



Yearly Status Report - 2019-2020

Part A

Data of the Institution

| | |
|---|--|
| Part A | |
| Data of the Institution | |
| 1. Name of the Institution | ARTS COMMERCE COLLEGE, GONDPIPRI |
| Name of the head of the Institution | Sudhir P. Potwar |
| Designation | Principal (in-charge) |
| Does the Institution function from own campus | Yes |
| Phone no/Alternate Phone no. | 07171268069 |
| Mobile no. | 9834673693 |
| Registered Email | accgondpipri@gmail.com |
| Alternate Email | bardelata@gmail.com |
| Address | At- Gondpipri Tah- Gondpipri DistChandrapur |
| City/Town | chandrapur |
| State/UT | Maharashtra |
| Pincode | 442702 |

| 2. Institutional Status | | | | | | | | | | | | | | | | | | | |
|---|-------|---|----------------------|-------------|-------------|-------|-------|------|----------------------|----------|--|-------------|-----------|---|-----|-------|------|-------------|-------------|
| Affiliated / Constituent | | Affiliated | | | | | | | | | | | | | | | | | |
| Type of Institution | | Co-education | | | | | | | | | | | | | | | | | |
| Location | | Rural | | | | | | | | | | | | | | | | | |
| Financial Status | | Self financed and grant-in-aid | | | | | | | | | | | | | | | | | |
| Name of the IQAC co-ordinator/Director | | S.P. Tawade | | | | | | | | | | | | | | | | | |
| Phone no/Alternate Phone no. | | 07171268069 | | | | | | | | | | | | | | | | | |
| Mobile no. | | 9765051703 | | | | | | | | | | | | | | | | | |
| Registered Email | | shriniwastawade@gmail.com | | | | | | | | | | | | | | | | | |
| Alternate Email | | andy.dhawale1@gmail.com | | | | | | | | | | | | | | | | | |
| 3. Website Address | | | | | | | | | | | | | | | | | | | |
| Web-link of the AQAR: (Previous Academic Year) | | https://assessmentonline.naac.gov.in/public/index.php/postaccreditation/generatePDF_agar/eyJpdiI6IkFMK1NnYlgrYS9jaHk5ak1GRTBtOUE9PSIsInZhbHVlIjoiaW94UUtCUTcveXlsUHBqdWpmV003dz09IiwibWFjIjoiotUkZmEwNzZkMzRiZGRjZTA0NmM4MDO4NTM2NWE3NTc2YzVjOWE2ZGYwZGRhMzc1M2 | | | | | | | | | | | | | | | | | |
| 4. Whether Academic Calendar prepared during the year | | Yes | | | | | | | | | | | | | | | | | |
| if yes,whether it is uploaded in the institutional website: Weblink : | | https://accgondpipri.in/Front/iqac_list/6#collapseTwo6 | | | | | | | | | | | | | | | | | |
| 5. Accrediation Details | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>C++</td> <td>65.10</td> <td>2004</td> <td>03-May-2004</td> <td>02-May-2009</td> </tr> </tbody> </table> | | | | | | Cycle | Grade | CGPA | Year of Accrediation | Validity | | Period From | Period To | 1 | C++ | 65.10 | 2004 | 03-May-2004 | 02-May-2009 |
| Cycle | Grade | CGPA | Year of Accrediation | Validity | | | | | | | | | | | | | | | |
| | | | | Period From | Period To | | | | | | | | | | | | | | |
| 1 | C++ | 65.10 | 2004 | 03-May-2004 | 02-May-2009 | | | | | | | | | | | | | | |
| 6. Date of Establishment of IQAC | | | 01-Feb-2001 | | | | | | | | | | | | | | | | |
| 7. Internal Quality Assurance System | | | | | | | | | | | | | | | | | | | |

Quality initiatives by IQAC during the year for promoting quality culture

| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
|---|------------------|---------------------------------------|
| Annual Parent meet | 22-Aug-2019 1 | 30 |
| one day workshop on newly introduced CBCS syllabus for v & VI Sem students | 05-Sep-2019 1 | 25 |
| an induction program for newly admitted student | 06-Sep-2019 1 | 70 |
| guest lecture on career guidance | 02-Oct-2019 1 | 160 |
| workshop for all teaching faculty of college for usage of ICT methods of teaching | 03-Jan-2020 1 | 10 |

L::asset('/', 'public') .'/public/index.php/admin/get_file?file_path='.encrypt('Postacc/Special_Status/'. \$instdata->upload_special_status))}}

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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------|--------|----------------|-----------------------------|--------|
| nil | 0000 | nil | 2020 00 | 0 |
| No Files Uploaded !!! | | | | |

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

< Promotion to FDP < Bring in examination reforms < Activities to increase students' attendance in college. < Promoting interdisciplinary study circle. < Creating environmental awareness < Services in CORONA 19 pandemic by NSS

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achivements/Outcomes |
|---|---|
| To organize guest lectures in every departments | Departments organized guest lectures of Eminent personalities |
| Promoting of ICT in education. | Teachers were promoted to make use of ICT. •Innovativeness was brought in teaching •Students' involvement increased • Focus shifted from teachers to learners •Learning became interactive, interesting and joyful. |
| Promoting skill development | Students were informed about the Skill India Campaign and the role of Youth in developing Nation. •They were asked to go for the Skill development courses wherever available |
| Working for divyangan | Tthe divyangan students were identified and guided properly. |
| Developing management system. | Loopholes/ shortcomings that come in the way of teaching learning in the management system identified and issues were resolved in order to conduct the activities smoothly |
| Carrying out health related programmes | Health awareness session in camps organized. •Encouraged tobacco free campaign. • Awareness in mental health created. •Students understood the importance |

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14. Whether AQAR was placed before statutory body ?

