



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**MANOHARBHAI PATEL COLLEGE OF ARTS,  
COMMERCE AND SCIENCE, SADAK ARJUNI,  
DISTRICT- GONDIA, MAHARASHTRA**

**BEHIND BUS STOP, SADAK ARJUNI, DIST. GONDIA (MH)-441807  
441807**

**[www.mbpcsadakarjuni.org](http://www.mbpcsadakarjuni.org)**

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**BANGALORE**

**March 2023**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Manoharbhair Patel College of Arts, Commerce & Science was established in 2009 with an aim of imparting quality education to the rural and tribal people of the area. The College has been steadily marching on the path shown and footprints left behind by its patron the great visionary late Shri Manoharbhair Patel. It has been actively functioning to enable an opportunity of pursuing higher education for the wards of the poorest of poor tribal and rural masses deprived of such opportunity for the long time. Our College is affiliated to The Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and adheres to the curriculum framed by the University in semester pattern. The institution strives hard to provide quality education to the students. The institution also lays special emphasis on the development of extra-curricular and co-curricular skills of the students. Guest Lectures are arranged from time to time to help students in every possible way. The institution also focuses on value added courses. Time-bound and transparent admissions process is followed by the institution as per the norms of the reservation policy of the Central and State Government. The institution is determined to elevate the standard of learning and undertake every measure to upgrade on knowledge.

### **Vision**

Vision of the institution as depicted in its emblem “Dnyanam Paramam Balam” (Knowledge is Supreme Strength) is making students aware about the strength of knowledge as well as availing them an opportunity to explore and unleash infinite source of potential lying within them. Vision of the institution as depicted in its emblem “Dnyanam Paramam Balam” (Knowledge is Supreme Strength) is making students aware about the strength of knowledge as well as availing them an opportunity to explore and unleash infinite source of potential lying within them.

### **Mission**

1. To transform students into multi-faceted personalities placing onus on physical, mental, psychological and spiritual dimensions of their personality.
2. To provide study conducive atmosphere to students to facilitate pursuance of education.
3. To imbibe in them nationalist feeling as well as foster respect for multiculturalism so that they evolve into socially responsible citizens of the nation.
4. To instill the spirit of competition in them and make them aware about varied career opportunities and job avenues.
5. To strive for enhancing the quality of education in rural and tribal areas.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- College imparting education at geographically remote and backward naxal-infected area
- Only grant-in-aid multi-faculty (Commerce and Science) college with undergraduate courses in tehsil
- Merit-based admission
- Students belonging to SC/ST/OBC categories get admission on equitable basis
- Regular Full-time Faculty
- Most of the teachers are pursuing Ph.D.
- Good rapport between teachers and students
- Hardworking Students
- Team work
- Different type of scholarships available to the students
- Excellent coordination with all stakeholders
- Clean and Pollution-free environment
- Administrative office work being carried out with the help of CMS software
- High speed broadband Wi-Fi facility available

### **Institutional Weakness**

- College running in rental building and small size of campus
- Lower economic background of students
- No college hostel
- No college Bus
- More books need to be purchased for library
- Library automation required and Library Management Software need to be purchased
- Inadequately equipped laboratories
- Lack of industries in the region hampering placements of students
- Lack of encouragement by parents to students to pursue higher education
- Limited financial resources for development
- Further technology up gradation required
- Naxal-infested area
- Limited flexibility in curriculum design and development

### **Institutional Opportunity**

- Scope for ICT based teaching
- Proximity of BHEL Project and ADANI Project
- Experience and dynamic teachers
- Enough scope for students to make career in tourism industry
- Special Care to differently-abled students
- Modernization of classrooms with state of the art ICT facilities and good ambience
- Improving the soft skills and employability among students, in view of their rural based background
- Use of ICT to the fullest extent with virtual interaction
- Taking the pass percentage to the cent percent across all courses
- Demographic dividend in the form of most of the faculty being young
- Making the entire campus Wi-Fi enabled

- Lot of scope for the college to improve upon innovation and creativity

### **Institutional Challenge**

- To attract students to higher studies and increase Gross Enrolment Ratio
- Improvement of Infrastructure
- Presence of self-financing colleges and courses
- Limited academic flexibility
- Changing orthodox approach of parents towards higher education
- Lack of transportation facilities for students coming from interior places
- Early marriage of students at the age of 18-20 contribute to drop-out rates
- Promoting creative and innovative spirit among students
- Improving language and communication skills among students

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Manoharbai Patel College of Arts, Commerce & Science is affiliated to The Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and follows the curriculum framed by the University in semester pattern. The college has limited flexibility in the development of the curriculum. But, the college ensures the effective implementation of the prescribed curriculum. Academic calendar and time-table are meticulously prepared and implemented by the college. Environmental studies is a compulsory paper at undergraduate level so that students realize the importance and need of environmental conservation not only theoretically but practically through different activities. Feedback is collected from the students at the end of every semester about the curricular aspects and its usefulness. The analysis of the feedback is done by the faculty members. Alumni Association is functional in the College and its meeting is conducted every year. The alumni of our college are successful in different walks of life and many of them have been placed in both government as well as private sector.

### **Teaching-learning and Evaluation**

All of the required facilities are provide to facilitate smooth teaching and learning process. Every effort is made to achieve overall development of students. The college follows time-bound and transparent admission process. Detailed admission process is mentioned in college's website. The norms of the reservation policy of the government are strictly adhered to while conducting admission process. Students belonging to backward sections of the society are given admission on equitable basis. Record of the admission process is maintained carefully by the administrative office. The institution carries out evaluation of the students round the year. Unit tests and end-semester tests are conducted by the respective faculty members. It helps them to figure out advanced and slow learners so they can chalk out their teaching strategies according to the need of the students. The college undertakes every possible step to ensure effective teaching and learning. While framing the teaching and learning techniques, emphasis is placed on interactive and practical learning rather than theoretical learning. Students are taught to relate the topics to their personal and practical life. Faculties conduct quiz, debates on the curricular topics and encourage students to give presentation on the prescribed topics. Students are encouraged by the faculty members to participate in co-curricular and extra-curricular activities.

An academic calendar is prepared beforehand to ensure its strict implementation. Time table, lesson plans, lecture notes etc. are prepared taking into consideration the academic calendar.

### **Research, Innovations and Extension**

Our college considers research as an activity of paramount importance. The institution believes that academic excellence can only be achieved through research. Therefore, our institution makes every effort to promote a research culture. A research-conducive atmosphere is provided to the faculty and they are promoted to undertake research projects. The college has set up a special committee for promoting research activities. This committee makes persistent efforts to foster research culture among faculty. Faculty is provided with physical facilities like free access to internet so that they involve themselves in research work. The faculty is encouraged to take up research projects. Even the faculty is always encouraged to participate in different seminars, conferences, symposia and publish research papers in reputed journals. Many programs are organized to imbibe creative and innovative attitudes in students. Students are at the centre of such programs and efforts are made to boost scientific temperament in them.

If there is need, leaves (paid/unpaid) are provided to the faculty involved in research work. Extension activities are also conducted by the institution. The institution has an active unit of NSS. Student-volunteers of NSS have participated in the blood donation camps, road safety drive, voter awareness program etc.

### **Infrastructure and Learning Resources**

Our college is located in a place with a pastoral environment. Although it is running in a rental building, it has a sprawling campus that spans over 4.5 acres. Total built-up area of the college is 923.03 sq.mts. Our college has 8 class rooms, 3 laboratories, library, seminar hall, playground etc. Our college conducts meeting to discuss the infrastructural requirements periodically. Several things like extension of classrooms, purchase of equipment and machinery for laboratories, up gradation of library, transport facility, playground etc. are discussed. The institution has a large playground apart from facility of indoor games. College has been working on the improvement of infrastructural facility despite the constraint of lack of funds for development. The college library is well equipped and contains good number of books, journals and periodicals. The college library has the subscription of five newspapers available in English, Marathi and Hindi. Canned RO water is available for drinking. The roof of the second floor is partially covered with a corrugated iron sheet. The Institute has especially dedicated rooms for NSS and Sports. The college is equipped with Wi-Fi/LAN facility.

### **Student Support and Progression**

College is always committed to provide necessary support in every respect to facilitate the students' progression. Required assistance is provided both in academic and financial area. Students belonging to vulnerable sections of the society are provided with scholarships to avoid discontinuation of education. Students who belong to backward categories like SC/ST/OBC are assisted positively to get Government of India Scholarship. Even, the students who come from economically weaker sections of the society get concession in the form of Freeships. Meritorious students are awarded with special scholarships. College has constituted several committees to help students in every possible way. College has cluster of committees that includes Grievance Redressal Committee, Anti-Ragging Committee, Guidance and Counselling Cell, Anti Sexual Harassment Committee (i.e. Vishakha Committee) etc. Grievance Redressal Committee considers

grievances of students pertaining to different things and tries to resolve them. Anti-Ragging Committee looks into the matters related to ragging. Guidance and Counselling Cell actively provides career guidance to students. Guidance and Counselling Cell organizes programmes to create awareness about competitive examination like UPSC, MPSC, SSC, BANK IBPS etc. Through the guidance provided by Guidance and Counselling Cell, many students have secured jobs in government and non-government sectors. College has a big playground and always encourages students to participate in sports competitions. Faculty always stimulates students to participate in extra-curricular and co-curricular activities.

### **Governance, Leadership and Management**

Our College is managed by Gondia Education Society, Gondia. There is a governing council for the college. The vision and mission of the college has been clearly defined in the college's website and college always strives hard to live up to its vision and mission. Strategic action plan has been prepared to provide required assistance to the students. College places onus on developing effective leadership. The decision making process of the management is very transparent and decisions are taken through consensus only. College takes feedback from all stakeholders regarding quality improvement. College has a well-defined organizational structure to manage the functioning of the college. Annual feedback is taken to ensure the quality of teaching and learning process. College has newly established Internal Quality Assurance Cell. As IQAC has newly been formed, it will submit its report in ensuing time.

