance matters by the Maharashtra Public Universities Act 2016.

However, as described in 2.5.1 college has initiated its own continuous assessment mechanism. This assessment is administered through an internal assessment committee formed by the Principal. The committee looks after the grievances in a transparent and efficient way.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

As said in 2.5.2 and 2.5.3 continuous internal assessment is administered by a special committee appointed by the Principal. The committee prepares a calendar of continuous internal assessment every academic session. This calendar is incorporated in the general academic calendar of the college. The annual academic calendar is prepared in consultations with the members of faculty, the management representatives, members of non-teaching staff and the affiliating university's academic calendar. At the beginning of academic session, a broad outline of the calendar is notified and communicated to the students. It is also published on the college website. The college meticulously adheres to the calendar but is also open to make changes if demanded by the circumstances.

The internal assessment is carried out every semester and the results are shared with students and among faculty. Students are given detailed feedback on their performance in the assessment tasks in the stipulated time.

File Description	Document
Link for Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The college can arrive at outcomes both general and specific by interpretation of the prescribed curriculum. The Programme outcomes, Programme specific outcomes and the Course outcomes are prepared drawing on the given curriculum collaboratively by the members of the faculty. These outcomes are prepared keeping in view the overarching goals of particular programmes. The outcomes defined by the college usually reflects the perceptions of the affiliating university. There is a general awareness of and knowledge about the POs, PSOs and COs among teachers, administrators and management. These are displayed on the college website. These are also shared and discussed with the students at the beginning of the academic session and towards the end of teaching.

File Description	Document
Any additional information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The primary measure used for evaluating attainment of POs, PSOs and COs is the student performance at various evaluative activities in general and summative examinations conducted by the affiliating university in particular. The examinations include testing both theoretical and practical knowledge and skills. Then there are also other indicators of the attainment of outcomes, such as student performance at various CIE activities, their classroom participation and engagement, their laboratory and field work, the feedback coming from the students, the teachers and other stakeholders, as well as the regular observations by the teachers. How far students have managed to display some of the outcomes is also implicitly measured by their use of their knowledge and skills in non-curricular activities and responsibilities.

POs are usually measured by the grades students score in the final examination. PSOs are defined and redefined (by way of interpretation by the college faculty) every year considering the students' response to course enactment. The attainment is usually ascertained by the teachers and it is shared with the institution. The COs are also measured by results and students' ability to transfer the skills or application of skills in real life. For example, in language courses students are actually required to write emails, compose reports, and produce critically appreciative write-ups (in literature courses). So, the outcomes are judged by students' participation and production in these activities.

File Description	Document
Any additional information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 57.69

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 45

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 78

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.35

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 2.15

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	2.15	0	0	0

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 11

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The college has a reasonably good research and innovation ecosystem. As such there is no separate formal incubation centre. The ecosystem for creativity and innovation has two sides:

1. The material resources
2. The human resources

On the front of material resources the college has a good infrastructure in terms of rooms, furniture, electricity (though institution copes with frequent power cuts), computers, internet connections, stationary, printers, scanners and so on. All these facilities are available to the college faculty. The college has well equipped laboratory for Home Economics. It has all the necessary equipment such as refrigerator, microwave, sewing machines, LPG connection, and laboratory furniture. The library has all the relevant books and journals. The library is a member of INFLIBNET and so has access to over 8000 journals and 50 thousand books through its ebrary. Besides, the library houses a few-not-easily-available or out-of-print books. The library also houses a library-binding collections of past journals and magazines. All members of staff have free access to library and also to internet services. All this creates an ecology conducive to innovation. The human resource is also fully qualified (as per UGC and Maharashtra Govt regulations). The staff is engaged in their own studies throughout the year. The staff have the opportunity of sharing their work through regular staff club paper presentations and discussions. Three of the staff members are on academic bodies State Council of Education, Research and Training (SCERT) of Maharashtra, and BoS of autonomous colleges like Rajarshi Shahu Mahavidyalaya, Latur. Overall, it can be observed that in spite being a mono-faculty arts college imparting only undergraduate education, the college has an evolving ecosystem for innovation and creativity.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.36

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	6	5	2

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 2.87

3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	7	6	8	6

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Extension activities for the community is one of the key strengths of the college. The college has a long tradition of serving community through organization of health camps, awareness raising events (for example, hosting farmers' rally in 2017), occasional training programmes.NSS unit of the college plays a key role in organizing extension activities. Major NSS activities include weekly college campus cleaning drive,theme based annual camps, plantation, guest lectures on issues of social significance and so on. The college adopted a village – Kelzar- as a site for its annual camp for 5 years. The NSS volunteers constructed a road connecting the famous temple (in this village) and main road. The college also has Adult Education unit which undertakes several activities.The extension activities focus on various nationally and locally significant issues such as national integration, nature / environment conservation, awareness about drug addictions, gender sensitization, saving girl child, education of girls, health and hygiene, Swachha Bharat Mission, literacy, employability skills to mention a few. As the college is located in the rural area and the majority of students have agricultural background, the college often organizes events focusing on agriculture related issues.The college hosted a state-wide farmers' rally in 2017 to show its solidarity with the farmers' plight in the district.The college regularly organizes legal awareness campaigns for the local citizens.The cultural festival organized every year at the end of academic session has number of skits or short plays on social awareness themes such as superstition, dowry, preserving natural and cultural heritage to mention a few.

Teachers and students are actively involved in these undertakings right from the planning stage to actually implementing and sustaining the activities. This kind of exposure not only trains students in organisational and management skills and raises their awareness and knowledge about various issues, it also gives them a chance to interact with the community, develop engaging relationships with them and contribute back to the society. The whole experience strongly contributes to their holistic development.

File Description	Document	
Link for Additional Information	View Document	

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 1

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 34

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	8	5	7	8

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 85.03

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-

Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
298	395	361	268	290

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The college exists on spacious plot of three acres. It is surrounded by trees and plants offering a green ambience. The total built up area is 20525.62 sq. ft. It has all the required facilities and infrastructure in place to effectively promote good teaching and learning experience. Overall, the college has spacious and airy 10 classrooms, one seminar hall, one Home Economics laboratory, two IT laboratories, spacious and a well-resourced library.