No

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

| | |
|--|---|
| Year of Submission | 2020 |
| Date of Submission | 06-Jan-2020 |
| 17. Does the Institution have Management Information System ? | Yes |
| If yes, give a brief description and a list of modules currently operational (maximum 500 words) | <p>Module of MIS • A Management Information System or MIS is a central data repository capable of not only gathering, organizing, and storing student data but also processing and analyzing it and generating various reports from it. This is MIS in a broader sense. • The institution has been maintaining such a repository since the opening. It has maintained most of the data in book and register form when the digital mode not in vogue. Since the advent of computer and digital data maintenance system established the institution has converted some important documents and files into digital mode and managing them on its database. • Since the inception of online mode of admission, exam forms filling, payment roles, financial disbursement, financial records, audit reports, staff biometric attendance record, staff individual profiles, the appointment and superannuation documents , income tax computations reports of all the staff are kept in system and managed. It is readily available for any future purposes. • "Data" is the lifeline of every educational institution. If it supposed to keep and manage all types of data of all academic and nonacademic activities done in the institution may in the written mode or digital mode. • The institution realizes that right from the student turnover rate to the financial records, every piece of data that is/was ever associated with the college paves way for its development. The bigger the institution, the greater the volume of institutional data, which makes it challenging to manage on paper or even with excel files. It empowers transparency across activities processes. • The system has helped in monitoring the performance of education programs offered by the institute and manages the distribution and allocation of educational resources. • The</p> |

institution is aware of the fact that management information system provides the necessary information required to manage institution effectively. Hence it is planning to install the student software that can manage student and staff academic activities, finance other important administrative information. • The institution is also aware of the fact that students are at the heart of an educational institution and their behavior can be largely tracked through the EMIS. EMIS stores crucial student data such as personal data, exam records, and even hostel and library details. • Additionally, it keeps track of the daytoday progress of students. For Instance, the system can suggest the regions that attract the majority of students, the gender ratio, and mode of registration (social media/website) which could help the institution further optimize online admission campaigns. These insights can be eventually used to analyze and monitor the improvements or retrogression in the students over time. • Especially during the severe pandemic situations caused by COVID 19 the system has been a lot to manage all information and conduct academic and administrative activities via social media. The Affiliating University could smoothly conduct online exams and declare results very soon during the ongoing pandemic. The MIS helped a lot in this case to the institution, faculties and the students.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The college is affiliated to Gondwana University Gadchiroli and it runs the curriculum and courses prepared by the affiliating university. The curriculum is prepared by the university keeping in view the needs of the learners, global demands, global competition and State and central education policy. The university also prepares its perspective plan which outlines the needs of learners and the kind of curriculum to be developed keeping view the demands and current scenario. The objectives of the curriculums and the mode of its implementation are set first and then they are sent for reviews of the stakeholders. The recommendations are considered and revision of the curriculum is done accordingly. It is so far made outcome based and learning outcomes are specified clearly. The institution also prepares its own perspective plan

considering the needs of its learners and sends it to the affiliating university so that their perspective could be reflected in the PP of the university. The institution also sees to it that it meets quality measures. One of the criteria of the Quality Management System to oversee and monitor the overall achievement of the program learning outcomes and objectives. The program objective is defined as the graduate attributes to be inculcated during the course of the three years for UG and two years for PG classes. On the other hand, the learning outcome is defined as the attributes that a student must possess upon graduation. The QMS must address various elements of the academic program such as the program objectives, learning outcomes, the academic planning, curriculum and the teaching and learning of an academic program. One of the major stakeholders in the system is the student. The students' performance at different stages of their education reflects the progress of their achievement of the desired learning outcomes. Thus, their feedback on the teaching and learning process that they have gone through is valuable information for the purpose of Continual quality improvement of the academic program. The feedbacks and inputs from the students can be used to determine the effectiveness of the academic curriculum that has been designed and the teaching and learning activities that have been adopted in achieving the learning outcomes. The institution consider itself committed to this development and sees to it that everything goes as per the standard norms- i.e. teaching, learning, attainment of objectives, learning outcomes, their relevance in the changing global demands and feedback. The institution takes part in the development of curriculum through its faculties who not only actively take part but also give their maximum inputs in the capacity of member of Board of their respective course. The institution, directly or indirectly, being an affiliated college, does hold its responsibility and fulfills it. The faculties are encouraged to prove their potential and creative competencies by means of these opportunities. The annual planning ensures that the curriculum is delivered properly as per guidelines and the documentation of achievements of its outcomes is kept for its analysis and assessment.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|-------------|-----------------|-----------------------|----------|--|-------------------|
| no | no | Nil | Nil | no | no |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|-------------------|--------------------------|-----------------------|
| Nil | nil | Nil |
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|---|---|
| BA | Arts with communicative Marathi and English | 17/06/2019 |
| BCom | Auditing , income tax etc | 17/06/2019 |
| MA | Marathi | 17/06/2019 |
| MA | Sociology | 17/06/2019 |

| | | |
|----|---------|------------|
| MA | History | 17/06/2019 |
|----|---------|------------|

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | 0 | 0 |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|------------------------------------|----------------------|-----------------------------|
| Environment science | 01/07/2019 | 203 |
| Democracy and Good Governance | 01/07/2019 | 140 |
| Research Methodology and project | 01/07/2019 | 52 |
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1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|------------------------------------|--------------------------|---|
| BA | Environmental Studies | 203 |
| BCom | Environmental Studies | 60 |
| View Uploaded File | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

| Feedback Obtained |
|--|
| <p>The college has realized its role in taking feedback form all those who directly or indirectly connected with the institution. Feedback provides a sense of engagement and interactivity, and allows learners to take ownership of their learning. Effective feedback shows learners their current level of performance, and lets them know what they need to do to reach a higher level. Feedback can improve a students confidence, self-awareness and enthusiasm for learning. ... Providing students engage with feedback, it should enhance learning and improve assessment performance. Focused, specific feedback helps students understand learning objectives, choose the best strategies for the task, make course corrections throughout the learning process, monitor their own learning, and determine where to go next. When combined, effective feedback Providing feedback means giving students an explanation of what they are doing correctly AND incorrectly, with the focus of the feedback on what the students is doing right. It is most productive to a students learning when they are provided with an explanation as to what is accurate and inaccurate about their work. Feedback in the classroom can be defined as "information allowing a</p> |

learner to reduce the gap between what is evident currently and what could or should be the case". In the above context the college has its own feedback mechanism.