### **Institutional Values and Best Practices**

The college has over a period of time adopted and implemented many new best practices in the college. A large number of initiatives have been taken to spread awareness among students and faculties about clean and green environment. There is plethora of practices introduced in the areas like teaching-learning process, governance and for the improvement of the quality of overall administration. The college has conducted a workshop on the honey-bee. A special program was organized to spread awareness about traffic rules and road safety. The college is undertaking Environmental awareness programs like tree plantation, cleanliness drive, seminars and work projects. Blood donation camps are organized by NSS department. Our college organized many programs to create 'Gender Awareness' among all students. A special program to acquaint girl students about the provisions in 'Vishakha Act' was organized by Women Cell of the college. The college is focusing on energy conservation, waste management and maintenance of greenery in the campus and adjoining area.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | MANOHARBHAI PATEL COLLEGE OF ARTS,<br>COMMERCE AND SCIENCE, SADAK ARJUNI,<br>DISTRICT- GONDIA, MAHARASHTRA |
| Address                         | Behind Bus Stop, Sadak Arjuni, Dist. Gondia<br>(MH)-441807   |
| City                            | Gondia   |
| State                           | Maharashtra  |
| Pin                             | 441807   |
| Website                         | <a href="http://www.mbpcsadakarjuni.org">www.mbpcsadakarjuni.org</a>                                       |

| Contacts for Communication |                  |                            |            |     |                                  |
|----------------------------|------------------|----------------------------|------------|-----|----------------------------------|
| Designation                | Name             | Telephone with<br>STD Code | Mobile     | Fax | Email                            |
| Principal                  | A. S.<br>Dwivedi | 07199-233224               | 9423114461 | -   | mbpatelsadakarjuni<br>@gmail.com |
| IQAC / CIQA<br>coordinator | A. M. Patil      | -                          | 9158787076 | -   | Patilashwin72@ya<br>hoo.in       |

| Status of the Institution |              |
|---------------------------|--------------|
| Institution Status        | Grant-in-aid |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| <b>Recognized Minority institution</b>     |  |
|--|--|
| If it is a recognized minority institution | Yes<br><a href="#">Minority Letter Pdf.pdf</a> |
| If Yes, Specify minority status            |  |
| Religious                                  |  |
| Linguistic                                 | Hindi  |
| Any Other                                  |  |

| <b>Establishment Details</b>         |            |
|--------------------------------------|------------|
| Date of establishment of the college | 13-07-2009 |

| <b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b> |  |                               |
|---|--|-------------------------------|
| State   | University name                                    | Document                      |
| Maharashtra   | The Rashtrasant Tukadoji Maharaj Nagpur University | <a href="#">View Document</a> |

| <b>Details of UGC recognition</b> |      |               |
|-----------------------------------|------|---------------|
| Under Section                     | Date | View Document |
| 2f of UGC                         |      |               |
| 12B of UGC                        |      |               |

| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |   |                                |                    |         |
|--|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority   | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents  |   |                                |                    |         |

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



| <b>Recognitions</b>   |    |
|---|----|
| 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 |

| <b>Location and Area of Campus</b> |   |                  |                             |                                 |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>  | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Behind Bus Stop, Sadak Arjuni, Dist. Gondia (MH)-441807 | Rural            | 4.5                         | 929.03                          |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BSc,Department Of Science       | 36                        | HSSC                       | English                      | 360                        | 197                            |
| UG  | BCom,Department Of Commerce     | 36                        | HSSC                       | Marathi                      | 360                        | 103                            |

### **Position Details of Faculty & Staff in the College**

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 1                          |        |        |       | 21                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 1                          | 0      | 0      | 1     | 7                          | 2      | 0      | 9     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 12                         |        |        |       |
| 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                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 11           |
| Recruited   | 7           | 0             | 0             | 7            |
| Yet to Recruit  |             |               |               | 4            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| 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

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 1                          | 0      | 0      | 3                          | 1      | 0      | 5            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 1      | 0      | 2            |
| PG                           | 0                | 0      | 0      | 1                          | 0      | 0      | 7                          | 2      | 0      | 10           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Details of Visting/Guest Faculties</b>                         |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|   |             | 3             | 2             | 0            |

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

| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG        | Male   | 238   | 0                             | 0            | 0                   | 238   |
|           | Female | 62  | 0                             | 0            | 0                   | 62    |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |

| Provide the Following Details of Students admitted to the College During the last four Academic Years |        |        |        |        |        |
|---|--------|--------|--------|--------|--------|
| Category  |        | Year 1 | Year 2 | Year 3 | Year 4 |
| SC  | Male   | 11     | 15     | 19     | 16     |
|   | Female | 41     | 36     | 35     | 33     |
|   | Others | 0      | 0      | 0      | 0      |
| ST  | Male   | 17     | 17     | 24     | 13     |
|   | Female | 37     | 28     | 27     | 25     |
|   | Others | 0      | 0      | 0      | 0      |
| OBC   | Male   | 36     | 42     | 59     | 57     |
|   | Female | 165    | 147    | 160    | 151    |
|   | Others | 0      | 0      | 0      | 0      |
| General   | Male   | 1      | 3      | 2      | 3      |
|   | Female | 5      | 6      | 7      | 7      |
|   | Others | 0      | 0      | 0      | 0      |
| Others  | Male   | 0      | 0      | 0      | 0      |
|   | Female | 0      | 0      | 0      | 0      |
|   | Others | 0      | 0      | 0      | 0      |
| Total   |        | 313    | 294    | 333    | 305    |

### Institutional preparedness for NEP

|   |   |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The syllabi and the course structure is framed and implemented by the affiliating university as per the UGC guidelines. Being an affiliated college, we have to implement the same syllabi. Our top leadership is |
|---|---|

|   |  |
|---|--|
|   | <p>carving out the way for the fruitful implementation of multidisciplinary and interdisciplinary education which will definitely enable our students to develop the skills required in 21th century. Our affiliating university is playing a proactive role in implementation of the multidisciplinary and interdisciplinary approach to education falling in line with NEP. New syllabi have been designed as per NEP and the college has implemented the same in the current session.</p>   |
| <p>2. Academic bank of credits (ABC):</p>   | <p>Academic Bank of Credit is an innovative change proposed in the draft of NEP. It provides for multiple entry and exit points to students in their academic programs. It facilitates students to earn and deposit credit through National schemes like SWAYAM AMand NPTEL. The credit earned this way are deemed to be transferable. It enables students to go beyond their regular syllabi. Affiliating university has taken initiatives in this regard and the college will abide by the curriculum and structure framed by the affiliating university.</p>  |
| <p>3. Skill development:</p>  | <p>In the light of today's need for the skilled work force, NEP has given an onus on skill development. Higher education institutions across the country have taken a cognizance of it and are designing their curriculum accordingly. Our college also shares the same concern and has implemented a couple of certificate courses to encourage skill development. The college is presently offering Certificate Courses like Certificate Course on Basic Computer Skills which encompasses topics like Office Management, Advanced MS-Excel, E-mails etc. The college also runs add on courses like Sericulture and Rearing Silk Worm Varieties, Chromatography Hands On, Business Communication, Business Ethics, Vyavaharik Marathichi Vyapti etc.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>Language is an integral part and the very essence of any culture is transferred from one generation to another through language only. Therefore, preservation and promotion of our regional language is given a top priority. The college celebrates "Marathi Bhasha Gourav Din" to promote the regional language i.e. Marathi. Several other events connected to the promotion of Marathi are conducted regularly. All the undergraduate programs have Marathi as a mandatory language subject. Poetry</p>   |

|  |  |
|--|--|
|  | <p>writing and recitation, essay competitions, drama writing etc. are conducted to inculcate creative writing among students. All programs offered by the university are outcome based. The boards of studies of all disciplines are directed to transform to outcome based education.</p>   |
| 5. Focus on Outcome based education (OBE): | <p>Outcome based education aims to bring about uniformity in syllabus for all programs in all the affiliated colleges of R. T. M. Nagpur University. Variety of approaches in teaching Learning process like lectures, seminars/workshop, tutorials, practical and project-based learning field work, technology enabled learning, internships and research work is suggested. The students' learning outcome should be defined in terms of knowledge, skills, understanding values &amp; employability. The college, being affiliated with concerned university follows the guidelines as and when directed.</p>  |
| 6. Distance education/online education:    | <p>Recent pandemic has shown the world the importance of online education. The college overcame all the challenges during pandemic to facilitate learning and impart knowledge. The college provides for all the facilities required to promote online teaching and learning. The college campus is Wi-Fi enabled. Required support is provided to the faculties to facilitate online learning ensuring that no student is deprived of learning opportunities in the far remote tribal part like ours. During COVID pandemic our college switched over to virtual mode of teaching through various applications viz ZOOM, Google Meet, Google Classroom etc.</p> |