The classrooms have adequate seating capacity and good furniture. Each class has seating capacity of 50 students on average. The classrooms are equipped with lights and fans. Besides, the classrooms are constructed in such a way that they are naturally lighted and airy throughout the day.

There is one seminar hall with a seating capacity of 200. Architecturally, the hall is airy and is naturally lighted. It is equipped with electric lights and fans as well. It also has an electronic white board. It is often used for organizing seminars, conferences, college-level programmes (such as guest lectures, cultural functions, and outreach activity programmes), and special teaching-and-learning sessions with AV equipment.

The college has one fully equipped and well-resourced laboratory for Home Economics. The laboratory has equipment like refrigerator, microwave, sewing machines, LPG connection, and laboratory furniture. The college has also set up Information Technology laboratory with 20 computers. It has broadband internet, printer and scanner facilities. The college has also set up another laboratory with 20 computers with language laboratory software. However, the license of language lab software has expired and college is arranging for a new contemporary software. This laboratory also has broadband internet connection and it is used for training students in IT skills and language skills. The college has BSNL (1MBPS) broadband internet connections and these are accessible to students and staff.

The college has a central library stocking 13058 books, 6 journals and 8 periodicals and over 3141000 books through INFLIBNET membership. The college subscribes to 11 newspapers.

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

The college campus is spread over three acres. The overall built-up area is roughly 40% of the total area. The college takes utmost care in promoting physical education and sports among college students in general and women students in particular. Currently, the college has the fields for kabbadi, kho-kho,

volleyball, and cricket. The ground is regularly used for organizing Taluka level sports competitions by the District Sports Office every year. These grounds are also used by local sports groups for practicing kabbadi and cricket throughout the year. The college has a multi-station gymnasium. It is regularly used by college students and alumni as well. The indoor games available in the college include chess and carom. There is enough space for a track of 200 meters for running and other athletic events. The college organized physical test for all students every academic session. The test includes shot-put, running, skipping, jumping etc. There is also a space for yoga practice. The college has one seminar hall and 4 large classrooms where various kinds of cultural activities are regularly held. Both physical education and sport and cultural activities are implemented and supported by well-qualified staff. There is one full-time director of physical education and a team of alumni who support sports activities.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 18.18

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 12.35

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.33	4.18	1.44	3.51	1.55

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

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4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The library uses LIBMAN software. The features of software are as follows:

- Quick and easy Issue/return, reservation of Books
- Track the availability and location of books/CD's/Journals/Magazines/etc. easily.
- Catalogue Generation
- Reminder generation • Single membership card • Dynamic location tagging to easily find mis-shelved books • Reminder for due dates • Automatic fine calculation • Generate variety of reports
- Book Data fetching from ISBN site, Google api. saving data entry time.
- Supports e-book uploads reading.
- Supports all latest technologies cloud, smart phone, tablets, SMS, email, bar code, QR code, multi-lingual unicode,
- Fully secured & maintenance free.
- Best on-site training & service support.
- Fully documented user manual.
- Best backup & recovery.
- Reports / data export to word, excel, PDF, text...
- No duplication of work, no restrictions & no hidden costs.
- No upper limits on number of documents / journals... entries.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The library is an integral part of any educational institute. Presently the library is fulfilling the knowledge needs and expectations of the students and faculty.

Since the year of its inception, the college has 13058 books, 6 journals and 8 periodicals and over 3141000 books through INFLIBNET membership. The college subscribes to 11 newspapers.

LIBMAN Office Software is available in the library. The library has a collection of a volume of Constitution of India, Dnyaneshwari, Year Books, Dictionaries and Hand Books for various subjects, Government reports such as Economic Survey; Employment News etc. are available in the library.

Encyclopedias such as Encyclopedia of Britannica, Encyclopedia Americana, Encyclopedia of Food and Nutrition, Encyclopedia of Indian History, Marathi Vishwakosh, Arthshashtra Vishwakosh, Mahila Vishwakosh, Encyclopedia of Birds, Encyclopedia of Career Guidance, Encyclopedia of Sports, Encyclopedia of English Literature are available in the library.

The library also has a collection of a few rare books and out of print books. For example THE ARTIC HOME IN THE VEDAS, BHOSALE RAGHUJI II OF NAGPUR, BUDDHISM & OTHER RELIGIONS

to mention a few.

File Description	Document
Any additional information	[View Document](#)

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 0.84

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.39	0.42	1.72	1.54	0.11

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 11.63

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 47

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has adequate number of computers and other accessories such as printers, scanners, and web camera. The total number of computers in the college is 66. The college has BSNL broadband internet connections and they are used in office, library and laboratory. The number of terminals available for students and staff is 10 and 17 respectively. The library has Seven computers and out of these Three are kept aside for student and staff use. The college has a separate laptop and printing machine for conducting affiliating university examinations every semester. The configuration of the laptop is:

The configuration of the computers in the college is as follows:

Computers in Office: Dual Core, 2GB RAM, 500 GB HDD, OS – Window 7, 32 Bit

Computers in Library: Dual Core, 2GB RAM, 500 GB HDD, OS – Window 7, 32 Bit

Computer for Students and Staff : Dual Core, 2GB RAM, 500 GB/250 HDD, OS – Window 7, 32 Bit

The broadband connection details are as follows:

Connection 1 (Office)

Connection 2 (Library)

Connection 3 (Laboratory)

4.3.2 Student - Computer ratio

Response: 19.65

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: <5 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 13.44

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.60	4.24	1.44	3.84	1.85

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)
Any additional information	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The college has a clearly defined systems and procedures for maintenance and sustenance of facilities in the college. The apex body is College Development Council (which was Local Management Committee till the implementation of new Maharashtra Public Universities Act in 2016). The facilities and amenities that come within the purview of individual departments or committees are under the planning and care of those departments or committees. These entities ensure the utilization and maintenance of the facilities. The departments like Home Economics and Physical Education and service like Library carry out annual stock verification exercise every year. For IT equipment the college has maintenance contracts with IT service providers. The general facilities are under the care of the administrative office and looked after by the Superintendent of the college.   The college follows central procurement system wherein all departments and committees place their respective requisition with the Principal.

