



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

S.S. GIRLS COLLEGE

VITTHAL NAGAR, ANSARI WARD, GONDIA
441601

<http://ssgcgondia.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

S. S. Girls' College, Gondia, is a prestigious educational institution and the first women's college in Gondia District. Established in 1970 with just 70 students, the college has grown over the years to become a renowned center of learning. The foundation stone of the college was laid by Late Shri Manoharbai Patel, the Founder President of Gondia Education Society. The college is located in the prime area of the city having pleasant and healthy atmosphere.

The college offers a wide range of conventional undergraduate programs, including B.A. and B.Sc. (Home Science). In addition, it also provides self-financing professional courses such as B.F.D. (Bachelor of Fashion Design), M.A. (Home Economics), M.A. (Geography), and M.A. (Hindi). The college is permanently affiliated with Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, and is recognized under Section 2(f) of the UGC Act, 1956.

The overall functioning of the college is overseen by the Governing Body, College Development Committee, Principal, and various statutory and non-statutory bodies. The college's mission is to prepare its students for successful careers by nurturing their full potential and instilling in them the values of intellectual inquiry, independent thinking, and ethical mindset. The institution aims to develop well-rounded individuals who can thrive in the globalized world while leading a wholesome life.

S. S. Girls' College is dedicated to providing a memorable campus life for its students. The college places great emphasis on quality teaching, encouraging student participation in co-curricular and extracurricular activities, and imparting values of discipline, sincerity, hard work, and constitutional obligations. The students receive a holistic education that combines academic excellence with enjoyment.

The college has received accreditation from the National Assessment and Accreditation Council (NAAC), Bangalore. It was awarded a B+ Grade in 2004, followed by a Grade 'B' in 2011 for the second cycle, and a 'B+' grade in 2017 for the third cycle. These accreditations reflect the college's commitment to maintaining high standards of education and providing a conducive learning environment.

Vision

“???? ?????????? ??????????, ?????? ??? ?????”

“God resides there, where women is worshipped”

Mission

We at S. S. Girls' College are committed to excellence in Women's education empowering personalities, intellectually, artistically and emotionally (Skills of Head, Hand and Heart) and developing responsible members of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college offers Multidisciplinary programs, welcoming students from diverse backgrounds and regions.
- The student population is highly diverse, with over 80% belonging to reserved categories, and the college strictly adheres to the reservation policy of the Government of Maharashtra.
- The college provides a safe and secure environment for girls' education, ensuring a conducive atmosphere for learning.
- An excellent Feedback & Mentoring System is in place, supporting students' academic and personal growth.
- The management of the college is enthusiastic, and the faculty members are committed and dedicated to their roles.
- The teaching staff demonstrates high compatibility with ICT usage, especially during challenging situations like the Covid-19 pandemic, ensuring seamless online learning opportunities for students.
- A wide range of curricular, co-curricular, and extra-curricular activities are offered to foster the overall personality development of the students.
- The college takes pride in being the recipient of a university-level NSS award, showcasing its commitment to community service and social initiatives.
- The college boasts good infrastructure, including well-equipped laboratories for practical-oriented subjects, providing students with hands-on learning experiences.
- The college has signed Memorandums of Understanding (MoUs) to establish an entrepreneurial ecosystem, fostering innovation and entrepreneurship among students.

Institutional Weakness

- The college is situated in the vicinity of a congested market place, which may pose challenges in terms of noise and traffic for the college community.
- Due to its location at the heart of the city, the scope for expanding the college building is limited, potentially restricting future growth.
- The college lacks a playground and other sports facilities, which could impact students' access to sports and physical activities on campus.
- There are no hostel or residential facilities provided by the college for its students and staff, potentially making it challenging for out-of-city students and staff to find accommodation.
- The academic and financial backgrounds of admitted students are not strong, which may require additional support and resources for their success.
- The college has published a limited number of research papers in UGC CARE-listed journals, indicating potential areas for improvement in research output and publications.
- The college faces challenges in collaborative research opportunities and may benefit from establishing more linkages with industries to foster collaborative activities.
- Inviting reputed companies for campus placement drives may be difficult, potentially affecting students' access to job opportunities.
- The college offers fewer professional and skill-based programs, which may limit students' exposure to specialized and in-demand fields.
- The college encounters difficulties in securing external funding from UGC/Government for developmental activities, necessitating alternative strategies for financial support and growth.