- Regular classroom feedback.
- Feedback from parents.
- Feedback from visitors
- Feedback from teachers regarding administrative services and procedure.
- Feedback from delegates coming for any conferences or seminar organized by the college.

Regular feedback is taken orally from students every day and every period by all teachers and it helps teaches to improve their pedagogy and instructional methods. The college also takes feedback from the parents, whosoever comes to college to attends teacher parents meetings. Their satisfaction deemed to be important by the college. A structural feedback focusing on their wards' behavior and their performance is prepared and given to the parents. It is later analyzed to bring changes into instruction practices if they are found fruitful and unbiased. Whenever any program is organized by the college, the college takes immediate feedback from the participants/ delegates regarding their satisfaction. It also focusses on content, methodology, quality of content, speakers, participation of delegates in discussion and overall reflection. Feedback from the students is taken at the end of the academic year course wise which are then submitted to IQAC. The IQAC analyzes them and submit to the Principal, who later gives, if required, some suggestions to the concerned teachers and the teachers are expected to make improvement in their teaching, behavior and attitude towards students. These suggestions are taken positively by teachers and they try to make improvements, if any. The record is kept for further study and improvements. Effective feedback, both positive and negative, is very helpful. Feedback is valuable information that will be used to make important decisions. Top performing companies are top performing companies because they consistently search for ways to make their best even better.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|-----------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BA | General | 460 | 345 | 345 |
| BCom | General | 360 | 96 | 96 |
| MA | sociology | 160 | 78 | 78 |
| MA | marathi | 160 | 34 | 34 |
| MA | history | 160 | 0 | 0 |

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2019 | 441 | 112 | 10 | 0 | 4 |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|--|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 10 | 10 | 3 | 0 | 0 | 3 |
| View File of ICT Tools and resources | | | | | |
| View File of E-resources and techniques used | | | | | |

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentoring is the training system under which a senior or more experienced person (the mentor) is assigned to act as an advisor, counselor, or guide to a junior or trainee. The mentor is responsible for providing support to, and feedback on, the person in his or her charge. Knowing the basic concept of the mentoring the college follows the following procedure- Students are based on the streams of studies and also according to their core subjects.

They are divided into groups of 20-25 students. Mentors maintain and update the mentoring format after collecting all necessary information. Mentors are expected to offer guidance and counseling as and when they required. This system has been introduced to establish a better and effective student-teacher relationship and guide the students in Academic matters. All teachers work as Mentors to the students allotted to them. Students will have to go and meet their Mentor at least once in a month for guidance. • The institution follows three types of mentoring systems-Traditional One-on-one Mentoring. A mentee and mentor are matched, either through a program or on their own. ... • Distance Mentoring. A mentoring relationship in which the two parties (or group) are in different locations. ... • Group Mentoring. A single mentor is matched with a cohort of mentees. Mentors serve as a thought partner for students on their academic journey and help empower students to become autonomous learners and agents of their own change. They express understanding of students aspirations and fears, and support their success by acting as an advocate for students best interests. Successful mentoring relationships go through four phases: preparation, negotiating, enabling growth, and closure. These sequential phases build on each other and vary in length. The students mentoring system is available at two levels. i.e. UG and PG. This mentoring is done via various academic and non-academic systems with its available resources.

The students who are admitted at UG level mostly belong to ST and SC categories and most of them are economically, socially, educationally and culturally backward. Being located in the remote hilly and naxal affected area, not many good institutions are allocated in the area. The college realizes its role in such condition to mentor these students so as they would become good human beings and be ready to serve society and nation in different capacities. The college tries to inculcate value education among its students, who would make them good citizens, and provide best possible education for their overall development. They are mentored through regular teaching learning process, remedial coaching, oral and practical examination, NSS and NCC units, several extension activities, project works, etc. The PG level students are more matured philosophically and emotionally, who are also mentored well so as they would able take up further higher study, go for competitive exams or self-employment. The college recognizes their needs and tries to provide need based education that would make them employable.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|
| 553 | 10 | 1 : 55 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 12 | 10 | 2 | 0 | 1 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---------------|---|-------------|--|
| | | | |

| | | | |
|------------------------------------|-----|-----|-----|
| Nil | Nil | Nil | Nil |
| View Uploaded File | | | |

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|------------------------------------|----------------|----------------|--|---|
| BA | BA101 | Semester | 15/10/2019 | 15/12/2019 |
| BCom | COM101 | Semester | 15/10/2019 | 15/12/2019 |
| View Uploaded File | | | | |