The college aims at an optimum utilization of its facilities, for which sake practices like inter-departmental sharing of equipment or resources, staggered timing of theory and practical classes, LAN networking of equipment for extended use and so on are followed. Some facilities like the seminar hall are also given for paid use to certain categories of users like government offices and educational institutions, which not only bring in some revenue, but also helps in better utilization and maintenance of these facilities. Teams of administrative staff and teaching staff are allotted the responsibility of regularly monitoring the performance, maintenance and utilization of various facilities.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 76.69

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
263	289	307	313	278

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**

     5.Language lab
     6.Bridge courses
     7.Yoga and meditation
     8.Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document]

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 38.33

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
154	164	150	130	129

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document]

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	[View Document]

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document]
Details of student grievances including sexual harassment and ragging cases	[View Document]

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of student placement during the last five years	[View Document]

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 44.44

5.2.2.1 Number of outgoing students progressing to higher education

Response: 20

File Description	Document
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 66.67

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	0	5	1

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	2	1	6	1

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) 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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The college being an affiliated institute is governed by the Maharashtra Public Universities Act 2016 and the regulations of R. T. M. Nagpur University, Nagpur. The regulation for student council so far has been a nomination process based on merit in academic and extra-curricular activities. The process can be described as follows:

- All merit holders (drawing on the performance in previous qualifying examination are nominated by the college
- The above nominated members elect the College Representative for the University Student Council.

The college meticulously follows this norm and arranges for the elections as per the schedule mandated by the university. Often the College Representative is elected un-opposed but elections have also taken place occasionally in the past. The process has always been smooth and carried out in collegial conditions.

The student council is part of all planning and execution of co-curricular and extra-curricular activities. The Student Council is always represented through College Representative and is offered equal status with other administrators of the college in all programmes. Concretely, College Representative is part of the dignitaries in programmes. Besides, the student council takes lead in the organization and the execution of annual cultural and sport festivals.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 11.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	11	14	15	15

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The college has active Alumni Association from the year 2004. The administering body of the association has changed over years. The association is active in support college in all its academic, co-curricular, and extra-curricular activities. The Alumni Association is not yet a registered body but attempts are being made in this direction. The Alumni Association contributes to the college in the following ways:

The alumni mentors junior and incoming students from the phase of admission to the final pass out stage. They help incoming students in choice of electives, guide them in procedural requirements, provide them with study material to mention a few. Besides, they collaborate with faculty in the organization of co-curricular and extra-curricular activities. For over 4 years the alumni have actively contributed to the organization of annual week-long NSS camp. The alumni also mentor students in games and sports. Sometimes, they also team up with faculty to shuttle participating teams to places of matches or competition. The alumni is also in process of creating a corpus fund to initiate a few constructive activities on their own. Another service rendered by the alumni is the publicity of the college in the surrounding villages / areas. This immensely helps college in attracting students from all walks of life from the surrounding primary feeding locations.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

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Response: <1 Lakh

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 9

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	[View Document](#)
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

The vision and mission of the college clearly reflects in the logo of the college in words "Knowledge is character". So, college strives to spread knowledge in the rural area with following objectives.

- To provide an opportunity of higher education to all the students of this area in general and to economically weak and socially challenged students in particular.
- To create an environment for all round growth of students.
- To equip students with up-to-date knowledge.
- To inculcate skill and knowledge in tune with the requirement of competitive examinations.

Established in 1972, Yeshwant Mahavidyalaya is one of the leading institutions in Seloo taluka, imparting value-based education to the unprivileged and the underprivileged strata of society. The college has noble mission to inculcate human values like nationality, cleanliness, honesty, gender equality, peace and non-violence among students. Besides it has been trying to maintain religious harmony, among students by celebrating various religious festivals. The college has been striving to establish itself as an ideal institution for society. Vision and Mission of the Institution is communicated to the students, staff and other stakeholders by permanently displaying it in the premises of Institution, Printing in the prospectus and uploading on the college Website.

The convergent approach of the management, Principal and Faculty develops and implements the quality policy and plans in order to uphold the mission and vision of the college. The Governing Body of the college works in close collaboration with the Principal to regulate and maintain an amicable and scholastic environment required for this purpose. The Principal as the Head of the Institution along with the members of Teaching and Non-Teaching staff implement the decisions and policies of the management. The head of the Institution personally communicate with staff members to ensure they are not encountering any problem in regard to their work. The Teachers' Council and Academic Sub-Committee meet regularly to discuss and further implement important decisions regarding academic and co-curricular activities of the college. The institution strictly adheres to the Academic calendar to accomplish its objectives. The management encourages individual research work in the form of Faculty Development Programmes.

Additionally, IQAC collects feedback from students which are incorporated within the purview of the future plan of action of the institution. Academic Audit is also conducted annually. Moreover, under the guidance and leadership of IQAC, all Faculty members actively participate in designing and implementing the strategic action plans as well as maintain an eco-friendly green and clean college campus. In order to alleviate the rigours of a demanding college curriculum, the students are encouraged to participate in co-curricular activities such as Seminars, Quiz, Debates, Inter-college competitions, Workshop, Annual college social, Annual college sports and Cultural programmes.

6.1.2 The institution practices decentralization and participative management

Response:

All the faculty members of the institution function under the direct supervision of Principal, conducting meetings with the concerned members and the resolutions are passed on to the Principal for further action. The involvement of the staff - both the teaching and non-teaching - in various activities related to the development of the college by the way of associating them in some committees enhanced their leadership qualities. The students and teaching and non-teaching staff have been given representation at different levels through various committees. The delegation of authority is also to enable the authorities to take decisions at appropriate levels.