Institutional Opportunity

- The college has established collaborations with both Government and non-government agencies to secure funding for developing its facilities, promoting overall growth and improvement.
- Efforts to strengthen linkages and tie-ups with National and International Universities, as well as faculty and student exchange programs, will enhance the college's global education opportunities.
- To increase employability for students graduating from regular programs such as Bachelor of Arts, Bachelor of Science (Home Science), and Master of Arts, the college aims to make the curriculums more skill-oriented, aligning with industry demands.
- The college actively networks with its alumni, fostering connections and engagement to leverage their support and contributions to the institution.
- Organizing training sessions and workshops for the professional and academic development of the faculty will enhance their teaching and research capabilities.
- The college recognizes its role in empowering women and aims to engage more with the community, leveraging its location to create meaningful social impact and upliftment of women in the area.

Institutional Challenge

- The college aims to provide more infrastructural facilities to accommodate the growing needs of the student population and enhance the overall learning environment.
- There is a focus on motivating students to develop a deeper sense of critical and analytical thinking, fostering their intellectual growth and problem-solving skills.
- Preparing students for higher studies through competitive examinations is a priority, ensuring they have the necessary skills and knowledge to excel in further academic pursuits.
- Improving the curriculum's content to align with the needs of industries is essential to enhance students' employability and readiness for the professional world.
- The college is committed to strengthening the startup and entrepreneurship ecosystem, fostering an environment that encourages students to pursue innovative ideas and gain practical experience through an Earn-while-you-Learn mechanism.
- The institution faces financial crunches and limited earning resources, requiring effective financial planning and exploring alternative funding sources to support its growth and development.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

S. S. Girls' College, Gondia is an affiliated college adheres to the curriculum prescribed by the R.T.M. Nagpur University, Nagpur. The College offers the following Undergraduate & Post Graduate programmes: B.A., B.F.D. and B.Sc. (Home Science), M.A. (Geography, Hindi & Home Economics). The College delivers the curriculum according to department calendar which is prepared in accordance with institute's calendar followed by academic calendar of the university. The curriculum aspect is kept learner-centric. The College also caters the needs of the students with regarding skill development programs & Certificate courses to bridge the gap between curriculum and the industry needs.

The institute's Vision and Mission statements, POs, PSOs and COs are exhibited at appropriate locations so as

to reach the stakeholders. The Institute has strategic planning for effective implementation of the curriculum by focusing ICT based delivery. Besides, the activity is made comprising curricular, co-curricular and extra-curricular activities. Every faculty member with proper planning does the course contents, course outcomes and identification of curriculum gaps that are based on pre defined POs and COs keeping in line with the vision and mission of the College.

The faculty members are encouraged to take part in Faculty Development Programs, Seminars and Workshops conducted by renowned institutions. The College invites experts from the established Organizations in order to conduct various skill development training programs for the benefit of the students as well as the faculty. For the improvement of the quality, frequently the feedback is collected from all the stakeholders like students, parents, alumni about the academic performance and completion of the syllabus.

The faculty members are instructed to prepare course file and provide the same for the students on the commencement of the semester. The course file contains course outcomes, syllabus, and complete schedule of the topics that are to be covered during the semester period. Apart from the above students are encouraged and supported by the training and placement department which undertakes internships and industry related programs.

Teaching-learning and Evaluation

Student Enrolment and Profile: The college follows the enrolment norms of Rashtrasant Tukadoji Maharaj University, Nagpur, and the Government of Maharashtra. No discrepancies are made during the admissions process.

Student-Teacher Ratio: The college recruits' faculty on a regular basis, as well as on a contract or guest lecture basis, in accordance with the norms and government regulations. The current student-teacher ratio is 1:40.

Teaching-Learning Process: The college adopts student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enhance the learning experiences of students. Teachers also encourage students to engage in assignments, seminars, workshops, projects, field trips, industry visits, lab work, and participate in various certificate and add-on courses.