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Continuous Internal Evaluation(CIE) system at the institutional level The evaluation of the students on the basis of examinations is an integral part of the teaching- learning process. The semester examinations are conducted in the college on behalf of the university. The evaluation of each course shall contain two parts : Internal or In Semester Assessment (IA) and External or End Semester Assessment. There are three internal tests conducted. The schedules of internal assessments are communicated to students and faculty in the beginning of the semester through institute academic calendar which is prepared based on the university academic calendar. The internal exam time table is displayed on the notice board a week in advance. The subject handling faculty prepares question bank that covers equal number of questions from each unit, covering all the topics Department internal exam coordinator, under the guidance of HOD, checks the standard of the question bank. This system ensures continuous and comprehensive development and grooming of students from all sides. Though the curriculum is divided into four semesters for PG and six semester for UG programmes, the college has devised its own internal evaluation system to ensure continuous and comprehensive development of students, it has introduced oral exam, seminars, Group discussion, project works, presentation, soft skill development, unit tests, attendance, behavior etc. They are kept under surveillance and best students are awarded. They are judged not by their percentage but by their values. The college tries to provide maximum opportunities to groom their personalities.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The academic calendar holds mirror to all the college's academic activities. The college has a definite system of preparing academic calendar. The college first follows the calendar of university. Each department is asked to prepare their own calendar. Keeping in view the university calendar and justifying almost all the activities they would like to do during the academic year, exam schedule, actual teaching days, remedial coaching, extension activities, internal and external exam, evaluation and result declaration etc. Then the college prepares its own calendar giving justice to all the departmental activities. The calendar is then attached to brochure and uploaded on college's website for the notice of all those who like to access it.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://accgondpipri.in/front/img/2.6.1 Program outcome.pdf>

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|--------------------------|---|---|-----------------|
| BA 101 | BA | General | 50 | 48 | 98 |
| M.A 01 | MA | Marathi | 41 | 40 | 99 |
| M.A 09 | MA | Sociology | 0 | 0 | 00 |
| B.Com 01 | BCom | General | 7 | 6 | 99 |

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://accgondpipri.in/upload/student_corner/2_7_1_Student_Satisfaction_Survey.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|----------------------------|------------------------|---------------------------------|
| Nil | 00 | 00 | 0 | 0 |

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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|---------------------------|-------------------|------|
| NA | NA | |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|-------------------------|-----------------|-----------------|---------------|----------|
| Nil | Nil | Nil | 15/06/2019 | NA |

No file uploaded.

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|------|--------------|----------------------|--------------------|----------------------|
| 00 | Nil | Nil | Nil | Nil | 15/06/2019 |

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| | | |

| | | |
|----|----|----|
| 00 | 00 | 00 |
|----|----|----|

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|------------------------|-------------------------|
| 00 | 0 |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---------------|------------|-----------------------|--------------------------------|
| National | Nil | 0 | 00 |
| International | Nil | 0 | 00 |

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|------------|-----------------------|
| 00 | 0 |

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--------------------|----------------|------------------|---------------------|----------------|---|---|
| Nil | Nil | Nil | 2020 | 0 | 00 | 0 |

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--------------------|----------------|------------------|---------------------|---------|---|---|
| 00 | 00 | 00 | 2020 | 0 | 0 | 00 |

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|-----------------------------|---------------|----------|-------|-------|
| Attended/Seminars/Workshops | 0 | 4 | 2 | 12 |
| Presented papers | 0 | 0 | 0 | 0 |
| Resource persons | 0 | 0 | 0 | 0 |

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ | Number of teachers | Number of students |
|-------------------------|-------------------------|--------------------|--------------------|
|-------------------------|-------------------------|--------------------|--------------------|

| | collaborating agency | participated in such activities | participated in such activities |
|---------------------------|--|---------------------------------|---------------------------------|
| Blood Donation camp | Govt. Civil Hospital, Chandrapur | 10 | 20 |
| Yoga Day and Meditation | Dept. of Sports and Physical Education | 9 | 40 |
| Tree plantation | NSS | 10 | 50 |
| Cleanliness rally | Local Nagar Panchayat | 10 | 50 |
| Nutrition week | Dept. of Home economics | 2 | 20 |
| View File | | | |

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---------------------------|-------------------|-----------------|------------------------------|
| Nil | Nil | Nil | 0 |
| View File | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|---------------------------|---|------------------------|--|--|
| AIDS AWARENESS | RURAL HOSPITAL GONDPIPRI | AIDS DAY CELEBRATED | 10 | 90 |
| SWACHH BHARAT | NAGAR PANCHAYAT GONDPIPRI | COLLEGE CAMPUS CLEANED | 10 | 60 |
| National Service Scheme | NSS Department | Cleanliness | 10 | 80 |
| View File | | | | |

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---------------------------|-------------|-----------------------------|----------|
| Nil | Nil | Nil | 00 |
| View File | | | |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact | Duration From | Duration To | Participant |
|-------------------|----------------------|---|---------------|-------------|-------------|
| | | | | | |

| | | | | | |
|---------------------------|-----|---------|------------|------------|----|
| | | details | | | |
| Nil | Nil | Nil | 15/06/2019 | 15/06/2019 | 00 |
| View File | | | | | |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|-------------------------------------|--------------------|---|---|
| Chintamani Mahavidyalaya, Pombhurna | 15/06/2015 | Collaborative activities for research, faculty exchange, student exchange | 10 |
| View File | | | |

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 0 | 0 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|---------------------------|-------------------------|
| Campus Area | Existing |
| Class rooms | Existing |
| Laboratories | Existing |
| Seminar Halls | Existing |
| View File | |

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---------------------------|---|---------|--------------------|
| NA | Nil | NA | 2023 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---------------------------|----------|--------|-------------|---|-------|--------|
| | | | | | | |
| Text Books | 3751 | 389749 | 0 | 0 | 3751 | 389749 |
| Reference Books | 460 | 49455 | 0 | 0 | 460 | 49455 |
| Journals | 0 | 0 | 0 | 0 | 0 | 0 |
| CD & Video | 0 | 0 | 0 | 0 | 0 | 0 |
| View File | | | | | | |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------------|--------------------|---------------------------------------|-----------------------------|
| Nil | Nil | Nil | Nil |
| View File | | | |

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------------------|--------|
| Existing | 5 | 0 | 5 | 3 | 0 | 3 | 0 | 4 | 0 |
| Added | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 5 | 0 | 5 | 3 | 0 | 3 | 0 | 4 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|----------------|
| 100 MBPS/ GBPS |
|----------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| Nil | https://accgondpipri.in/ |

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 196105 | 196105 | 20100 | 20100 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