- The management and principal encourage and support the staff in the representative on various committees.
- Institution promotes a culture of participative management as the principle given free hand by management of the institution.
- The principal exercises his power effectively and absolutely. He is the chairperson of all the committees.
- Through interaction with faculty members better implementations of academic programmes are done.
- Departments and the various committees co-ordinate with IQAC and submit the annual plans.
- These are approved by IQAC and planning board.
- For designing and implementation of policy and plans different committee are constituted by the constituting Management, Principal faculties in the college.

The President of Yeshwant Rural Education Society, Wardha, takes the lead in the governance and management of the institution. The management committee members along with the Principal and other governing members of the committee support day to day functioning of the college administration. The management inspires the staff members by its personal interaction during get together meetings and motivates the staff to give the best in the teaching assignments. They encourage and sanction funds to utilize the funds for different developmental activities of the college. They also contribute generously in terms of awards and recognition to deserving candidates. The Principal coordinates with the teaching, non-teaching and student body members for the effective functioning of the college.

The students take an active part in the governance of the activities in the campus. The student body consists of the President (Final year), Vice President (Final Year) and the Secretary (Second year). These three will have a group of Class coordinators who will represent their respective classes. Feed backs are obtained from the students to improve the quality of the services rendered. This student body under the guidance of the faculty is given the chance to take lead in the organization of various festivals.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The CDC of the college along with various committees work in harmony to build and enact the vision of the college. The college operating under the pressure of several challenges (financial aid being primary) envisions the following for the next five years (2019-2024):

- Start new programme, namely BCom in commerce stream
- Start new self-financed need-based short term courses in agriculture and horticulture as most of the students come from agricultural families
- Construct indoor sports facilities
- Complete the recruitment process of vacant teaching and non-teaching positions
- Strive towards creating green campus by minimizing paper work
- Fully computerize the college administration reducing reliance on paper work
- Build a separate reading room with relevant and adequate resources for competitive examinations

Being an institute imparting education in Arts faculty there has always been a demand for provisions of help in competitive examinations from students. Accordingly, the college planned to help students in all possible ways. The college has responded to this demand by taking up various initiatives such as:

- Conduct preparatory examinations on the lines of Maharasthra Public Service Commission, Bank Recruitment Board, Railway Recruitment Board etc.
- Organize regular guest lectures, especially by achievers/government officials in the competitive examinations
- Run classes (weekly three days)
- Collaborate with external agencies such Career Success Guidance Point, Hinganghat and Phoenix Academy, Wardha
- Jointly organize examinations by collaborating with Nathe Career Academy, Nagpur, Eklavya Multipurpose Society, Nagpur, Swami Vivekananda Kendra, Kanyakumari (Wardha Branch)

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The college is governed by Yeshwant Rural Education Society, Wardha. It holds all the final authority in all the internal administrative and governance matters of the college. As per the Maharashtra Public Universities Act 2016 the college has College Development Council – CDC (earlier it was known as Local Management Committee). It consists of members from the managing parent society, teacher representatives, representatives of non-teaching, local community, and students. The CDC is entrusted with the overall management of the college. Three kinds of human resource – technical, administrative and teaching – are in place to address the workload requirements of the respective domains.

The academic aspect is managed by staff council under the leadership of the Principal. For instance, admissions, time table, internal examination etc are managed by the staff in consultation with the Principal. The service rules, recruitment procedures, career promotion are all subject to the Maharashtra Public Universities Act 2016 and the statues and ordinances of the affiliating university.

Besides, there are several committees such as Anti Ragging Committee, Committee for Protection against Sexual Harassment, Student Council, Library Committee, Sports Committee, Cultural Activities Committee to support students and deal with grievances.

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The college has several committees to manage internal affairs. Of many, one committee namely, admissions committee fully manages the admission process. To put it simply, admission committee comprised of teachers completely takes care administrative and counseling procedures. The admission committees for all classes of BA programme are formed at the beginning of academic session. By rotation teachers are assigned admission work. The committee takes care of preparing a prospectus which provides all the relevant information to prospective students. Then the prospectus and admission forms are made available. The committee guides students in filling in the admission forms and also helps students in

selecting optional subjects.

The committee sits on a daily basis until the completion of admission (as given by the affiliating university in its academic calendar) helping students. The admission season usually lasts for 45 days. The committee scrutinizes the documents and provisionally admits students. The committee maintains a record of daily admissions in terms of category, optional subjects, and profile of students (fresh or repeater). These details are reported to the Principal every day during the admission period.

At the end of admission period, the committee prepares lists of students class-wise and subject-wise. The lists are handed over to respective faculty for preparing attendance registers. Meanwhile, the committee also manages changes in optional subjects following student demand. Students are allowed to attend a few classes first (one or two weeks) and then if they wish they can opt for change of optional subject(s). The committee, then with office administration prepares a final list of students.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The college strives to meet the welfare needs of teaching and non-teaching staff by taking every possible measure. The college has a group insurance scheme(GSLI) for all staff members. The premiums are deducted through monthly salary. Other measure is a cooperative society for staff of the college. The credit cooperative society is a macro mechanism covering all staff working in the institutions run by the Yeshwant Rural Education Society, Wardha. The society offers loans and also provides saving channels. Another welfare measure is meant especially for non-teaching staff namely, bonus during the time of Diwali. Yet another voluntary welfare measure instituted by the staff is staff council.

6.3.2 Average 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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0.2

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 20.92

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	3	4	2

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	
Details of teachers attending professional development programs during the last five years	

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6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The college has Performance Appraisal System for both teaching and non-teaching staff. The performance appraisal happens in formal and informal ways. The college being a small unit with a staff of around 25, the Principal regularly takes a review of work assigned and offers comments and feedback.

On the formal count, the appraisal of teaching staff is done through a prescribed format (by the affiliating university). This is mandatory as per the Maharashtra Public Universities Act, 2016.