### Institutional Initiatives for Electoral Literacy

|   |   |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College?  | <p>With the primary objective of sensitizing students of the college about electoral process like exercising their voting rights which is an integral part of the democratic system of governance, the college established ELC (Electoral Literacy Club) in 2019.</p> |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | <p>At the commencement of each academic session, one student has been elected as a co-ordinator of the ELC out of the students desirous to work in ELC. Two students from each class representing both boys and</p>   |

|   |   |
|---|---|
|   | <p>girls have made members of the club. ELC is functional to date in the college. Mr. N. D. Gorghate, Assistant Professor of Zoology and Mr. A. M. Patil, Assistant Professor of English co-ordinate the activities under Electoral Literacy Club.</p>  |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>Several activities that include Debate, Elocution, Essay Competition, Poster Competition are conducted under the banner of Elocutorial Literacy Club. In order to familiarise the students about electoral process of exercises franchise, mock polls are conducted. Students are encouraged to spread awareness about ethical voting and 'one vote, one value' among common masses.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>A special awareness drive under 'No voter be left behind' program was conducted by ELC. Student-members of ELC visited nearby villages to sensitize people about the right to vote and to enroll themselves as voters.</p>   |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>  | <p>In an attempt to find out students above 18 years of age, ELC of the college was given a task of collecting data of such students. A special voter registration drive was conducted under ELC in college campus.</p>   |



## Extended Profile

### 1 Program

#### 1.1

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 94                                      | 94      | 94                            | 94      | 94      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

Number of programs offered year-wise for last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 02      | 02      | 02      | 02      | 02      |

### 2 Students

#### 2.1

Number of students year-wise during last five years

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 313                                     | 294     | 333                           | 305     | 345     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 307     | 287     | 325     | 296     | 339     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 133     | 60      | 34      | 50      | 56      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 3 Teachers

### 3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8       | 8       | 8       | 7       | 7       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22      | 22      | 22      | 22      | 13      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 7**

**4.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5.77    | 8.06    | 22.94   | 5.36    | 23.45   |

**4.3**

**Number of Computers**

**Response: 10**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 10**

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

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

##### Response:

The main aim behind planning of teaching-learning strategies well in advance is to ensure effective curriculum delivery of curriculum. Student-centric teaching practices are framed by our experienced faculty members. A special emphasis is placed on the attainment of teaching goals. A record of the curriculum delivery is maintained positively. Teachers are supported in every possible way in the effective curriculum delivery as following.

- At the outset, principles, aim, objectives and expected achievements are pondered upon for the successful completion of curriculum.
- The needs of the students are identified and teaching-learning strategies are decided and employed accordingly.
- Time-Table and Annual Teaching Plan are prepared keeping in view the needs of the students. Text- books and Reference books etc. are prodigiously selected by faculty members.
- Teaching/practical plan, lectures or teaching.
- Progress of the student is monitored and recorded time to time by using appropriate assessment procedures.
- Areas where students mostly face difficulty are identified and efforts are made to find solution on them. Learning barriers are eliminated through the time-bound planning of curriculum.
- Guest lectures, workshops etc. are conducted to supplement the curriculum.
- Quiz, debates, seminars and viva-voce are conducted on regular basis.
- To enhance the effectiveness of curriculum delivery, the faculty members are assisted in many different ways and resources like internet facility, learning resources, expert's guidance etc. are provided to them.
- In order to provide first-hand experience, field visits and educational excursions are organized regularly.
- Different measures that may help to increase employability of the students and improve their competencies are taken positively.
- Faculty members are encouraged to attend Orientation Programs, Refresher Courses, Short-term Courses, Inter-disciplinary courses to update on their knowledge and improve effective delivery of curriculum.
- Support and guidance provided by old and experienced faculty to newly recruited members regarding different aspects of the curriculum prove to be of great help to them.
- Effective delivery of curriculum is ensured by faculty members through the use of audio-visual aids like projector.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Upload Additional information   | <a href="#">View Document</a> |
| Link for Additional information | <a href="#">View Document</a> |

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

- The college being an affiliated college adheres strictly to the academic calendar prepared by the university. In the beginning of the sessions, time-table of the college is prepared falling in line with the academic calendar of the university. The same is displayed on the notice board of the college as well as on the college's website for the information of the students. All the activities of the college including curriculum delivery, internal examination, extracurricular activities and remedial classes are arranged keeping in consideration the academic calendar of the affiliating university. The academic calendar is prepared well in advance.
- It contains all the necessary inputs for the smooth functioning and implementation of academic calendar. A detailed scheduled carrying information about admission process, teaching-learning schedule, evaluation blueprint, curricular and co-curricular activities, extra-curricular activities, major departmental and institutional events to be organized and dates of holidays is chalked out beforehand.
- In a nutshell, continuous internal evaluation of the students is made by conducting home assignments, surprise tests, mid exams and tests for add on courses are included in the academic calendar and they are implemented at the end of the semester. Some of the activities are intentionally organized for students to assess and upgrade their subject knowledge such as the screening of live sessions and discussion on such topics as a part of CIE.
- The Internal Examination Committee is formed and the committee ensures that the continuous internal evaluation is carried out in stipulated time-frame. The departments prepare their own teaching plans in their meetings keeping in mind the schedule of internal evaluation as in the academic calendar of the college as well as the additional tests. Only, the students who are absent for the tests on valid grounds are allowed to go for evaluation at a later date. The surprise test and assessment of the short term/add on courses is conducted separately by the respective departments. The following are the important aspects of the academic calendar.
  - Academic calendar of departmental activity
  - Planning of multiple activities of respective committees.
  - Planning of extra-curricular activities of N.S.S and cultural committee. Activities of Sports & games committee including prize distribution function.
  - Planning of Examination Committee of the college.
  - Tentative schedule of University Examinations.
  - University schedule of holidays and vacations, term end and term start dates.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Upload Additional information   | <a href="#">View Document</a> |
| Link for Additional information | <a href="#">View Document</a> |

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

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

**Response:** D. Any 1 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**Response:** 50

**1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.**

**Response:** 1

| File Description                                   | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format            | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

**1.2.2 Number of Add on /Certificate programs offered during the last five years**

**Response:** 6

### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 2       | 2       | 2       |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format                                 | <a href="#">View Document</a> |
| Brochure or any other document relating to Add on /Certificate programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

**Response:** 3.97

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 25      | 20      | 20      |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

**Response:**

Our college has made efforts to integrate cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum through different means. The College has Anti-ragging committee in place that works to spread awareness about the evil of ragging and always positively discourage ragging practices among students. A stringent action is initiated against

students for involvement in ragging practices. Anti-Sexual Harassment Committee (i.e. Vishakha Committee) works to address gender related issues and works to develop gender equality. Environmental Studies has been prescribed as a compulsory subject for the all the under graduate second year students that underlines the importance of environmental preservation and makes students aware about hazards of degradation of environment. The College always highlights the importance of tree plantation and saplings of plants are planted to make the campus of college eco-friendly. In addition to this, workshops are organized to acquaint students about human rights and professional ethics. Even, the awareness programs on fundamental rights, national principles, basic human rights, human ethics, morality etc. are conducted from time to time.

| File Description  | Document                      |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 0

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                                | Document                      |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | <a href="#">View Document</a> |
| Institutional data in prescribed format         | <a href="#">View Document</a> |

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

Response: 0

#### 1.3.3.1 Number of students undertaking project work/field work / internships



| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 1.4 Feedback System

| <p><b>1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni</b></p> <p><b>Response:</b> D. Any 1 of the above</p> |                               |
|---|-------------------------------|
| File Description  | Document                      |
| Any additional information (Upload)   | <a href="#">View Document</a> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)  | <a href="#">View Document</a> |

| <p><b>1.4.2 Feedback process of the Institution may be classified as follows: Options:</b></p> <p><b>1.Feedback collected, analysed and action taken and feedback available on website</b><br/> <b>2.Feedback collected, analysed and action has been taken</b><br/> <b>3.Feedback collected and analysed</b><br/> <b>4.Feedback collected</b><br/> <b>5. Feedback not collected</b></p> <p><b>Response:</b> B. Feedback collected, analysed and action has been taken</p> |                               |
|--|-------------------------------|
| File Description   | Document                      |
| Upload any additional information  | <a href="#">View Document</a> |
| URL for feedback report  | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 44.17

##### 2.1.1.1 Number of students admitted year-wise during last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 313     | 294     | 333     | 305     | 345     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 720     | 720     | 720     | 720     | 720     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 52.78

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 161     | 152     | 172     | 157     | 178     |

#### 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 and organises special Programmes for advanced learners and slow learners

**Response:**

After the commencement of the academic session, faculty members have a general discussion with students that help them to understand and determine the level of students. An evaluative test has also been conducted to get an idea about their level. In this way, students are broadly categorized as advanced learners and slow learners. A strategic and systematic plan of teaching-learning practices is decided and implement once the level of the students are ascertained. While chalking out these strategies, improvement of the students is at the centre. A special care in taken while dealing with slow learners. A remedial coaching is conducted for slow learners. During the remedial coaching, progress of the student is meticulously monitored and necessary changes are made in teaching-learning strategies if the desired level is not met. The topics pertaining to the areas where slow learners mostly face difficulties have been paid a special attention and revised again and again till they are understood properly. The role of faculty members is very crucial in dealing with slow learners. The faculty members always motivate slow learners underlining them their strong areas and working out hard on weak areas so that they get rid of their inhibitions and perform well in final examination. Every single initiative of slow learners is paid attention to and appreciated. Instead of burdening slow learners with homework, emphasis is given on written and oral tests. Parents of the slow learners are always intimated about the progress of their wards. Advanced learners are encouraged through different initiatives. They are entitled to additional academic support. The faculty members provide reference books; research journals etc. and assist them in presenting papers, writing articles, participating in seminars, science exhibitions etc. They are also suggested to prepare their own notes by studying additional reference books and accessing online resources. Students are encouraged to secure University ranks and they are rewarded with prizes on their success.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