College has specified policy and procedures for the utilization and maintenance of all physical, academic and support facilities within the institution for all the users. The physical facilities comprise classrooms, desks, benches, chairs, Library, Computer Centre, Home Economics, and ICT instruments, sports equipments and facilities, etc. The classrooms, library, Laboratory, urinals and the entire college campus are kept neat and clean by the peons of the college. Every stakeholder including the administrator of the institution is committed to maintaining the facilities in the best way possible. If any facility, or part thereof, needs repairing or replacement, the Principal, on his own or on being informed, assesses the situation, and depending on the expected expenses he decides whether the matter is in his jurisdiction or needs the Management's approval. For minor repairs of wooden furniture, electrical appliances and plumbing work, local experts are hired. Students are strictly warned not to damage any classroom furniture, CCTV

cameras, teaching learning aids and resources, display boards, etc. In case of any person found guilty of damaging the property of the college, a stern action is initiated against him/her as will be commensurate with the damage caused by him/her. Regarding classrooms, it is the Time Table designed by the Time Table Committee that lays down which classroom is to be used for which class, keeping in mind the weekly workload of all teachers and the availability of classrooms.

As per the size of the classrooms and the strength of students of different classes, different classrooms are allotted to different classes. Classrooms are also used for various cocurricular activities and programmes on special days for specific purposes. They are to be used with the prior permission of the principal or any authorized person. Home-Economics Laboratory is to be used by the students and faculty under the supervision of the head of the department. No student shall violate the instructions given by the head of the department.

The Conference Hall is to be used for any programme or activity, such as seminar, workshop, conference, students meeting, open house or cultural activities, organized by the college or any department with the prior permission of the Principal. Likewise, for the use of Computer Centre, Reading Room, Library, etc., the users are required to comply with the rules and regulations already laid down and the instructions issued from time to time by the person in-charge of the facility concerned. Thus, optimum utilization of the infrastructure and facilities available is ensured. Detailed rules and regulations are published in the College prospectus.

<https://accgondpipri.in/>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|--------------------------|--------------------|------------------|
| Financial Support from institution | NA | 0 | 0 |
| Financial Support from Other Sources | | | |
| a) National | Govt. of India | 553 | 892866 |
| b) International | NA | 0 | 0 |

[View File](#)

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implemetation | Number of students enrolled | Agencies involved |
|---|-----------------------|-----------------------------|--------------------------------|
| Remedial Coaching | 05/10/2019 | 20 | College Teachers |
| Yoga and Meditation | 21/06/2019 | 30 | Patanjali Yog Samiti Gondpipri |
| Self Defence Training for Girls | 06/02/2020 | 20 | Police Station Gondpipri |

[View File](#)

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for | Number of benefited students by | Number of students who have passed in | Number of students placed |
|------|--------------------|----------------------------------|---------------------------------|---------------------------------------|---------------------------|
| | | | | | |

| | | | | | |
|---------------------------|-------------------------|-------------------------|------------------------------|----------------|---|
| | | competitive examination | career counseling activities | the comp. exam | |
| 2019 | Career Guidance Program | 20 | 20 | 0 | 0 |
| View File | | | | | |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| | | |
|---------------------------|--------------------------------|---|
| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
| 0 | 0 | 0 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|-------------------------------|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| Nil | 0 | 0 | Nil | 0 | 0 |
| View File | | | | | |

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of institution joined | Name of programme admitted to |
|---------------------------|--|--------------------------|--|--|-------------------------------|
| 2020 | 30 | B.A. | Arts Commerce College Gondpipri | Arts Commerce College Gondpipri | M A |
| View File | | | | | |

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|---------------------------|---|
| NET | 0 |
| SET | 0 |
| View File | |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|---------------------------|---------|------------------------|
| Cultural Activities | College | 40 |
| Sports Activities | College | 60 |
| View File | | |

5.3 – Student Participation and Activities

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

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---------------------------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| 2019 | Nill | National | 0 | 0 | 00 | 00 |
| View File | | | | | | |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Student Council: If there is a university circular regarding the formation of a Student Council, the director of Student Welfare Cell in consultation with the principal, NSS Programme Officers, In-charge of Cultural and sports departments, forms a formal Student Council in the college. In case, there is no such circular issued by the university, an ad-hoc student council is constituted giving representation to the class representatives, and other students who show excellent performance in sports, cultural activities and NSS activities. Student representation is given on almost every important academic and administrative committee. Some important committees, like IQAC and Internal Complaint Committee, not only students but also alumni are given the opportunity. They are encouraged to express their views candidly on such important matters as organization of cultural and sports events, NSS camp, Blood Donatioin camps, etc. Their suggestions are accepted if they are practically feasible. The energy of the youth is fully utilized and they are given the responsibility of organizing all the programmes conducted in the college. Following are some of the activities organized primarily by the students: . Cultural Activities • Celebration of Teacher’s Day • Celebration of National Youth Day • Celebration of the Marathi Bhasha Diwas • Sports Activities • Shramdaan during NSS Camp • Participation in cleanliness drive • Participation in tree plantation