All faculty members are required to submit a self-appraisal report every year, which is based on the performance appraisal norms suggested by the UGC and the affiliating university (RTMNU). The data submitted by the individual faculty members is used as one of the measures of performance assessment. Besides, each faculty member is asked to submit a report of the work done during the session at the end of every academic session. The principal also contributes personal observations and interactions with the faculty members to the measure of performance assessment. In this way, the college tries to make a holistic and multi-source appraisal of the performance of the teaching staff.

The college maintains confidential reports for the appraisal of non-teaching staff. The reports are written by the Principal based on various kinds of inputs. These inputs include the personal observations of the Principal, feedback from teaching staff and students.

In case of any serious issues about performance the concerned staff is personally addressed by the principal and in some rare cases, if the circumstances warrant it, the matter is taken to the Local Management Committee or even the management of the parent managing trust. But this is extremely rare.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college seriously and regularly undertakes the external audits for all its accounts and financial transactions. Then the external audit is done through a professional and licensed Chartered Accountant. It usually takes place in the month of May/June every year without exception.

Each department or committee prepares a draft of statement of income and expenditure and is submitted to the college office. The Principal ensures that finance is managed in consonance with the applicable norms and regulations.

Besides, these audits there are periodic audits by the government. For instance, the office of the Joint Director of Higher Education of the region periodically verifies the financial matters of the college. Similarly, the regional office of the Accountant General of India also checks and verifies the externally audited records of the college.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The college receives full salary grant (for the staff employed on grant-in-aid basis) and a very limited amount of non-salary grant from the Government of Maharashtra. In the past the college has received development assistance from the University Grants Commission (UGC) under X, XI and XII plans. These funds are utilized for ensuring good maintenance and ongoing growth of the college. However, these funds not sufficient to meet the needs and demands of the college. So, the college has been experimenting with self-resource generation, though with little success so far.

On the other note, college strongly believes that funds saved are also funds generated. Therefore, it works hard towards minimum wastage of funds and other resources. The college shares resources across various units and departments and believes in the reuse of material resources.

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

Response:

With the establishment of the Internal Quality Assurance Cell (IQAC) several initiatives have been taken up by the college. In the last five years IQAC has contributed to establishing several strategies and processes. The two outstanding things that happened because of IQAC can be described as follows:

1. IQAC has helped the various units of the college in documenting and record-keeping practices. This in turn has resulted in planning and executing activities with utmost care and with specified objectives.

2. Following the suggestion of IQAC regarding the undertaking of various extension activities (for better connect between the institution and its surrounding) the Department of Political Science has led a Voter's Awareness Campaign. It included several activities for the students such as essay writing, elocution, conducting rallies, lectures, and workshops. One outstanding activity was Electronic Voting Machine (EVM) demonstration for the students organized in collaboration with local Tehsil Office. Other activity that attracted lots of students was *Selfie Point*. A research project was also undertaken focused on analyzing voter awareness among rural population ("*Matdaramadhil Jagrutiche Vishleshanatmak Adhyayana: Seloo Talukyatil Nivdak Khedyancha Abhyas*"). The highlights of the study include the following:

- The investigators visited 14 villages in Seloo Taluka.
- Over 100 persons' views were recorded.
- The data was collected through a questionnaire.
- The data analysis is in process.

File Description	Document
Any additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The Principal in consultation with Staff Council and CDC of the college conducts periodic reviews of the teaching-learning practices and university results every year as decided by the IQAC. The review is done based on the inputs from:

- Students' feedback formally and informally
- Teachers' feedback on students' performance
- Principal's observations
- University results

Considering theses inputs the college carries out a yearly review of its teaching and learning. One emergent issue is the non-satisfactory results of students in university examinations. For these several strategic and practical initiatives are being taken up:

- Conducting extra and remedial classes for students
- Organizing various assessment tasks such as unit tests and preparatory examinations
- Conducting examination writing workshops
- Counseling students about avoiding ATKT

These action points are slowly yielding the anticipated results as results are improving.

Another noteworthy initiative is undertaking of SWAYAM initiative. It was also a suggestion of IQAC to open up new and contemporary channels of learning for students. Under this 32 students have been enrolled for "Senior Secondary English and Secondary English" course. More students are showing interest in joining courses offered by Swayam.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 3.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	3	4	2

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

The incremental improvements in the college over the past five years can be broadly listed as follows:

- Language laboratory was set up for helping students in improving their English Communication skills. The language laboratory has 14 operational terminals with broadband internet connection. However, due to lack of funds the lab software license could not be renewed.
- The college has improved its library stock adding several volumes and e-resources. Through INFLIBNET membership, the staff and students have access to over 6000 journals and around 6 lakh books. Besides, it also provides access to several databases such as JSTOR and SPRINGER.
- Laboratories have also been upgraded with new equipment added to them. The equipment purchased in the last five years include refrigertor, sewing machine and microwave oven.
- Washrooms for women students have been completely renovated. There has also been upgradation of the parking facility.
- The college has improved its ICT infrastructure by adding computers and broadband connections. Today there exist 66 computers and 3 number of internet connections. The whole college premise is covered by Wi-Fi access. The college also procured two LCD projectors and two electronic boards.
- The college has significantly improved the maintenance of infrastructure and facilities with the hiring of professional agencies. It has now a huge security network with nearly 13 CCTV cameras.
- The college has organized several academic events which include:
- U.G.C. sponsored National Level Seminar on the topic "FDI Flows in India after Economic Reforms and its Impact on Indian Economy" by Economics Department.
- U.G.C. sponsored National Level Seminar on the topic "Farmer's Suicide & Agricultural Development with reference to Vidharbh Region" by Sociology Department.
- U.G.C. sponsored National Level Seminar on the topic "Stress Management & Sports Psychology" by Physical Department.
- In association with Dr. V. M. Peshave Social Research Institute, Wardha, organized a one day National Level Seminar on "Education and Human Right" on 10th December, 2017.
- Self-financed one day National Level Seminar on Indo-Pak Relations: Historical & Political Perspective was organized on 22 December, 2018 jointly organized by Political Science and History department.
- One week professional development ICT workshop was organized during 16 – 21 April, 2018.
- One day workshop (in collaboration with S. S. N. J. Mahavidyalaya, Deoli) on New Assessment and Accreditation Methodology on 1st January 2019.
- Smart Classroom