Teacher Profile and Quality: The college employs well-qualified teachers who are dedicated to the teaching-learning process. The majority of teachers hold a Ph.D. degree, while others are pursuing it. Each student is assigned a teacher mentor during their time at the college.

Grievance Mechanism: The institution has a transparent mechanism to address student grievances. The percentage of exam-related grievances is kept very low.

Evaluation Process and Reforms: The college adheres to the evaluation structure prescribed by the affiliating university, which currently includes a semester system for all courses and programs.

Student Performance and Learning Outcomes: The college clearly defines learning outcomes for all programs and courses taught. The importance of learning outcomes is communicated to teachers in IQAC Meetings and Staff Meetings. Suggestions from teachers, discussed during department meetings, are conveyed to the respective Board of Studies for possible restructuring of syllabi based on the feedback.

Student Satisfaction Survey: Every year, the college conducts a Student Satisfaction Survey using proper norms and guidelines. All departments actively participate in the survey, contributing to the continuous improvement of the college.

Research, Innovations and Extension

S. S. Girls' College Gondia has a well-established Research and Development Cell to carry out Research & Development activities. Faculty members are actively encouraged to participate in various seminars, workshops, and conferences to stay updated with the latest knowledge and technology. Research activities foster a creative and scientific attitude among both faculty members and students.

The college has proactively implemented R&D activities, including conferences, workshops, and faculty development programs over the last five years. Faculty members have published research papers in UGC-approved journals and books from reputed publications. The institution also promotes faculty members to pursue Ph.D. degrees for their career growth and advancement.

The college undertakes departmental and interdisciplinary activities to raise awareness about social issues. The teaching staff actively engages in research activities through participation in seminars, webinars, conferences, and presenting and publishing research articles in conference proceedings and research journals.

The college has formed an Incubation centre to encourage and develop innovation and entrepreneurial skills among the students. In the past five years, 14 workshops on various skill and career development areas were conducted for both staff and students, along with one workshop on Intellectual Property Rights (IPR).

Over the past five years, the college has conducted numerous extension activities and outreach programs through the NSS and various departments. Collaborative works, internships, and field trips have been organized with industries and professional bodies. The college has an MOU with Pratibha Institute of Business Management, Pune, which provides skill development training programs.

Students of the NSS unit actively participated in disaster management, Rangoli competitions, Voter Awareness Programs organized by the Police and Health departments of Gondia. They also took part in Malaria training programs, Poshanaahar janjagruti Programs, Yuva Mahiti Doot, State-level Avahan Camp, and other social initiatives. In the session 2018-19, the college was recognized and conferred with the best college award at the university level for its NSS Unit.

Infrastructure and Learning Resources

S. S. Girls' College in Gondia is a prominent educational institution with a vibrant campus offering a wide array of facilities and resources for its students and faculty members. The college's commitment to providing an enriching learning environment is evident through its well-maintained infrastructure and advanced technology integration.

The college boasts a campus with a total area of 1495.83 square meters and a well-designed building covering 3411 square meters, which accommodates various departments, a central library, computer laboratories, and more. The college takes pride in its comprehensive range of facilities designed to support effective teaching and learning experiences.

The college library has been automated since 2019 with the LIB-MAN software, which effectively manages all in-house operations, provides multilingual font support, and enables barcode and QR code capabilities. The library offers a rich collection of books, journals, magazines, and newspapers, complemented by access to e-resources through the INFLIBNET N-LIST program. The library offers a Mobile Online Public Access Catalogue (M-OPAC) that allows users to access the library's resources through their smartphones.

IT facilities hold great importance at S. S. Girls' College, with a well-maintained UGC resource center (computer laboratory) providing access to modern technology for academic and research activities. The college embraces Information and Communication Technology (ICT), equipping select classrooms, laboratories, and the library reading room with LCD projectors for dynamic lectures. College has made significant updates, including increased internet speed to 100 Mbps, provision of ample computers in various areas, and the implementation of a Microsoft ERP system for efficient administrative management.

Physical fitness is a priority at the college, with a well-equipped physical education department offering indoor and outdoor games. Additionally, a state-of-the-art gymnasium promotes a healthy lifestyle, and a dedicated common room caters to students' recreational needs.