**Response:** 39:1

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 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 purpose of the student centric methods is to broaden the scope of learning process by making students an integral part of the process and providing them optimum opportunities to participate in the process. In addition to the commonly used lecture method, the faculty members also make use of LCD projectors and internet for ensuring effective learning. Experiential learning plays pivotal role. Students retain the things learnt through experience for a long time. Hence, the students participate in the practical being conducted in laboratories. In order for students to get exposure to the outside world, faculty members organize field visits and educational study tours. Zoological and Botanical excursions are arranged to provide hand on experience to students about flora and fauna. Students are encouraged to prepare charts, graphs, models, collages, wallpapers etc. to enhance learning experience. Particular staff members, who have been entrusted with a responsibility of providing guidance and counseling to the students, extend valuable assistance to such students who suffer the issues like fear of exam, lack of confidence, inhibitions and hesitations, anxiety, stress etc. and help them find solution on their problem. As students hail from divergent social and economic background, it is necessary to involve them in participative learning in order to build good rapport among them. If the students work as groups and teams, there is larger scope for interaction between them. They communicate with each other, understand each other and learn from one another. Many of the participative learning strategies like PPT presentations, debates, quizzes, group discussions, projects, seminars etc. are adopted to achieve the aim of participative learning.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

**2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.**

**Response:**

- Information and Communication Technology (ICT) denotes the mode of education which enables the use of information and communication tools to enhance and facilitate the teaching and learning process. It yields better teaching and learning outcomes as compared to the traditional mode of teaching and learning
- ICT enabled teaching-learning methods are given paramount importance by the faculty members of the college. Traditional lecture method is supported by interactive lectures using ICT enabled tools. Besides, the faculty members make a judicious use of virtual classroom facility by using open sources like Google Meet,, Google Classroom, Google Forms, Google Slides etc. Faculty members are encouraged to attend Faculty Development Program to enhance their understanding of ICT tools.
- Various initiatives have been taken by the college to shift from traditional to e-learning environment. This goal is achieved by regularly promoting faculties to attend the webinars to make them techno-savvy. Wi-Fi facility is provided to them round the year.
- The teaching aids and modern teaching and learning methods available in the institute, are regularly used by the teaching faculty to have the student’s better learning experience.

- All the Teaching staff is well versed in applying appropriate information technology in their teaching.
- Regular training programs are conducted by IQAC in making own slides for power point presentation, use of ICT tools etc.
- Faculty members are technology savvy in IT at their personal level. Using core resources- Faculty prepare essential interactive videos, Use good quality resources from OERs, Digital initiatives of GOI. Even the outsider content is taken by the faculty members to make teaching presentation interactive.
- Some Classrooms and seminar halls are ICT-enabled.
- The entire campus is Wi-Fi and broad band internet enabled.
- During presentations, teachers utilize appropriate links to show live videos of demonstration and procedures.
- The Institution has a webinar system which is a boon in teaching-learning process. Asynchronous learning – Google class rooms, Google docs, Google slider (supporting learner centric method)
- The institute subscribes to on-line databases to facilitate students and teachers to access e-resources
- The following e-learning resources are extensively used: NPTEL, SWAYAM ePATHASALA etc.
- Internet facility is provided to all the departments and faculty is encouraged to use and download latest information in the respective subjects to use ICT enabled teaching practices by all the faculty members.
- During pandemic COVID 19, teachers used ICT for delivering the lectures online.
- Students have been made aware about the use of e resources like National Digital Library, Project Gettenberg etc. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people.

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process. | <a href="#">View Document</a> |

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

**Response:** 45:1

**2.3.3.1 Number of mentors ?????????????????? ????????**

**Response:** 7

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| Mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

| 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years |                               |
|--|-------------------------------|
| <b>Response: 38.95</b>   |                               |
| File Description   | Document                      |
| List of the faculty members authenticated by the Head of HEI                                       | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

| 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count) |                               |         |         |         |
|---|-------------------------------|---------|---------|---------|
| <b>Response: 5.36</b>   |                               |         |         |         |
| 2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years  |                               |         |         |         |
| 2020-21   | 2019-20                       | 2018-19 | 2017-18 | 2016-17 |
| 0   | 1                             | 0       | 0       | 1       |
| File Description  | Document                      |         |         |         |
| Institutional data in prescribed format   | <a href="#">View Document</a> |         |         |         |
| Any additional information  | <a href="#">View Document</a> |         |         |         |

| 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years) |  |
|--|--|
| <b>Response: 9.75</b>  |  |

### 2.4.3.1 Total experience of full-time teachers

Response: 78

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

The norms and guidelines prescribed by The Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur for the internal evaluation and assessment are strictly followed by the college and thus transparent and robust internal assessment is sought maintained by the college. A responsibility of allotting internal marks has been entrusted to the respective department. While allotting internal marks, participation of the students in classroom activities is given paramount importance. Continuous Internal Evaluation also helps the parents of the students to know about the progress of their wards. Internal assessment focuses on the aspects that are not covered in external assessment.

- **Transparency and Robustness of Internal Assessment in Terms of Frequency and Variety:** The College follows purely transparent internal assessment. The faculty members are clearly informed about the assessment criteria and parameters prescribed by the university. Assessment process continues throughout the semester. As prescribed by the university, students are given two assignments to be submitted as and when informed by the college. Presenting at least two seminars is a mandatory activity. Weightage of internal marks differ from subject to subject. Students are motivated to carry out project work. Attendance of the students form an inseparable part of assessment process. Attendance of the students is recorded by the faculty members. Conduct of the student in and outside of classroom is also given importance. Viva-voce is conducted in certain subjects to assess the academic progress of the student. Faculty members persistently motivate students to secure high internal marks. Students registering active participation in co-curricular activities get the benefit of good internal marks. Internal marks hence recorded by the college are further uploaded on the university portal dedicated for the task.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

**Response:**

The college has a well-planned mechanism to manage the grievances related to examination and allotment of internal marks; which is transparent, time-bound and efficient. The mechanism related to examination related grievances functions at two levels viz. College Level Mechanism and University Level Mechanism.

- **COLLEGE LEVEL MECHANISM** The College conducts unit tests and external end semester examination. After a minute evaluation of the answer books, marks are recorded by faculty members. These marks are communicated to the students. In addition, allotment of internal marks is also communicated to the students by displaying them on noticeboard. Students are at freedom to report their grievances related to the internal marks and marks scored in external end semester examination to the respective subject faculty. Students who fail to appear in external end semester examination due to some genuine reasons are given an opportunity of reexamination. Faculty members always motivate the students to score higher marks in examination and the students getting lower marks are provided counseling to increase their marks.
- **UNIVERSITY LEVEL MECHANISM** Our University has a well-defined, time-bound and transparent mechanism in place. Students can apply for revaluation or retotaling of their answer books within fifteen days from the date of the declaration of results. Students are provided with photocopies of their answer books online. After discussion with the respective subject faculty, the student can apply either for retotaling or revaluation if they are not satisfied with the marks. However, revaluation is not permissible in case of marks allotted in practical and project work.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

#### Response:

The college has set guidelines for PO, CO and PSO for each program which is communicated to teachers and students on the notice board and on college website for the information of the students.

While framing teaching plans, the program outcomes being stated in the syllabi are taken into consideration to achieve them in time-bound manner. Well defined program outcomes are decided upon at the beginning of academic session that is communicated to the students. The faculty members always keep a watchful eye on program outcomes throughout the session. Newly appointed faculty members are informed about program outcomes in a meeting by the principal and respective HODs.

POs, Cos, and PSOs are communicated in the following ways

- We display program outcomes on the college website for the information of all concerned stakeholders.
- Program outcomes are also displayed on the college's notice board for general information



| File Description                                    | Document                      |
|---|-------------------------------|
| Upload COs for all courses (examples from Glossary) | <a href="#">View Document</a> |
| Upload any additional information                   | <a href="#">View Document</a> |
| Paste link for Additional information               | <a href="#">View Document</a> |

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

The College strives hard for attainment of Program outcomes, program specific outcomes and course outcomes. Actual marks secured by the students and percentage of marks forms the basis for evaluation of outcomes. The College has clearly stated the program outcomes on college website and notice board. Program outcomes serve to evaluate the progress of the students. In the existing pattern of examination, students are assessed twice a year. In the attainment of program outcomes, students are encouraged to participate in extra-curricular and co-curricular activities. The progress of the slow learners is monitored and an effort is made to find out reasons for their slow progress. They are provided counseling if it is necessary. The college follows following mechanism to ensure the attainment of expected program outcomes.

- Remedial coaching
- Counseling
- Identifying weak areas of students
- Identifying strong areas of students
- Feedback mechanism
- Action taken reports
- Result analysis

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 71.89

#### 2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 127     | 60      | 21      | 21      | 32      |

### 2.6.3.2 Total number of final year students who appeared for the university examination year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 130     | 60      | 34      | 49      | 56      |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

| File Description   | Document                      |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

#### 3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

##### 3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

##### 3.1.2.2 Number of departments offering academic programmes

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 2       | 2       | 2       |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

### 3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

**Response: 2**

#### 3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 2       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 3.2 Research Publications and Awards

### 3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

**Response: 2.11**

#### 3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 5       | 5       | 3       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

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

**Response: 0.26**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 0       | 0       | 1       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 3.3 Extension Activities

### 3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

#### Response:

It has become essential today to sensitize students about different issues that confront the society by the way of exposure to the outside world and local community. Extension activities serve this purpose. All of the extension activities conducted by the college are aimed at holistic development of the students. These activities provide the students break from the routine curricular study and provide them an opportunity to understand the problems existing in the society. Through the extension activities, different social evils and their impact on the people in particular and on the society as whole are brought to the notice of students. At the same time, they also learn about different progressive activities going on in the society. Many of the extension activities are carried out through the medium of NSS. We have extended valuable support and helping hand in neighborhood community with the help of NSS. Our NSS department has adopted a nearby village called Kesalwada.