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 4

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	0	0

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
   1. **Safety and Security**
   2. **Counselling**
   3. **Common Room**

Response:

In last 10 years enrolment of women students is far higher than the men students. More than 60% students are women. Therefore, the college pays extra attention to their safety and security. The campus is covered by CCTV surveillance. All classrooms, library, office, and laboratories have CCTV. It is constantly monitored and footage is recorded. Besides, the college staff also constantly monitors the students. The Discipline Committee regularly monitors the activities on the campus and looks after any issues related to the campus life of the girl students. All committees formed by the college for various purposes have lady staff members on it. This makes it more convenient for women students to express their concerns. The college also has Anti-Ragging Committee and Committee for Prevention of Sexual Harassment.

Moreover, all staff members – both teaching and non-teaching - are available for counselling, both personal and academic, and girl students are routinely found to approach those staff members who they are comfortable with in sharing and discussing their concerns. The college has a common room for women students. There exists a recently renovated washrooms for women students. The college has also installed a sanitary napkin vending machine for the convenience of students.

7.1.3 Alternate Energy initiatives such as:

1. **Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 24000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 4.8

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1151

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 24000

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The college being a small unit with staff crunch manages waste conventionally. There are dustbins - for both solid and liquid waste - installed in the college for collection of waste. As such most of waste is basically stationary items the stationary and newspaper are sold for recycling. One important aspect of waste management is to create as little waste as possible and easily dispose it rather than to produce large amount of waste and make its disposal difficult. Computerization is in process to reduce the use of paper, thereby reduce paper waste. Paper and other scrap waste, which cannot be further reused, is handed over to

scrap dealers for disposal. E-waste is also very low as equipment are repaired and reused. The remaining E-waste is sent for recycling. The college is in process of installing proper mechanism for solid waste management, Liquid waste management and E-waste management. The students are involved in waste management. For example, the regular NSS activities involves collection of waste and disposal of it.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Seloo receives average rainfall of 807 mm per year. So, it receives abundant supply of water during the monsoon season especially from July to September. The college is located on a plot of three acres. 60% of the total space is open and absorbs rain water. Rain water harvesting mechanism is being set up. The tank is being constructed to collect the rain water from roof tops and also the open space for two purposes:

Daily use in tap points such as basins, toilets, and garden recharge the ground water and rejuvenate the depleting ground water sources. The college is further planning to construct more tanks with a piping network to enhance the water harvesting.

7.1.7 Green Practices
* **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
* **Plastic-free campus**
* **Paperless office**
* **Green landscaping with trees and plants**

Response:

The college believes in green practices and understands the responsibility of contributing to saving the environment in every possible way. Students are also alerted about the hazards of the destruction of environment. Some students do use bicycles to commute to the college. Majority of staff members use public transport to commute. The college being a small unit, pedestrian friends' roads seem not applicable.

The NSS unit of the college often works towards plastic free campus. The plastic is collected regularly. The college is on the road towards computerization and digitization. The college premise has a few big and old trees. Plantations drives are also regularly conducted. The college proudly showcases a small garden with flowers and plants.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.22

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.00	0.07	0.00	0.00	0.14

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 10

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	2	1	2

File Description	Document
Report of the event	[View Document](#)

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	

7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	
Provide URL of supporting documents to prove institution functions as per professional code	

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 24

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	4	5

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The founder chairman of the college Late Shri Bapuraoji Deshmukh was a freedom fighter and a follower of Mahatma Gandhi. He believed in the motivational power of the great leaders and builders of the nation. Following his philosophy the college regularly (without any exception) celebrates all the national festivals. The key festivals celebrated include:

- Republic Day (26 January)
- Maharashtra Day (1 May)
- August Kranti Day (9 August)
- Independence Day (15 August)
- Constitution Day (26 November)
- World Marathi Day (27 February)
- International Yoga Day (21 June)
- Maharashtra Reading Day (15 October)
- NSS Day (24 September)
- Teachers' Day (5 September)

The birth and death anniversaries of all national personalities are also regularly observed. They can be listed as follows:

- Chhatrapati Shivaji Maharaj

- Rajamta Jijau Jayanti (Mother of Chhatrapati Shivaji Maharaj)
- Mahatma Gandhi
- Lokmanya Tilak
- Lal Bahadur Shastri
- Dr. B. R. Ambedkar
- Shahu Maharaj
- Mahatma Jyotirao Fule
- Savitribai Fule
- Swami Vivekananda

The college observes/celebrates all these days through the Cultural Activities Committee, NSS Committee, and Dept of Physical Education.

The committee takes care of all the arrangements. The main activities conducted to mark these days include essay writing, wall posters, elocution, guest lectures, etc. The Principal regularly addresses students and staff on these occasions highlighting the significance of the day.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution maintains absolute transparency in its financial, academic, and administrative functions. The college strictly follows the norms and regulation laid down by the Maharashtra Public University Act 2016, Statutes and Ordinances of affiliating R. T. M. Nagpur University, Nagpur, and Govt of Maharashtra. The financial transactions of the college are externally audited by the professional and licensed chartered accounting agency. The budget and expenditure are shared in the CDC meetings. Besides, these documents are also available to everyone who desires to see them. Reports on financial matters are regularly sent to the management and the concerned authorities (for instance, The Joint Director of Higher Education of the region) and agencies.