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

01

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The Management gives sufficient freedom to the Principal to function in order to fulfil the vision and mission of the College. The Principal provides operational autonomy to all the departments, administration and various committees and works towards de-centralized governance. • At the beginning of every academic year, the Principal calls the meeting of the staff, to distribute the work (academic and non-academic) among the members. Every

committee has a coordinator and members to monitor and manage the activities of their respective departments. • The college promotes a culture of participative management by inducting the representatives of teaching and non-teaching staff in various committees. • College Development Committee (CDC) is formed with representations of major stakeholders of the college to coordinate important administrative activities. • Members of IQAC and other committees responsible for managing various functions and activities of the college are free to interact with the Principal. After consultations with the committees, the Principal formulates the final concrete plans which he puts forward to College Development Committee or the Management. • The decisions of the Management are conveyed by him to the staff in the general meeting, the plans and policies are left open for discussion. After getting the opinion of the staff, with common consensus they are implemented.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|----------------------------|---|
| Examination and Evaluation | As part of continuous internal assessment, the college conducts unit tests, oral tests, class seminars, home assignments, etc. as per the guidelines of the university and the requirements of the syllabus of different subjects along with pre-university test exams in the post-Deewali sessions. The results of these internal exams are declared by the respective subject teachers in due time. As far as the university exams are concerned, it is the university that prepares time table, allots examination centres for the same. The principal appoints Officer-in-Charge for University examinations in consultation with the university and he, in turn, appoints invigilators, peons, and water-man, etc. in consultation with the principal. Owing to unanticipated outbreak of Covid-19 pandemic and subsequent lock-down, test exams could not be conducted this year. |
| Research and Development | The institution always motivates and encourages faculty members of all departments to indulge in research activities. We even have a committee which promotes and looks after teachers' participation in Local, National and International conferences, seminars, workshops, etc. as well as publishing research papers. |
| Teaching and Learning | While implementing the university designed curriculum, the college makes efforts to ensure that teaching learning process and the objectives of |

the institution are integrated. The institution develops and deploys action plans for effective implementation of the curriculum through academic calendar, department wise annual teaching plans which are implemented through various teaching methods using ICT, class seminars, home assignments and project work. The college ensures that the implementation of the curriculum contributes towards achieving the all-round development of the character of rural and socially backward students, enabling them to become responsible citizens and to be employable. Guided by the vision and mission of the college to build a learner-centric institution, in addition to using conventional teachercentric methods like lecturing, the teachers encourage the students to become active learners by involving them in classroom discussion, question and answer session, role-playing, home assignment and pair/group activities related to curriculum. Every effort is made to develop independent, collaborative study and research skills in the students.

Curriculum Development

Our college being affiliated to Gondwana University, Gadchiroli, we have to follow the curriculum designed and prescribed by the university. However, the faculty members contribute to curriculum development by attending workshops and seminars organizes by the BOS and thus indirectly interacting with the members of Board of Studies of their respective subjects. Consistent efforts are made by the institution for effective curriculum delivery and transaction.

Admission of Students

The admission process is fully transparent and students are admitted by a committee specially constituted for this purpose on the first come first served basis adhering strictly to the norms laid down by the university and the Government of Maharashtra. All the necessary information about the courses available in the college, eligibility criteria, fees structure, and scholarships available, teaching faculties, sports and other facilities, etc. is published through our college prospectus along with the admission form. Moreover, taking the rural

| | |
|---------------------------|---|
| | background of the students into consideration, students are supported through counselling and other required assistance throughout the admission process. |
| Human Resource Management | <ul style="list-style-type: none"> • Human resource is highly important and crucial for any institution or organization to carry out its all functions and duties. It may be teaching or non-teaching staff as well as making its students employable and serviceable. • The college believes in producing good, competent and employable youth who would be a ready work force • The College believes that our students and teachers are our best resources which are to be developed regularly. • They are properly used and employed as per their skills and expertise in carrying out various college activities. |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|-------------------------------|---|
| Finance and Accounts | The administration is run by the head of the institution with the help of management Board. Principal is fully autonomous to take decision in the interest of the college. Still its decisions are conveyed to the management to seek their consultation from time to time since it is run by private management body. Finance and account is kept well. Regular audit is done of all the account. All records are maintained in digital and non-digital modes. Different accounts are maintained and the administration follows transparency in financial matters. |
| Student Admission and Support | As already stated admission is done on merit basis and following the social reservation policy of state and central govt. The students support system is available in the college to support learning and proper grooming for the students. |
| Examination | The College conducts internal and external examination smoothly. All facilities for exams are provided without any conditions. The college cooperates with the affiliating university for smooth conduct of semester exams. |
| Planning and Development | The College has constituted on planning board to plan college's |

development and implement them.

Administration

The administration is run by the head of the institution with the help of management Board. Principal is fully autonomous to take decision in the interest of the college. Still its decisions are conveyed to the management to seek their consultation from time to time since it is run by private management body.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---------------------------|-----------------|--|--|-------------------|
| 2020 | Nill | Nill | Nill | 0 |
| View File | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---------------------------|--|---|------------|------------|---|---|
| 2020 | Nill | Nill | 15/06/2019 | 15/06/2019 | Nill | Nill |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---------------------------------|------------|------------|----------|
| Nill | 0 | 15/06/2019 | 15/06/2019 | 00 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| 10 | 10 | 8 | 8 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|--|--|----------|
| GPF, Credit society, DCPS, Loan facility, research fund, field | GPF, credit society, Loan facility, festival advance | Nill |

work, excursion, LTC,
field visit etc.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Broadly major internal resource mobilization is through collection of fees that consists of academic fee, hostel fee, sports, transport fee, interest on FDR on rental. These are internal sources of finance while the external sources consist of training and consultancy, research project grants, fund. Financial resource mobilization deals with how to obtain sufficient funding to meet a desired goal.. The college keeps record of all the mobilized resources. The major resource is from govt. in form of salary grant and college's share from the scholarships and fees. All the expenses are then audited as per rules. Resource mobilization is critical to our institution for the following reasons as it help to ensures the continuation of your organizations service provision to students and staff. supports organizational sustainability. And allows for improvement.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| NILL | 0 | NA |
| View File | | |

6.4.3 – Total corpus fund generated

00

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|------------|----------|-----------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | Yes | University | No | Nill |
| Administrative | Yes | University | No | Nill |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1. Providing valuable suggestions for development of the institution 2. Suggesting corrective measures wherever required 3. Providing suggestions regarding curriculum through feedback forms

6.5.3 – Development programmes for support staff (at least three)

Nill

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1.Enhancing the use of ICT. 2.Promoting more research activities. 3.Enhancing participation in sports and cultural activities