The college fosters a vibrant cultural atmosphere, utilizing its seminar hall and open spaces for regular cultural activities and celebrations of diverse talents. To ensure uninterrupted academic activities, the college has installed a generator as a contingency measure during potential power outages.

Student Support and Progression

Students are the primary stakeholders of the institution, and we are committed to providing excellent education for girls, especially those who are economically underprivileged and come from rural areas. The student support services are displayed on the institutional website and updated regularly, as well as mentioned in the prospectus. The institution ensures a prompt application schedule and payment of all scholarships provided by the state government, non-government organizations, and the Government of India. Over the last five years, about 2642 students have benefited from different scholarships available, with an average of 62.53%.

The Student Welfare Committee puts in extra efforts to organize several activities like seminars, workshops, guest lectures, projects, and events to enhance soft skills, life skills (such as yoga and physical fitness), and health and hygiene among students. The Self-employment and Entrepreneurship Cell arranges various events to develop entrepreneurial skills among students and also conducts exhibition-cum-sales to promote the "earn while learn" concept. Workshops are arranged to enhance ICT and computing skills.

The college's development policy prioritizes student educational growth. Several initiatives and platforms are made available to ensure the quality enhancement of student campus life. The college has a functional career guidance cell, placement cell, Grievance redressal cell, and a "Career-Katta." The career counseling cell organizes workshops and guest lectures on career counseling and competitive examinations. Program-wise career guidance is provided. The Grievance redressal Cell efficiently works in the college, and complaint and suggestion boxes are installed on the campus. No significant grievances were reported in the last five years.

The Cultural Committee aims to inculcate and motivate students to participate in cultural activities and various competitions. Over 541 students have participated in the last five years, with 11 students receiving awards in various national, state, and district-level competitions.

The Alumni Association, named WAMA Alumni, has been active since 2003-04 and has contributed Rs. 25,945/- thousand rupees during the last five years. The association conducts student-oriented activities and motivates students by organizing various events. It also provides financial assistance to economically backward students and supports their overall development.

Governance, Leadership and Management

The college is governed by the Gondia Education Society, and effective governance is ensured through the College Development Council (CDC). The CDC comprises representatives from the management, teaching and non-teaching staff, with the Principal serving as the ex-officio Secretary. The CDC plays a vital role in planning, monitoring, and evaluating administrative and academic processes. It oversees policies related to infrastructure development, faculty recruitment, finance management, and major purchases.

As the academic and administrative head, the Principal is the spokesperson of the college and ex-officio Chairman of all non-statutory institutional committees. The Principal ensures strict adherence to the provisions and regulations of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, under the Maharashtra University Act. Additionally, the Principal ensures compliance with higher education policies of the Maharashtra Government and fulfills all legal and statutory obligations. Responsibilities include student admissions, account maintenance, managing the teaching-learning process and library, and maintaining discipline within the college.

Several college-level and statutory committees work diligently, benefiting from decentralized governance. Some committees even include student representatives. Strategies are collectively devised with the involvement of department heads and coordinators. The Credit Co-operative Society provides varied loan facilities. Medical insurance schemes are available to staff, and timely processing of pension documents for retiring staff is ensured.

The college strongly encourages teachers to participate in orientation, refresher, short term courses, etc. to enhance their academic and professional skills. Necessary and special leaves are granted to facilitate staff development. Financial resources are generated through self-funded courses and college fees. The college undergoes academic audits by academic peers and is subject to internal and external auditing by the Government Auditor. Office and financial work are fully automated through the ERP 'Centralized College Management System.'

The Internal Quality Assurance Cell (IQAC) serves as a facilitative and participative voluntary system for sustaining and enhancing quality. The Principal serves as the ex-officio Chairman of IQAC and plays a significant role in communicating and implementing plans. IQAC meetings prepare the roadmap for educational and developmental activities. The cell also oversees the Academic Performance Indicator (API) score of staff members based on the Performance-Based Appraisal System (PBAS).

Institutional Values and Best Practices

S. S. Girls' College, Gondia organizes various programmes/events regarding gender equity and ensures equal participation and representation of women at all levels of academic and administrative pursuits. The college ensures safety and security through round the clock vigilance of security persons and CCTV cameras systems and by its efficiently working Anti-Ragging Cell and Student Grievance Redressal Cell. The College has common room facility for girl students.