#### Following activities were conducted under NSS:

- Plantation of saplings on and off the campus
- Blood donation camp
- Free health check-up camp
- Construction of a Check Dam in nearby river
- Swachh Bharat Mission Campaign
- Cleanliness Drive in adopted village
- Awareness program on open defecation-free village scheme.
- Soak-pits were dug.
- Awareness program on traffic rules and road safety
- Awareness rally on anti-tobacco and anti-liquor
- Awareness program on superstition eradication.

The purpose of all of these activities is to inculcate the qualities like self-confidence, leadership skills,

improvement of interactive and interpersonal skills, devotion and dedication, team work, self-discipline etc. These qualities are important for the holistic development of the students and they can prove their metal with the help of these qualities even in their personal life. These activities undoubtedly help them to gain new knowledge and experience which broaden their outlook towards life.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

**Response: 0**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response: 6**

#### 3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 2       |

| File Description                        | Document                      |
|---|-------------------------------|
| Reports of the event organized          | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

**Response:** 0.58

#### 3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 1       | 2       | 1       |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 3.4 Collaboration

### 3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

**Response:** 12

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 4       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| e-copies of linkage related Document    | <a href="#">View Document</a> |

**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

**Response:** 13

**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 4       | 1       | 0       |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in prescribed format(Data template)             | <a href="#">View Document</a> |
| e-Copies of the MoUs with institution./ industry/ corporate houses | <a href="#">View Document</a> |



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

The College was started in 2009 and received grant-in-aid status in 2013. It is located in Sadak Arjuni, a comparatively backward tehsil in Gondia district. It is running in rental building. The College campus is spread over 4.5 acres. The College has 6 classrooms, three laboratories, 1 girls' common room, principal chamber, administrative office, staff room, NSS room, sports room, seminar hall and library. Dustbins are placed in the premises to maintain cleanliness. There are 10 computers which are connected through LAN and WI-Fi internet facility is available. The college has two LCD projector. There is 24/7 water supply in the college. Canned RO drinking water is provided for the students and staff.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:**

The management of the college always stresses on the importance of sports and cultural activities as they help in the all round development of the students. The college premises has a wide ground which facilitates the students to play outdoor and indoor games. The college has well developed facilities for sports and games.

Manoharbhair Patel College Campus at Sadak Arjuni has sprawling campus spread over an area of 4.5 acres with ample space for number of outdoor sports like, volleyball, through ball and ball badminton, Kho-Kho, kabaddi and indoor games facilities like table tennis, chess, carroms, etc. The institution always encourages the students to participate in intra and inter institutional competitions as well as at state and national level competitions.

- **Physical Education and Sports Department:** The college has dedicated a separate room for sports department. The physical education and sports department always makes hard efforts to keep the students physically, mentally, and emotionally strong. Our students have participated in various sports competitions at university and district level and have come up with flying colours. The college has a facility for indoor as well as outdoor games. The college has a wide ground for the sports activities. Students play various games such as Volley-ball, Kho-Kho, Kabaddi, 100 mtrs. running, shot put, sprint, discus throw, long jump etc. Students have been given a practice of Yoga and 'World Yoga Day is celebrated zealously. Students also play indoor games like chess, carom

etc.

- **Cultural Activities:** The institution offers holistic growth and development to the students by encouraging them to participate in extra-curricular activities to improve themselves and also to showcase their full fledged abilities, skills and talents. Cultural Club of the college conduct cultural activities round the year. Literary competitions like Debate, Elocution, Essay writing etc., are conducted in the college. Many of the students participate in the local theatrical performance called 'Dandar' The college boasts of gifting many actors to the a parallel theatre in Vidarbha region popularly known as "Zadipatti Theatre" College organizes Annual day function each year for providing platform to the students to showcase their latent talents.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response:** 14.29

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

#### 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

**Response:** 27.97

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.57106 | 3.65848 | 2.95545 | 3.50    | 1.5     |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload audited utilization statements                  | <a href="#">View Document</a> |
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

#### Response:

Library plays very significant role in any college and acts as a treasurehouse of knowledge. Our college library caters to the educational need of the students and strive hard to satisfy students' quest for knowledge. It also has few magazines to help students go beyond their prescribed curriculum and widen the horizon of knowledge. Students have been encouraged to get benefitted with the depository of free e-book websites like archive, National Digital Library, Project Gutenberg etc. The library has not yet been digitalized and does not operate with the help of library management system software. However, the College is in the process of getting digitalized with the help of Integrated Library Management Software (ILMS)

The library is open on all working days between 9.00 AM TO 5.30 PM. Library is accomodated in one big hall which is divided into two sections viz textbook circulation section and newspaper reading section. The books are arranged subject wise and book rackes are properly labeled to facilitate the students to borrow books. The collection includes more than 1500 books, 3 journals and magazines, 4 news papers and old volumes of 10 periodicals. The college has enough budget provision for procuring books of subjects ranging from pure and applied science, arts, languages, spiritual values , general knowledge, personality development books and books related to competitive examinations. A college component of e-shodhsindhu consortium with access to 6000+ejournals, 1,99,500+ebooks under NLIST and 6,00,000 eBooks through NDL. User orientation is provided at the beginning of the year regarding the various facilities, services and resources available in the library. The library also maintain the Question papers of all previous university examinations.

### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: E. None of the above

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 0.12

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0.6045  | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| Audited statements of accounts                         | <a href="#">View Document</a> |

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 23.99

##### 4.2.4.1 Number of teachers and students using library per day over last one year

**Response:** 77

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The college has maximum necessary IT facilities to realize the goal of ICT enabled teaching-learning needs. IT facilities available in the college are updated as and when needed. There are 10 computer systems which are powered by UPS to provide power back up for uninterrupted computer usage. There

is 1 classroom which is well equipped by LCD projectors to ensure effective delivery of curriculum. Faculty members use PPTs and Videos in the classroom to enhance learning experience. The College also has IT facilities like scanner, printers and photocopy machine. All of the faculty members have access to these facilities. Wi-Fi facility is provided in the campus and faculty members are encouraged to make its use for seeking additional information about curriculum, finding online supportive teaching material, carrying out research activity and update on current knowledge of their subjects. College has one broadband internet connection. Clicknet is the service provider of the internet connection with a high speed internet connection of an average 95 Mbps speed. The college has also installed a biometric system to monitor the arrival and departure time of the faculty members.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 31:1

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student – computer ratio          | <a href="#">View Document</a> |

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional Information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 27.97

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0.57106 | 3.65848 | 2.95545 | 3.50    | 1.5     |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| Audited statements of accounts                         | <a href="#">View Document</a> |

#### 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:

**ESTABLISHED SYSTEM OF MAINTENANCE:** The college is keen to improve on different physical, academic and support facilities. The management is always kept abreast regarding the necessary requirements of infrastructure and equipment needed in laboratories, library, classrooms, sports department and computer systems.

- **CLEANLINESS OF CAMPUS:** The staff who is given the responsibility to thoroughly maintain hygiene, cleanliness of the campus to provide study conducive environment honestly fulfill their responsibility. Classrooms, Staff rooms, Seminar halls, Laboratories, etc. are cleaned and maintained regularly by non-teaching staff assigned for each floor. Washrooms and rest rooms are well maintained. Dustbins are placed at strategic locations.
- **LIBRARY:** The college has a library advisory committee which looks into the requirements of library. Every year, the committee submits tentative budget to purchase different things like books, book-shelves, furniture, computers and so on.
- **LABORATORIES:** Each laboratory has one teacher as lab in-charge, and Lab Assistant. Lab in-charge is responsible to maintain and upgrade the laboratory with necessary equipment from time to time to cope with change in the syllabus. stock verification (Physical Verification) is carried out to verify working/nonworking/missing equipment etc. Preventive maintenance and performance monitoring is carried out. Every laboratory assistant keeps the record of utilization of equipment, computers and other required material for experiments. The laboratory equipment's, specimens, and other necessary chemicals are purchased by the college as per the requirements of the concerned departments of the college. The Science students are made aware about the use of different materials in the laboratories and the possible hazards.
- **SPORTS:** Requirements in sport department are always met in time-bound way. Sports in charge maintain stock register and put forward a demand for necessary sport facilities and sports equipment which after thoughtful consideration fulfilled by the management.
- **COMPUTER:** The college places emphasis on inclusion of more updated computer systems with latest configuration to facilitate ICT enabled teaching-learning.
- **CLASSROOMS:** We have sufficient number of classrooms and furniture. However, we always

keep on improving on the infrastructural facilities like classrooms. We aspire to have LCD enabled smart classrooms in nearby future

| <b>File Description</b>           | <b>Document</b>               |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 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 last five years

Response: 71.95

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 261     | 239     | 258     | 227     | 149     |

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

#### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following



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

**Response:** B. 3 of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**Response:** 7.82

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 25      | 24      | 25      | 25      | 25      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |

## 5.2 Student Progression

| <b>5.2.1 Average percentage of placement of outgoing students during the last five years</b> |                               |         |         |         |
|--|-------------------------------|---------|---------|---------|
| <b>Response: 0</b>   |                               |         |         |         |
| <b>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</b>    |                               |         |         |         |
| 2020-21  | 2019-20                       | 2018-19 | 2017-18 | 2016-17 |
| 0  | 0                             | 0       | 0       | 0       |
| File Description   | Document                      |         |         |         |
| Institutional data in prescribed format  | <a href="#">View Document</a> |         |         |         |

| <b>5.2.2 Average percentage of students progressing to higher education during the last five years</b> |                               |
|--|-------------------------------|
| <b>Response: 14.29</b>   |                               |
| <b>5.2.2.1 Number of outgoing student progressing to higher education.</b>                             |                               |
| Response: 19   |                               |
| File Description   | Document                      |
| Upload supporting data for student/alumni  | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

|   |  |
|---|--|
| <b>5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</b>          |  |
| <b>Response: 20</b>   |  |
| <b>5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years</b> |  |

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1       | 0       | 0       | 0       | 0       |

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1       | 0       | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload supporting data for the same     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

Response: 0

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0       | 0       | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )**

**Response:**

The college has Student Representative Council. This council is appointed according to the prevalent guidelines and directives of the university. They are appointed either by the way of selection or election. The council constitutes of The President, Secretary and members. University Representative is appointed as the President of the council. Vice-President and Secretary are also appointed from among the class representatives. All of the class representatives selected on the basis of merit act as the members of the student council. The Principal of the college is in charge of the selection or election process of the student council. While selecting the president, vice-president and secretary attendance of the students is given crucial importance. The attendance of the student should be not less than 75%, he should not be a repeater and the conduct of the student must be good as per the college records. The student council is constituted with certain objectives. Some of the vital objectives of the student council are fostering leadership skills in them, making them aware of democratic process, arousing self-responsibility, imbibing civic responsibilities, realizing importance of team work, understanding real-time problem solving etc.