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b)Participation in NIRF | No |
| c)ISO certification | No |

| | and disadvantages | contribute to local community | | | | | |
|------|-------------------|-------------------------------|------------|---|---|--|-----|
| 2019 | 1 | 1 | 18/09/2019 | 1 | Graduate Constituency Voters registration | the staff and the alumni were helped to register themselves as voters for the constituency | 25 |
| 2020 | 1 | 1 | 17/01/2020 | 7 | NSS Residential Camp at Ghadoli village | Village Cleanglin e ss Community Service | 100 |
| 2019 | 1 | 1 | 12/08/2019 | 2 | Awareness on Eco Friendly Diwali | Environment awareness. Gender equity Personal and social safety | 50 |
| 2019 | 1 | 1 | 25/09/2019 | 1 | Blood Donation | Importance of Blood Donation and sense of oneness with the whole mankind was stressed upon students through the activity | 20 |

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|-----------|---------------------|---|
| Prospects | 15/06/2019 | The college prospectus contains all important information and instructions for students |

concerning acceptable and responsible behaviour in the campus

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---------------|-------------|------------------------|
| Co- education promoting the gender equity | 05/09/2019 | 10/09/2019 | 30 |
| Massive Tree Plantation | 15/08/2019 | 20/08/2019 | 50 |
| Cleanliness drive to promote values of cleanliness, clean characters. | 02/10/2019 | 08/10/2019 | 60 |
| Cultural Activities on Annual Day | 01/01/2020 | 02/01/2020 | 35 |

[View File](#)

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

- The campus is tobacco free and plastic free.
- Excessive use of paper is avoided.
- Carbon remitting vehicle are not allowed.
- Students are encouraged to use bicycle.
- Carbon absorbing trees are planted.
- No Vehicle day as a practice observed.
- Awareness programs.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1 1.Title: ` COVID- 19 AWARENESS PROGRAM'-2019-20 2.Goals: • To create an awareness among the students and the nearby people regarding COVID 19 pandemic. • To help them save their lives from the deadly disease. • To help the poor and needy. • To realize the duty of citizens towards their fellow beings in such situations. • To extend helping hands to those who are in utter needs. 3.The Context: The 2019 novel coronavirus (2019-nCoV) or the severe acute respiratory syndrome corona virus 2 (SARS-CoV-2) as it is now called, started rapidly spreading from its origin in Wuhan City of Hubei Province of China to the rest of the world . Till 05/03/2020 around 96,000 cases of coronavirus disease 2019 (COVID-19) and 3300 deaths had been reported. India had reported 29 cases till date. Fortunately so far, children have been infrequently affected with no deaths. But the future course of this virus was unknown. It had created a very alarming situation for the entire world. Suddenly the world came to standstill as every country started fighting against this new manmade enemy. The virus was spreading so fast that suddenly the death tolls increased everywhere and the governments and the entire system became alert. Since there were no medicine to cure the patients suffering from this disease proper care and personal safety were the only measures. 4.The Practice: • In this context the NSS/NCC unit of the college along with all the staff and some students' volunteers after receiving a letter from the affiliating university came into action and started rendering yeoman services to the students community and nearby villages in several forms. • The institutions following the guidelines from the District Disaster Management Committee headed by the district collector, health department, the university and the state and the central governments decided to respond to the earnest appeal in outreaching the students' community and the society to create awareness among them by means of various activities at the cost of their own. • There was a great confusion

regarding the spread and attack of the disease. Many people were spreading rumors, creating fears, and creating chaotic situations. • Since the disease was a pandemic or an epidemic caused by coming into the contact of those who were affected, the governments imposed strict lockdown thereby stopping the livelihood sources of the very people for whom it was difficult to make both ends meet. • The people had to use masks, but they too were also not available. • They had no sanitizers available with them to sanitize their hands from time to time and protect them from getting infected from touch. • Many students and people were required to make them aware with the facts regarding COVID -19 through quizzes, street plays, house visit etc. • Under the abled guidance of the Principal a team was made, work was distributed among them and the entire team rendered their service in this regard in the following ways. 1. What are App groups of students were formed to contact them and to utilize their volunteer services. 2. They were assigned the roles of COVID warriors. 3. Awareness Campaign via social media like what's app and face book was launched. 4. The training of making masks was given to some local students by Prof. S.S. Khade in her Home economics Lab and as many masks as possible were made and later distributed free of cost to the poor and the needy who could not afford buying the masks. 5. The posts of their services were made public on social Medias. 6. The volunteers headed by NSS coordinators and other teachers approached the villagers in nearby villages and demonstrated how to wash hands, how to sanitize their hands after touching anything. 7. The volunteers trained them how they could protect them and others from the pandemic. 8. quizzes were made in order to spread awareness.. 9. Training of Arogya Setu App was given. About 70 households downloaded the App and started checking their status regularly. 10. The Volunteers also explained the benefits of social distancing. 11. The college installed 02 sanitizing machines and displayed them on the entry points and made it compulsory for all visitors to sanitize before coming to the college. 12. Boxes at the distance of 06 fit were made to maintain social distancing. 13. Awareness banners were displayed. 14. Awareness rallies with social distance were undertaken. 15. Teachers and students took parts in other awareness quizzes and programs. 16. Free grain were distributed at adopted Chek Ghadoli village on 23 May 2020. 17. Checking pulse rate and oxygen level with oximeter. 18. Checking temperature of all visitors. 5. Evidence of Success: • The practice achieved unprecedented success. • Students and the villagers realized the importance of sanitizing hands, wearing masks, washing hands, maintain social distancing, • The followed the guidelines and started asking others to follow the health departments guidelines in this regard, • They realized their personal responsibility in such emergency situation, joined hands to fight the pandemic. • Responses to quizzes were amazing. • All responded positively and helped greatly in the small endeavors of ours. • Most value adding and remarkable result was that 'Not a single case of CORONA was found in college. Neither a staff member nor a student got infected.' 6. Problems Encountered and Resource Required: • Approaching and collecting the villagers. • Explaining them in their local language. • Unaware of personal hygiene and safety. • Expenses to provide grain collected, bought pockets and distributed to the very needy and poor. • Accessing technology to respond to the quizzes was a problem for some. • Keeping the warriors invulnerable from getting infected. Conclusions This new virus outbreak has challenged the economic, medical and public health infrastructure of all countries and mostly of underdeveloped countries. Since 'precaution is better than cure, only we can save our lives.' and creating awareness is a small step toward achieving the major goal of saving our all dear fellows citizens. Our success story was just like a bubble in the ocean of humanity. Best Practice II-2019-20 1.Title: NO VEHICLE DAY-CONSERVE ENERGY FOR FUTURE 2.Goals: • To identify the causes of vehicular pollution and their effects on general eco system. • To cut down on air pollution and contribute to a global decline in the volume of pollutants found in the air. • To help to conserve energy in form of fuel. • To help to