The college has facilities of alternate sources of energy and energy conservation measures like LED bulbs/ power efficient equipment. The college has facilities for the management of degradable and non-degradable waste. Water conservation facilities like bore -well/open well recharge system, overhead tanks, wastewater drainage, and maintenance of water bodies and distribution system are available. The college restricted the entry of automobiles, banned the single use plastic. The college has been certified for green audit, energy audit, environmental audit and beyond the campus environmental promotion activities.

The College is providing an inclusive environment regarding tolerance and harmony towards the cultural, regional, linguistic, communal, socio-economic and other diversities in term of celebration of festivals and organization of cultural programmes and awareness programmes on socio-economic issues. The College regularly conducts the sensitization programmes for the students and employees regarding the constitutional obligations.

The students and employees are bound to follow the prescribed College code of conduct. National and international commemorative days and events are celebrated regularly. The two best practices successfully implemented by the College include a) Mentor-mentee system b) The performance of the college in one area distinctive to its priority and thrust includes “Skill Enhancement of Students” under which plethora of events are conducted.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S.S. GIRLS COLLEGE
Address	Vitthal Nagar, Ansari Ward, Gondia
City	Gondia
State	Maharashtra
Pin	441601
Website	http://ssgcgondia.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rekha S. Lihare	07182-236959	9637402707	07182-236959	ssgirls.college1@gmail.com
IQAC / CIQA coordinator	J. D. Punde	07182-237039	9421705618	07182-236959	ssgc1970@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	23-06-1976	View Document
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vitthal Nagar, Ansari Ward, Gondia	Urban	0.37	3411

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BA, Bachelor Of Arts	36	XII or equivalent	Hindi, Marathi	1080	439
UG	BSc, Bachelor Of Science	36	XII or equivalent	English, Hindi, Marathi	360	114
UG	BFD, Bachelor Of Fashion Design	36	XII or equivalent	English, Hindi, Marathi	90	41
PG	MA, Master Of Arts Home Economics	24	BA or BSc Home Science	Hindi, Marathi	160	30
PG	MA, Master Of Arts Geography	24	BA	Hindi, Marathi	160	63
PG	MA, Master Of Arts Hindi	24	BA	Hindi	160	16

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				5				16			
Recruited	0	1	0	1	1	4	0	5	4	9	0	13
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				23
Recruited	10	4	0	14
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	0	6	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	0	1	2	0	2	6	0	12
M.Phil.	0	0	0	0	1	0	2	1	0	4
PG	0	0	0	0	0	0	0	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		7	12	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	594	0	0	0	594
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	109	0	0	0	109
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	123	124	111	115
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	103	85	92	94
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	522	423	379	390
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	130	87	68	65
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	82	66	55	62
	Others	0	0	0	0
Total		960	785	705	726

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>S. S. Girls' College, Gondia, is affiliated with Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU), Nagpur. The college offers a curriculum designed by the affiliating University. Currently, the college provides a variety of subjects for B.A. students in their first year, allowing them to select subjects based on their preferences. For B.Sc. (Home Science), B.F.D, and M.A. (Home Economics, Geography, and Hindi), there are compulsory subjects that students must take. Additionally, the college offers a wide range of UG and PG programs, accommodating students from any stream, allowing them to choose programs that suit their convenience. Moreover, the institution is committed to imparting</p>
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	<p>human values and ethics while prioritizing the physical and mental well-being of the students through various on-campus activities and community engagement initiatives. Environmental education is a compulsory part of the curriculum for all UG programs, as the affiliating university includes Environment Studies in the syllabi for all second-year UG students.</p>
2. Academic bank of credits (ABC):	<p>Our college is affiliated with Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, and we adhere to the norms laid down by the university for the award of degrees. The university's decision-making bodies have initiated discussions on ABC (Academic Bank of Credits). Following the university's directives, our college students have been generating ABC IDs through the Digilocker portal of the Government of India since the last academic year.</p>
3. Skill development:	<p>The college always prioritizes the skill development of its students, providing them with opportunities to enhance their basic soft skills, life skills, language and communication skills, self-employment and entrepreneurial skills, and ICT skills, in addition to traditional education. Furthermore, B.F.D. students undertake internships at various industries, and P.G. students engage in project work to gain practical experience. With the changing educational landscape and the introduction of the New Education Policy (NEP 2020), the college aims to offer scope and support for the upcoming generations in the fields of academics, research, and skill-based quality education. As part of this initiative, the college conducts skill-based certificate courses for students. Additionally, guest lectures, programs, and activities focusing on constitutional values, awareness, human values, scientific temper, and nonviolence are organized. Various designated days are also celebrated to nurture our students into sensible and responsible citizens.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>As per the affiliating university curriculum, the college offers English, Marathi, Marathi Literature, Hindi, and Hindi Literature as part of the UG (Bachelor of Arts) programs under the faculty of Humanities. English is a compulsory subject for the first year of Bachelor of Science (Home Science) and Bachelor of Fashion Design under the faculty of Science and Technology. The faculty members,</p>