• **FUNCTIONS OF THE STUDENT REPRESENTATIVE COUNCIL AND ITS MEETINGS:**

The meeting of the student representative council is convened by the principal twice in a year. All of the council members are advised to come up with innovative ideas, suggestions and feedback of the students. The student representative council works not only for immediate problem solving but also bring long pending demands of the students to the notice of the principal and requests to resolve them. Actions taken in the meeting are conveyed by the student representative council to all of the students of the college. Student Representative Council carries out following responsibilities: The student representative council plays crucial role in coordinating with other committees of the college in the organization of programs like annual cultural meet, blood donation camp, sports competitions, workshops etc. They act as a mediator between students and college administrative management. They ensure dress code on the part of other students and try to instill self-discipline in them. They suggest plethora of activities to the college for the overall development of character and personality of the students.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 75.8

**5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 166     | 98      | 115     |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

**Response:**

The College has alumni association called 'MBPCSAA' that stands for 'Mahoharbhair Patel College Sadak Arjuni Alumni Association'. The association is yet to be registered. All of the passed out students are the members of this association. Due to the healthy relationship between faculty members and the students, alumni have maintained congenial relationship with their Alma mater and act as a driving force behind many of the endeavours of the college. On many occasions, the college invites its passed out students who have carved a niche for themselves by securing places and positions in governmental and nongovernmental organizations to deliver talks. Experience shared by these old students proves to be a major impetus for new students that help them to prepare for any situation. However, being the new college in the area, we have not received any financial support from the alumni but some of the alumni have expressed their share of love for their mother institute by providing some gifts. The importance of the alumni association of the college can be highlighted as following:

- Pieces of advice given by our alumni regarding improvement in infrastructure and other academic facilities prove very valuable to the college.
- Alumni help in the organization of annual cultural meet.
- They provide tips about interview skills to the new students.
- They also help the college in doing community work.
- They provide suggestions regarding updating curriculum.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** E. <1 Lakhs

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

**Response:**

Mahoharbhair Patel College of Arts, Commerce and Science was started by Gondia Education Society, a premier education society in the region of Vidarbha in the year 2009. Since its inception, the college is making honest efforts to walk on the path shown and footprints left behind by our founder Late Shri Manoharbhair Patel, great visionary, philanthropist and exponent of education in Gondia,. Late Shri Manoharbhair Patel dedicated his life to make people aware about the strength of knowledge and hence as a mark of tribute to his ideals, we have accepted the Sanskrit statement **“Dnyanam Paramam Balam” (Knowledge is Supreme Strength)** as our vision and it has also been depicted in the emblem of the college. It stands for making students aware about the strength of knowledge as well as availing them an opportunity to explore and unleash infinite source of potential lying within them. It has been an endeavor of the college to provide higher education facility to the rural and tribal people of the area at affordable cost. Our Mission: We have a clearly stated mission. As the college is inspired by the thoughts and ideals of Late Shri Mahoharbhair Patel, we have accepted following goals as our mission for a lifetime:

- 1.To transform students into multi-faceted personalities placing onus on physical, mental, psychological and spiritual dimensions of their personality.
- 2.To provide study conducive atmosphere to students to facilitate pursuance of education.
- 3.To imbibe in them nationalist feeling as well as foster respect for multiculturalism so that they evolve into socially responsible citizens of the nation. 4.To instill the spirit of competition in them and make them aware about varied career opportunities and job avenues. 5.To strive for enhancing the quality of education in rural and tribal areas.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

#### 6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

**Response:**

Participative management is a measure that is practiced in the college in order to avoid centralization of authority and every stakeholder has been assigned a role to participate in the decision making mechanism. The principal, faculty members and the students are the part of this participative management mechanism. However, the final decision making rights are vested in the authority and it is his prerogative to accept or

reject the suggestions made in this process. The driving principle of this mechanism is to enable an opportunity to every stakeholder to express their opinions and make suggestions in respect to divergent issues.

## STRUCTURE OF THE DECENTRALIZATION OF AUTHORITY

### MANAGEMENT



### PRINCIPAL



### HODs



### FACULTY MEMBERS



### STUDENTS

The sole purpose of this decentralization process is to empower every citizen with an opportunity to participate in decision making. The authority in this model is equally shared by the management, principal, HODs, staff members and students. In the beginning of every session, the principal conducts a meeting and delegate the authority. Principal conducts meetings with HODs and faculty members frequently. In order to communicate the participative role that the students have to perform, the principal also conduct meetings with the student representative council regularly. Faculty members put up their requirements to the principal who in turn forward it to the management for the necessary approval. In this way, the requirements of faculty members are met in timely manner. Even the student representative council has been strengthened with a power to make suggestions pertaining to their curricular and extracurricular requirements.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

**Response:**

Well defined strategic plan in respect to different aspects help educational institutions to evaluate the quality of standards and ponder upon necessary improvement to be made. Our college has framed a clear strategic plan on the following aspects:

- **Curricular Aspects** - Different curricular activities are planned for all round development of the students.
- **Extra-Curricular Aspects** - Different extra-curricular and co-curricular activities are planned to supplement the curricular aspects.
- **Student Support & Progression** – Plenty of activities have been planned to increase the employability of the students that includes guidance for competitive examination, guidance regarding different job prospects, motivational talks, field visits, industrial visits and so on.
- **Enhancing Learning Resources** – The College intends to improve its IT infrastructure and ICT enabled teaching-learning, update library, purchase a library management system software, buy e resources etc.
- **Extension of Information System** – The College also plans to extend a scope of Wi-Fi internet facility for students that is already made available for the faculty members.
- **Faculty Development Program** – The College always promotes the faculty members to participate in Orientation programs, Refreshers courses, Short and long term courses, Summer and winter school courses, Interdisciplinary courses conducted by HRDCs and other institutions.
- **Improving Infrastructure** – The College wants to develop LCD enabled smart classrooms, Auditorium, Girls hostel etc

| File Description                                       | Document                      |
|--|-------------------------------|
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |

**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

**Response:**

- **ORGANIZATIONAL STRUCTURE:** The College has a well-defined organizational structure. There is delegation on of authority with an aim of decentralization to carry out various academic and administrative activities. Governing Body of the education society that manages the college is on the top. The organizational structure consists of Governing Body on the top which is further followed by local management committee, principal and various committees at the College level in hierarchical manner. The Principal discharges the duties as academic and administrative head of the College. He functions as a bridge between the Governing Body and various academic and administrative committees at the College level. The Principal is vested an authority to take decisions in administrative matters in consultation with the Governing Body. Decisions taken by him are further communicated to the academic and administrative heads by him.

**Governing Body and Local Management Committee:** Our College has a governing body that



holds sway over the functioning of the college. The President of the education society is head of both the bodies. Governing body comprises of the President, two Vicepresidents, the Secretary, the treasurer and nine members. The Local Management Committee includes the President, the Deputy-president, the Secretary, two members of the Governing Body, the Principal, three teacher’s representatives and one non-teaching staff representative. The Principal of the College is exofficio secretary of the Local Management Committee. Statutory bodies like the Governing Body, the Local Management Committee work along with many non-statutory committees functional at the College level.

- **ADMINISTRATIVE SETUP:** College has clearly defined administrative setup. The Principal is the administrative head of the College. The work of the administrative office is carried out by a junior clerk. There is peon working under a junior clerk in administrative office. The posts of Head Clerk, Senior Clerk and a peon are yet to be recruited.
- **SERVICE RULES:** The Service Rules that govern the service of any employee are as per the norms dictated in the UGC Regulation-2009.
- **APPOINTING AUTHORITY:** All appointments of faculty members may it be full time or temporary, are made by the education society as per the norms of UGC and affiliating university.
- **APPOINTMENT PROCEDURES:** A committee of experts for the selection of required staff is constituted by affiliating university on application by the education society.
- **TERMINATION OF SERVICE/SUSPENSION/RESIGNATION:** The services of staff can be temporarily suspended or permanently terminated on the breach of service rules and conditions. The member of the staff can also discontinue his services by tendering his resignation and giving notice three months prior to the resignation.
- **POLICY OF PROMOTION:** The faculty members and other staff have ample of opportunities of promotion. In addition to the academic incentives, the faculty members are entitled to annual salary increment in the month of July.
- **GRIEVANCE REDRESSAL MECHANISM:** The College has properly organized mechanism for resolving the service related grievances. Any grievance pertaining to service are registered with grievance redressal committee. The committee in turn announces its decision after a proper investigation and fact finding survey.

| File Description                              | Document                      |
|---|-------------------------------|
| Paste link for additional information         | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

| File Description                                       | Document                      |
|--|-------------------------------|
| Screen shots of user interfaces                        | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document            | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