Academic functions also run by the rules and regulations mentioned above. Starting from CDC to staff council, all decisions are taken democratically through debate and discussion. The recruitment of the teaching and non-teaching staff is done through public announcements following proper selection procedures and as per the norms and standards prescribed by the government, UGC and other regulatory authorities. The college maintains transparency in staff career advancements, by following the prescribed norms and procedures. Academic calendars, teaching plans, assessment and evaluation plans and norms, teacher information and curricular details are all readily available to students and other stakeholders (through college website) and also shared by individual teachers with the groups of students which they are assigned to teach for the year. The CDC, Grievance Redressal Cell, CPSH and other committees meet regularly. All concerns and complaints are immediately addressed. There is also a regular sharing of relevant information through the college website, the annual prospectuses, notice boards, as well as through personal sms, phones and mails sent to individuals.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice - 1

1. Title of the Practice: Voter Awareness Campaign

2. Objectives of the Practice:

- Raise awareness among students and society about the right to vote
- Organize various activities and undertake initiatives about the significance of voting

3. The Context

Voting is one of the fundamental rights and duties of citizens. Active participation of citizens in voting demonstrates their value for democracy and democratic principles. Indian constitution has granted voting right to every citizen without any discrimination. It has been experienced that often rural citizens are not fully aware of the value of voting. Often they fall victim to malpractices in election process. Therefore, it is essential to increase the informed participation of rural population in election process.

4. The Practice

The department of Political Science leads Voter Awareness Campaign. The department has been organizing various awareness raising activities since 2011.

These include:

- Elocution Competition on "Significance of Voters in Indian Democracy"
- Essay Competition on "Voters in the Strengthening of Indian Democracy"
- Selfie Point
- Seminar on "Challenges for Indian Democracy and the Role of Youth"
- Survey of Voter Awareness (through interviews and questionnaires)

5. Evidence of Success

- Increasing registration of voters especially students every year
- Rise in the youth voting
- Growing participation of students in Voter Awareness Campaign

6. Problems Encountered and Resources Required

It is beyond the capacity of the college and department to contact more (or each and everyone) number of citizens. However, efforts are continuing to reach out to everyone.

Best Practice - 2

Adoption of Village Kelzar under "Gram Dattak Yojana"

1.**Title of the Practice**

Adoption of Village – Kelzar- by the Yeshwant Mahavidyalaya, Seloo

Location: Wardha – Nagpur high way about 10 Kms from Seloo towards Nagpur

Goal

Work for the community and society as an outreach activity and send out a message that educational institution contributes to the upliftment of village

The Practice

The institution decided to adopt village Kelzar in a formal programme at Shri. Siddhivinayak Temple in presence of all the stakeholders of society (i.e. employees, students, citizens and grampanchyat members). The work is based on RashtrasantTukadoji Maharaj's concept "Gram Unnati" and Mahatma Gandhi'

concept "Swacchha Bharat Abhiyan". For this purpose, faculty members of the institution with the help of all the stakeholders decided plan for action to be taken considering the views of senior citizens and gram-panchyayat. Considering this view, following tasks have been done by the institution.

- Spread 'murum' (rubble) in Mandir premises to stop water clogging
- Construction of a road for the vehicles and pedestrians to go to Temple.
- Levelling the ground around temple
- Clean the temple premises regularly
- Plantation and preservation of trees
- Plastic and other waste collection and disposal
- Participation of students as Volunteers during important festivals of temple and undertake activities such as distribution of food and water, garbage disposal, cultural activities
- Working with local community and Grampanchayat, NSS volunteers cleaned the drains

1.**Evidence of Success:**

The adoption of a village by any educational institution is a missionary work which cannot be made obligatory to any employees unless there is a sense of devotion and commitment among the employees for community. The institution has succeeded in overcoming this and started working in the community. The work of college is visible in the Mandir premises and the village. It can be endorsed by the office bearers of the Mandir and local Grampanchayat. On the request of Mandir Trust, the college has organized its regular annual NSS camps in Mandir from 2011 -12.

Problems Encountered and Resources Required:

- Involvement of all employees
- Working with the Grampanchayat under the routine norms of Government
- Scarcity of funds to enhance and undertake more work in Kelzar

1. Title of the Practice: Book Bank Service

2. Objectives of the Practice:

- Motivate students for study by providing required study resources
- Provide prescribed textbooks to financially weaker students
- Inculcate reading habit among students

3. The Context

Majority of the students enrolled in the college have financially weaker background. Most of them come from the agriculture families. A few students cannot afford to buy prescribed textbooks. In order to support them the college has instituted the Book Bank Service. Moreover, the students also have little awareness about the significance of higher education. So, to motivate them for further study through reading is another imperative to sustain the Book Bank Initiative.

4. The Practice

The college has initiated Book Bank Service since 1996. The books for this service are procured from

Student Aid Fund (SAF) and college funds. The service is advertised through issuing a notice to all students at the beginning of every academic session. The students are required to submit an application endorsed by any two of the faculty members. Besides, students are also required to deposit a refundable amount equal to the price of books demanded. The amount is refunded at the end of the academic session after returning the borrowed books. To enhance this service, the library has appealed the faculty members, alumni and society to contribute to Book Bank Service.

5. Evidence of Success

The library receives on average 15 applications every year. Considering the availability of books demanded the library lends books after completing due formalities as described above. The following table offers the evidence of success:

Sr. No.	Session	Total students	Beneficiary students	Percentage
1	2013-14	302	09	2.9
2	2014-15	412	10	2.4
3	2015-16	398	09	2.2
4	2016-17	405	11	2.7
5	2017-18	393	10	2.5

6. Problems Encountered and Resources Required

Over the years it has been experienced that students are not fully aware about this facility. To attract students is a major challenge. Another challenge is students often demand prescribed textbooks rather than commentaries and criticism. On resources, procuring books (especially prescribed textbooks) frequently requires funds.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Upliftment and enhancement of capabilities of rural youth (and by extension rural population) is at the core of vision and mission of the college. The logo of the college reads as "Knowledge is Character". In other words, imparting quality knowledge to rural students is a significant contribution to the character building of rural youth. Accordingly, the college has constantly strived right since its establishment to bring as much access to higher education as possible in the remote and rural region in which the college is located. The college was started with barely 75 students and now on average the enrolment is around 350. The college has also tried to expand the choices by starting Bachelor of Commerce Computer Application and Masters programme in Sociology. But due to technical reasons these programmes were closed. Recently, the college has started a few short term courses on self-finance mode. The college enrollment shows that

about 60% students are women and about 90% students are from backward and weaker classes of the society. So, the college addresses the higher educational demands of underprivileged sections of the society.