clean air by minimizing air pollutants. • To help to increase oxygen level. • To help to protect people from airborne diseases. • To help to build up immunity. 3. Context: • Air pollution is a growing problem around the world, with individuals and nations alike pumping enormous volumes of harmful pollutants into the atmosphere every day. These pollutants are not only dangerous to the health and wellbeing of plants, animals, and people, but they are also a major contributor to recent climate shifts observed across the globe. • Similarly, poisonous pollutant emitted by vehicles also pollute the air causing a lot hazardous effects on the entire ecosystem. • Causes of Vehicular Pollution were identified as follows: 1. Traffic Congestions- air pollution caused by vehicles congest in a singular area, the emissions per kilometre go up, contributing to vehicular pollution, the transportation sector was responsible for more than 50 of all carbon monoxide and nitrogen oxides as well as almost a quarter of all hydrocarbons in the air. 2. Technical Issues With Gasoline Engines: several issues with gasoline engines that could result in vehicular pollution. 3. Vehicle Population: The population of motor vehicles is estimated to hit more than 1.1 billion in 2020, means more gas is combusted, leading to more emissions and increased air pollution. 3. Practice: It's become a fashion and trend to use the vehicles even for small distance by the society, mostly by the youngster. It feels ashamed and embarrassing to them to walk or use the bicycle. Being a student, we must understand the negative impact of fossil fuel on our planet and ultimately on our health. Therefore, we should try to avoid the vehicles for small distance. To inculcate this habit college has made a rule for every student and faculties not to come in the college by vehicle on every Saturday. It will help somehow to reduce the poisonous gases exhausted in the atmosphere by the motor vehicles. We are mostly relying on the fossil fuel imported from the gulf countries to cater our energy requirements and our country is spending a handsome foreign currency for buying it. By practicing we can bring down our fuel consumption and save some bucks. This will help us to reduce the air pollution, keep us active, healthy and boost our economy. 4. Evidence of success: 1. On every Saturday no one use to bring their vehicles in the college. 2. Students and staff enjoying using the bicycles and having a walk to come in the college. 3. Students are

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://accgondpipri.in/upload/academic/Best_Practices_2019-20.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The institution was established in 1990. In those days, the area in which the college is located was completely backward without any higher education facility available. Those who were rich could only afford education and could go to the places like Chandrapur and Nagpur for higher education. It was in this condition that he decided to open doors of higher education to the poor and backward people of this area with the following vision: 'Achieve the excellence of its learners and other people in higher education, empowerment through knowledge, inclusive growth for socio-economic and cultural change and sustainable development through its longstanding policies and service to community' • Despite the oddities and problems the college has been striving to achieve its goal, vision and mission. • The college has been striving by providing best available education and been instrumental in changing the condition. Though the learners are mainly the second generation, the first generation has brought about a lot of changes in their standard of living by getting job, being self-employed and thus contributing to the change in society. • Due to education provided in the area about five talukas have been

benefitted. • The college's NSS unit and other extension activities have been realized their role in the change and have been playing vital role in form inculcating social awareness, human values and life skills. • The college does not boast of it as it realizes it is our duty. The schemes of govt. and policies are being implemented and the college contributes on its own level in them to outreach benefits to the society and help achieve the vision. • The college promotes teacher to undertake social researches that could bring out social issues and help the government to make beneficial policies for the welfare of the people. • The college takes help of the parents, alumnus and those who are rich, in development of wards/ students. • Parents are other stakeholders, who are duly invited to help the college to inculcate graduate attributes among the students so that they would better citizens empowered to serve the nation. • The college provides scholarship facilities to SC/ST/OBC/NT/VJ/Minority students who are in major number in the area. es and help the government to make beneficial policies for the welfare of the people. • The college takes help of the parents, alumnus and those who are rich, in development of wards/ students. • Parents are other stakeholders are duly invited to help the college to inculcate graduate attributes among the students so that they would better citizens empowered to serve the nation. • The college organizes career guidance classes for those who want to take part in the competitive examinations. • The college provides scholarship facilities to SC/ST/OBC/NT/VJ/Minority students who are in major number in the area. • The college fulfills the vision of social justice very well by means of outreaching all schemes to the students. • The college has strove in the field of sports also.

Provide the weblink of the institution

https://accgondpipri.in/upload/academic/7_3_1_institutive_distinctiveness.pdf

8.Future Plans of Actions for Next Academic Year

1. Preparation for the NAAC 2. Based on feedback from stakeholders, emphasis will be laid on creating more online learning resources for enriching students' intellectual, aesthetic, human and cultural values. 3. Enhancing infrastructural facilities. 4. Increasing the use of ICT in teaching learning 5. Promotion of research among faculty 6. Undergoing SWOC analysis 7. Increasing Sports infrastructure 8. Making the college campus green. 9. Developing sport facilities. 10. Introducing value added courses.