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

#### Response:

The college always believes that healthy organizational environment only leads to positive outcomes and it is necessary to enable employees to perform their functions productively towards achieving organizational goals. Good working environment results in harmonious working relationship between the Management and employees. Mahoharbhair Patel College has a well defined Welfare Policy in place to ensure the well-being of the employees which always encourage them to do their best for the betterment of the college and its students.. The College provides effective welfare measures to both teaching and non-teaching staff. All statutory welfare measures are implemented. Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees..The college acknowledges the active efforts put in by the teaching and non-teaching staff. It always takes proper care of its faculty members. Some of the welfare measures initiated by the College are as following:

- A certain amount is deposited in the provident fund of employees as per prescribed norms
- Free internet Wi-Fi facility to the teaching faculty members
- Fee concession to the wards of employees
- On duty pay to the faculty members participating in seminars, conference, workshops and symposia
- Periodic revision of pay-scales
- Bonus to the members of non-teaching staff
- Group-insurance facility to the members of teaching and non-teaching staff.
- Medical, Maternity leaves and Paternity leaves are sanctioned to the staff when required. (Teaching & Non-teaching Staff)
- Adjustable timings benefits extended to Faculty /Staff who are nursing mothers.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

**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:** 0.6

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 2       | 1       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 33.21

**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7       | 2       | 2       | 0       | 2       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

#### Response:

The College implements PBAS (Performance Based Appraisal System) outlined by UGC in its regulation. Every year the faculty members are required to fill appraisal forms designed by UGC based on which the API (Academic Performance Indicator) score is calculated. The format contains plenty of questions pertaining to the academic and administrative work carried out by respective faculty member in that academic year. It also includes the questions on innovative teaching methodology adopted by the faculty member to ensure effective delivery of curriculum. Research and Extension Activities carried out by the faculty member is a focal point in this API form. It also contains questions on participation of the faculty member in seminars, conferences, workshops and symposia. The role played by the faculty member in setting of questions papers, duties performed as examination in charge, co-officer, duties on different committees of the university like BOS, BOE, etc. are also given weightage in this system. Duly filled in appraisal forms are submitted by faculty members to the principal after close evaluation by the HODs. The role of IQAC is of great importance in appraisal. The activities carried out at College level are analyzed by the IQAC. The faculty members are encouraged to present research papers in seminars and conference and publish papers in reputed research journals. The faculty members are also promoted to update on their knowledge and uplift their academic standards by increasing their qualification. The work diaries of the faculty members are evaluated and assessed at the end of every semester. The faculty appraisal at the College level is done through the means of feedback form. Feedbacks are collected on various aspects from students at the end of every academic session. There is no separate provision for the appraisal of non-teaching staff like administrative office staff and support staff. The appraisal of non-teaching staff is done by the principal and they are suggested improvements if felt necessary. The methodology adopted for such appraisal is mostly informal in nature.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The college conducts internal and external financial audits regularly.

- **INTERNAL AUDIT:** There is mechanism of internal audit in the College across all departments.

Head of the departments are expected to maintain their departments perfectly. The heads of the departments are assigned the task of auditing other departments. During the auditing process, total number of activities, achievements and departmental requirements are taken into consideration. The reports of audit are compared and contrasted with the reports of previous years.

- **EXTERNAL AUDIT:** A number of financial transactions and operations are audited by experienced chartered accountant especially hired for the task. Chartered-accountant carries out external audit and furnishes audited statement of income and expenditure to the college. This audit report is also submitted to Income Tax Department. The college has never faced any objection in terms of external audit.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

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

**Response:**

The College is a grant-in-aid institution. It is heading for the process of getting itself included under 2 (f) and 12 (B) of the UGC Act. The college implements transparent accounting and audit practice. Expenditure receipts against various purchases for academic and non-academic purposes are maintained properly. Although it has not received any funds from NGOs or Corporate World under Corporate Social Responsibility, it is trying to mobilize funds from them. It is our endeavor to apply for funding from various NGOs and Corporate world to sponsor our extension activities.

| Income Generation | Outflow  |
|-------------------|----------|
| Tuition Fees      | Salaries |

|                  |   |  |
|------------------|---|--|
| Donations        | Welfare of Employees                              |  |
| Consultancy      | Infrastructure Development and Maintenance        |  |
| External funding | Library Books, Journal and E-Journals             |  |
|                  | Sports and Recreation                             |  |
|                  | Electricity, Internet, Water Bills                |  |
|                  | Continuation of Affiliation Fees and Other Fees t |  |
|                  | Miscellaneous Expenditures                        |  |

  

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 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:

The College has established Internal Quality Assurance Cell as per the guidelines laid down by NAAC. IQAC has played a very crucial role since its inception for institutionalizing the quality assurance strategies and processes. Following initiatives have been undertaken by IQAC.

- Prepare academic calendar as per the guidelines of the affiliating University
- Enumeration of student feedback on teaching, learning and evaluation process of the respective courses.
- Organizing Orientation program for the staff annually.
- Conducting Induction program for the fresh batches of students every year.
- Monitor Annual Academic Plan prepared by the faculties.
- Promoting research culture among staff.
- Conducting Alumni Meet.
- Encouraging faculties to attend various training programs to update on their knowledge.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**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 and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental**

**improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

Regular reviews of the teaching-learning process are conducted through the mechanism of IQAC in the college. Several measures are planned to be taken to improve on the quality of teaching-learning process by IQAC. Here is the gist of some of the measures.

**Initiatives by IQAC to review teaching-learning process:**

- **Meetings of all of the HODs**
- **Introduction of new teaching-learning methodology**
- **Evolving student-centric approaches**
- **Ensuring effective delivery of curriculum**
- **Focus on ICT enabled teaching-learning**

**Structure of the operation:**

Pre-defined parameters for the valuation of teaching-learning process are employed to review it.

**Methodology of operation:**

- Student from different stakeholders
- Evaluation of work-diary
- Percentage of students' attendance
- Result analysis
- Monitoring curriculum delivery

**Learning outcomes:**

- Improvement in the overall results of the students
- Making students aware about stiff competition
- Ensuring course completion Improving inter-personal skills
- Improving communication of the students
- Enhancing effect of curriculum delivery

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**

**3.Participation in NIRF**

**4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**Response:** C. 2 of the above

| <b>File Description</b>                                | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The College strives hard to sensitize the students about gender-related issues. The institution takes initiatives to make students realize the principle of gender equality. The College has different cells especially with a focus on gender sensitivity. These Cells and their functions are as following;

##### 1.Women Empowerment Cell:

Women Empowerment Cell of the college plays proactive role in handling the gender-based issues. A number of activities are conducted by the Women Empowerment Cell of the college. It organizes workshop to make girl students aware about the hygiene to be maintained during menstrual periods. A rally to propagate the significance of 'Beti Padhao, Beti Bachao' mission was taken out by the Women Empowerment Cell of the college. It also works for spreading awareness about the evil impacts of dowry system and female feticide prevalent in the society.

##### 2.Anti-Sexual Harassment Cell:

Anti-Sexual Harassment Cell works for providing healthy and congenial atmosphere to the lady staff members and students. It looks into the complaints registered by staff members and students. The role of the Anti-Sexual Harassment Cell is very crucial in combating sexual harassment. The students are counseled about the gender equality. There is a facility of Common Room where girl students can have informal talk with each other in leisure time. Some of the recreational facilities like newspapers and magazines are also made available in the Common Room. The College is committed to provide safe and sound environment to the staff and the students and every possible care is taken in this direction.

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Any other relevant information | <a href="#">View Document</a> |

**7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

The College has minimal waste policy in place which results in generation of either no waste or minimal waste. We adhere to the guidelines furnished by the local Panchayat Samiti regarding waste management. A major focus is given to reuse and recycling. Waste being generated in the campus is managed in the following way:

**Solid Waste Management:** Separate bins have been placed on every floor and in each classroom. The solid waste which mainly involves plastic and paper is disposed of in the designated bins. Students have been given strict instructions to dispose the waste in bins only. Old newspapers, books etc. are sold to the scrap market vendor. As per the instructions of Panchayat Samiti, our college has reduced the use of plastic and it is our endeavor to make the campus plastic free soon. **Liquid Waste Management:** Liquid waste generated in the science laboratories in the form of used chemicals is a major hazard and every care is taken to dispose it in proper way. Liquid waste generated in the lab has been disposed in a pit especially prepared for it.

**E-waste Management:** E-waste like old computers, computer spare parts, old electronic devices and gadgets etc. are either sent for re-cycling or sold to scrap vendor.

| File Description                        | Document                      |
|---|-------------------------------|
| Geotagged photographs of the facilities | <a href="#">View Document</a> |

**7.1.4 Water conservation facilities available in the Institution:**

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

**Response:** C. 2 of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |

**7.1.5 Green campus initiatives include:**

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** C. 2 of the above

| File Description             | Document                      |
|------------------------------|-------------------------------|
| Any other relevant documents | <a href="#">View Document</a> |

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

**Response:** D.1 of the above

**7.1.7 The Institution has disabled-friendly, barrier free environment**

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** B. 3 of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

Special onus is paid on creating a more inclusive environment towards cultural, regional, linguistic, socio economic and other diversities while chalking out various activities for the the students and staff. As the college is situated in the remote place like Sadak Arjuni which mainly a hilly area and majorly inhabited by tribal community, we have multicultural, multiethnic and multi linguist student base. To create and maintain an inclusive and respectful workplace for all students and employees regardless of diversity and belief, at the commencement of each academic year, orientation programs are organized.