Since the second cycle accreditation from NAAC in 2011 the college has added several new facilities for the welfare and also for increasing the motivation of rural students. The college has renovated the women students' washrooms. Clean drinking water facility is also in place. To cope with the frequent power cuts the college has purchased high power electricity generator. A multi-station gymnasium is another addition valued by students.

5. CONCLUSION

Additional Information :

Under the guidance of the Chairman of Yeshwant Rural Education Society Prof. Suresh Deshmukh and the present principal Dr. Vijay R. Bobde the college is scaling new heights in the field of education. The strength of the college lies in motivating students from diverse backgrounds to be educated, creative and responsible citizens. The college has organized many academic programs for students and teachers at different levels. The college has computerized library with OPAC system, Internet connectivity, a well-developed infrastructure efficient office staff. While the College provides a blend of academic, cultural and intellectual resources, it also brings to the students a dynamic environment for the overall development of their personalities, aspirations and talents.

The college obtained its first accreditation from NAAC in 2004 at C level and later in 2011 in the second cycle it was accredited at B level with CGPA of 2.16. Yeshwant Mahavidyalaya, Seloo, stands apart among other affiliated colleges of Nagpur University. Along with the under – graduate programmes, co-curricular and extra-curricular activities play a significant role in moulding personality of students and in broadening their approach to life and the world at large.

Among best practices, one practice namely Book Bank Service is noteworthy. It could not be included under best practices as the requirement is to describe only two. Therefore, it is described here:

Concluding Remarks :

Yeshwant Mahavidyalaya, Seloo believes in a value driven organizational culture that motivates students, staff and our faculty members to think of education as something that helps to unfold and express oneself to be performer and achievers through learning and self-realization. The campus propagates as family culture where members accept each other's strengths and weakness, pain and pleasures and thereby support and groom its family members to be mentally stable and physically agile to live, learn and lead. The institute induces cent percent hard work, self-regulation and self-discipline so that its members should be known as outstanding, situational decision makers when faced with dynamic changes.

The college understands that there are no short cuts in becoming achievers in personal and professional life. The value system attempts to prepare students for a paradigm shift from literacy to education, being reactive to proactive, being led by others being initiators, competition to collaboration, self-contentedness to team contentedness, casualness to creativity, inactive to competency to become exceptional professionally and personally. The institute induces self-discipline rather than supervision.

According the vision of founder Chairman of Yeshwant Rural Education Society Late Shri Bapuraoji Deshmukh, the college always strives to spread education in rural area. The college believes that rural students should get quality education. Therefore, it is essential to be meticulously evaluated by NAAC and certified by it. Further NAAC's recognition also assures students and parents helping in making a decision about the selection of the college for higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}}
1.3.3	Percentage of students undertaking field projects / internships 1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 7 Answer after DVV Verification: 2 Remark : Revised on the basis of 2 certificates provided
2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: {{TABLE3}} Answer After DVV Verification : {{TABLE4}} Remark : The Metric 2.3 was evised as 230 students as earmerked for all 5 years. Here the admitted list given is the same number of students which was already mentioned as eaarmarked students . Therefore no clarity on the actual number of admitted students

TABLE1:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

TABLE2:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

TABLE3:

2017-18	2016-17	2015-16	2014-15	2013-14
381	386	385	398	298

TABLE4:

2017-18	2016-17	2015-16	2014-15	2013-14
380	386	385	398	298

| 2.4.4 | Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years |

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

| 3.1.2 | Number of research projects per teacher funded, by government and non-government agencies, during the last five year |

3.1.2.1. Number of research projects funded by government and non-government agencies during the last five years
Answer before DVV Verification : 4
Answer after DVV Verification: 0
3.1.2.2. Number of full time teachers worked in the institution during the last 5 years
Answer before DVV Verification : 11
Answer after DVV Verification: 11

Remark : Revised as clarified by HEI

| 3.4.2 | Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years |

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

| 4.1.4 | Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years. |

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the

last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3.86	3.86	0.95	2.15	2.45

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1.33	4.18	1.44	3.51	1.55

Remark : Revised as per revied supporting document

4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.28335	0.49	0.71	1.92	0.45765

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.39	0.42	1.72	1.54	0.11

Remark : Revised as per supporting statement of accounts revised and attached

4.2.5	Availability of remote access to e-resources of the library

Answer before DVV Verification : Yes
Answer After DVV Verification: Yes

4.2.6	Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year
Answer before DVV Verification : 47
Answer after DVV Verification: 47

5.1.3	Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3. Soft skill development

4. Remedial coaching

5. Language lab

6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : B. Any 6 of the above
Answer After DVV Verification: E. 3 or less of the above

6.2.3	Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All 5 of the above
Answer After DVV Verification: C. Any 3 of the above
Remark : Revised as per corrected supporting copy of screenshots

6.3.3	Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	3	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

6.5.3	Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

| 6 | 7 | 4 | 4 | 8 |

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	3	4	2

7.1.1	Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	4	3	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	0	0

7.1.8	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.5	0.5	0.5	0.5	0.5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.00	0.07	0.00	0.00	0.14

Remark : Revised as per supporting statementof accounts considering gardent expense

7.1.13	Display of core values in the institution and on its website

Answer before DVV Verification : Yes
Answer After DVV Verification: Yes

7.1.14	The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

	Answer before DVV Verification : Yes Answer After DVV Verification: Yes
7.1.17	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years 7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	6	4	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	4	5

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 1 Answer after DVV Verification : 2