**The initiatives undertaken by the college for the promotion of all inclusive environment include:**

- Making the college uniform mandatory for the students. This abolishes the distinction among students on the basis of culture, region, language and socio-economic background.
- Students organize Fresher’s Party for the newly joined students.
- Annual Cultural Festival is organized and students from different communities and backgrounds join together to participate in its activities
- In order to inculcate patriotic feelings among students, Republic Day and Independence Day are celebrated
- All the programs held at college are concluded by The National Anthem.
- National Service Scheme (NSS) activities expose students to problems of socio-economically deprived populations and serve as a bridge between Institution and community.
- International Yoga Day is also celebrated each year on 21st June.

**Marathi Bhasha Gourav Din:**

The college observes and celebrates Marathi Bhasha Gourav Din on 27th February to mark the birth anniversary of a renowned poet of Kusumagraj.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any other relevant information. | <a href="#">View Document</a> |

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

The college is quite aware of the fact that we cannot shape the future responsible citizens of the country by merely keeping them limited to regular curricula. The college feels that it is the moral responsibility of the college to develop the students who will be responsible citizens and contribute to the development of the students. In order to achieve this goal, the college takes the initiatives to make students go beyond their regular curricula. The national anthem which has singularly brought synergy among the citizens of this country is sung by the student’s every day at assembly. This daily rituals reposes the national pride and sense of belonging to the nation on a daily basis. In order to foster the feeling of social justice, “Samajik Nyan Din” is celebrated to mark the birth anniversary of Rajshree Shahu Maharaj. ‘Ekta Rally’ is taken out through the town on the occasion of the birth anniversary of Sardar Vallabhbhai Patel. The institution

inculcates patriotism by celebrating all national days including Independence Day, Republic Day, Environmental Day, Dr. Ambedkar Jayanti, Birsa Munda Jayanti, Gandhi Jayanthi, National Unity Day, International Yoga Day, National Youth Day, Martyrs' Day, World Day Against Child Labour, Teachers Day, World Ozone Day, World Aids Day, National Voters Day etc. During the pandemic, the institution raised to the occasion and collected donations and materials from students, parents and staff and donated to the needy. To promote the spirit of harmony and brotherhood amongst all the students, the institution celebrates various festivals and preserves the rich national heritage of composite culture of India. The study tour is organized by the department of Botany and Zoology to develop scientific temper among students and take them close to the Nature. The College has incubation centre in the form of enviro-club and seeds club. Seeds of various plants easily available in the adjacent areas are collected under seeds club which are then made available for plantation. Interaction with the paddy farmers is conducted very often to acquaint students about paddy agro-eco system and their pest. Students are encouraged to participate in the activity like bird-watching to disseminate them the knowledge of avifauna diversity available in the wetland ecosystem. Visits to the nearby forests are organized by the Department of Zoology time and again. During such visits, students get hand on experience about diversity and identification of butterflies in nearby vegetation. The College has planted saplings of various plants in the campus. Every care is taken to rear them up. In addition to this, awareness programs are also organized to spread awareness about the conservation of environment. Our college aspires to start a certificate course in vermiculture, sericulture and apiculture so that students get employment in government bodies.

| File Description               | Document                      |
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| Any other relevant information | <a href="#">View Document</a> |

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** B. 3 of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Code of ethics policy document | <a href="#">View Document</a> |

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The College organizes national festivals and birth/death anniversaries of the great Indian personalities every year. The purpose behind the celebration of these events is to foster nationalistic principles, ethical

values, patriotic spirit and the principles of unity, equality, justice, brotherhood, love, fraternity, affection, peace, non-violence and so on among the students. These events also arouse respect for different cultures, castes, creeds, religion, clans, races etc. They are suggested to assimilate national identity of being indian first and last by forgetting their limited cultural, caste, religious and regional identities. The students are acquainted with the life and works of great Indian Personalities by celebrating their birth/death anniversaries. Students get inspired by thoughts and principles preached by these great Indian personalities and try to inculcate them in their personal life.

**The list of national festival and birth/death anniversaries of great Indian personalities is as following:**

- Republic Day
- Independence Day
- National Integration Day
- Birth/Death Anniversary of Mahatma Gandhi
- Birth/Death Anniversary of Dr. Ambedkar
- Birth Anniversary of Dr. Sarvapalli Radhakrishnan
- Birth Anniversary Pandit Jawaharlal Nehru
- Birth Anniversary of Dr. A. P. J. Abdul Kalam
- Birth/Death Anniversary of Late Shri Manoharbai Patel
- Birth/Death Anniversary of Savitribai Phuley
- Birth/Death Anniversary of Mahatma Jyotiba Fuley
- Birth/Death Anniversary of Lokmanya Tilak
- Birth/Death Anniversary of Birsa Munda

| File Description               | Document                      |
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| Any other relevant information | <a href="#">View Document</a> |

## 7.2 Best Practices

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

**Response:**

### **Best Practice I**

**1.Title of the Practice: Eradication of Superstition**

**2.Goal:** To create rational and logical thinking in the students and society

**3.The Context:** These days we notice that different superstitious practice are rampant in the society. The superstitious practices harbored by the society are too much deeply rooted and on many occasions prove fatal to the society. Due to these practices, the progress of the society lags behind. The superstitious malpractices sometimes have proven death-threatening or fatal to many people.Hence, with the discussion

with out faculty members and organizations working for the eradication of superstition like Andhshraddha Nirmulan Samiti, we initiated the practice of eradicating superstition from the minds and lives of students and people in the society. This is a small initiative but it has yielded astonishing results.

**4.The Practice:** With a noble aim of eradicating superstition form the society, the College has been conducting several program like seminars, workshops to eradicating superstition. In this context, the support extended by the organization working for the cause like Andhashraddha Nirmulan Samiti is very valuable. People are made aware about the issue through different practical demonstrations by ANIS.

**5.Evidence of Success:** It is evident that this practice is fruitful as it has made students to develop rational and logical thinking. Students do not easily fall prey to the superstitious practices in the society rather spreading awareness about its ill effects on the society as whole and individuals in particular.

**6.Problems Encountered:** While working for the cause, students and faculty members have sometimes to face the orthodox nature of people. As the eradication practices of superstitions tend to harm the religious beliefs of a group or community, it becomes difficult sometimes to work for the cause.

## Best Practice II

### 1.Title of the Practice: Seeds Club

**2.Goal:** To make students aware about ecological environment.

**3.The Context:** In the wake of global climate change, it is imperative to make people aware about the changes in environment and ecological surroundings. Deforestation, pollution, land erosion has cast a very adverse effects on the environment and major cause is cutting trees in great number. Tree plantation is the only solution to avoid deforestation and the College even though on small scale is contributing to plant trees in the form of an initiative of Seeds Club.

**4.Practice:** It is the need of hour to plant as many trees as possible. We contribute to this sacred purpose by the way of Seeds Club. Under this practice, students are encouraged to collect seeds of different plant easily available in their vicinity. Seed thus collected are then deposited in the especially established Seeds Bank in the college. These seeds are then made available to the locals to plant them in their surroundings and faculty members with the help of students plant them in the college campus and nearby areas.

**5.Evidence of Success:** The small effort of the College on the part of the College without shelling out a single penny has been fruitful as we succeeded in mobilizing people to participate in this activity. A great number of plants have been planted through this activity.

**6.Problems Encountered:** We did not face any problem as the seeds are easily available and no specialized techniques were necessary for the purpose.

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| Any other relevant information | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

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

**Response:**

Vision of the institution as depicted in its emblem “**Dnyanam Paramam Balam**” (**Knowledge is Supreme Strength**) is making students aware about the strength of knowledge as well as availing them an opportunity to explore and unleash infinite source of potential lying within them. It has always been our endeavor to transform our students into the persona who are physically and emotionally strong, logically rational, intellectually and academically accomplished, socially and ecologically sensitive and morally righteous. To achieve this aim, the College places onus on and encourages extra-curricular and cocurricular activities alongside of regular curricular activities. The College has various clubs actively functioning like National Service Scheme, Envo-Club, Career Guidance and Counseling Cell, Women Empowerment Cell, Anti-Ragging Cell etc. Several awareness programs are conducted in line with the vision and mission of the College. Our NSS students realize their social responsibility and have rendered fantabulous services to the society. The College strives hard and make persistent efforts to infuse positive values in the students. The College plans and organizes its extension activities in consultation with local bodies like Grampanchayat, Panchayat Samiti, Tehsil Office, Women and Child Development Office, Social Welfare Office and so on. During annual NSS camp, the village heads and local village leaders have been invited as guests at various programs being conducted as a part of camp ensuring the representation of rural society in the form of these local villagers. The College aspires to start skill development program for the students making them face the challenges posed by global market thereby making them stand on their own.

| File Description                             | Document                      |
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| Appropriate web in the Institutional website | <a href="#">View Document</a> |



## **5. CONCLUSION**

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### **Additional Information :**

Manoharbai Patel College of Arts, Commerce & Science is the institution founded and managed by Gondia Education Society, Gondia in 2009. The core values of the college are inspired by the thought of a great visionary and philanthropist Late. Shri. Manoharbai Patel, founder of Gondia Education Society. Our college has been striving hard to uphold the ideals of our founder. The College is working for the welfare and betterment of rural as well as tribal people. The College follows the student-centric approach and students are always acquainted with the growing competition and new job avenues available to them.

### **Concluding Remarks :**

Our college has been working to provide quality education to the students in the geographically and economically backward area. The College has facilitated the opportunities of higher education in the area. Despite several challenges college is steadily marching on the path of progress. The college follows the norms stipulated by the University and the UGC. Satisfaction of all of the stakeholders is the sole motto of our college. Every possible care was taken while preparing this SSR with a thoughtful consideration of all of the aspects of each criterion at length and breadth. However, being the first attempt to accreditation, it may suffer some lacunae. The college has taken a first step in the form of this SSR to move ahead for accreditation and through the honest and organized efforts being made, we hope to secure accreditation.