	<p>regardless of their linguistic background, use local languages in the teaching and mentoring process. The college library houses a collection of books on allied subjects and serves as a repository of books on languages, art, and culture. Students are encouraged to participate in programs celebrated on days like International Mother Language Day, Marathi Bhasha Gaurav Din, and Hindi Diwas. Additionally, the college organizes cultural festivals where various events related to Indian culture and traditions are performed, and students actively take part in these events.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Our college offers 02 undergraduate programs under the faculty of Science and Technology and 01 undergraduate and 03 postgraduate programs under the faculty of Humanities. These programs focus on practical applications and are outcome-based. Although these programs are approved and designed by the affiliating university, the Course Outcomes (COs) and Program Specific Outcomes (PSOs) are also explicitly devised and outlined on our college website. As a result, students are well-equipped to evaluate, analyze, apply, and understand the subjects thoroughly.</p>
<p>6. Distance education/online education:</p>	<p>The college was well-prepared, especially during the COVID-19 pandemic, to continue the teaching and learning process by utilizing digital platforms for both theory and practical classes, as well as conducting conferences and meetings. Online education proved to be beneficial in breaking geographical barriers, facilitating interactions between experts and students from distant locations. The college campus is Wi-Fi enabled, ensuring no obstacles in implementing online education. Both students and college faculty fully utilized online teaching platforms and efficiently carried out their academic duties, delivering classes through platforms such as Google Meet, Zoom Meet, Google Classroom, and WhatsApp Groups. The experience gained from online teaching during the COVID-19 pandemic has demonstrated the potential to offer vocational courses through open and distance learning (ODL), aligning with the objectives of the New Education Policy (NEP) 2020.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>S. S. Girls' College, Gondia, established an Electoral Literacy Club (ELC) on 14/08/2021 with the primary goal of educating students about their democratic rights, including the right to vote in elections. The college utilizes the ELC as a platform to engage students through interesting activities and hands-on experiences, sensitizing them to their electoral rights and familiarizing them with the electoral process of registration and voting. The activities are designed to stimulate and motivate students, encouraging them to think critically and ask questions. Through the ELC, the college aims at strengthening the culture of electoral participation among young and future voters. The ELCs have been established by the institute particularly for new voters aged between 18 to 21 years.</p>
<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>	<p>The institution has a functional Electoral Literacy Club (ELC) with representatives from both faculty members and students. The ELC is responsible for organizing various activities to promote electoral literacy and democratic values among the student community and beyond. The composition of the ELC is as follows: 1. Dr. N.K. Bahekar: The Principal serves as the chairperson of the ELC, providing leadership and guidance to the club's activities. 2. Mr. Sandip Rahul: An Assistant Professor from the Department of Political Science, who acts as the co-ordinator and nodal officer of the ELC. His role involves overseeing the functioning of the club and ensuring its smooth operations. 3. Ms. T.M. Tembhare: Another co-ordinator, serving as an Assistant Professor from the Department of Food & Nutrition. Her role includes supporting Mr. Sandip Rahul in managing ELC activities. 4. Ms. Pranjali Raidas: A student representative from the B.A. second year, contributing her ideas and perspectives to the ELC's initiatives. 5. Ms. Usha Singh: Another student representative from the B.A. third year, providing valuable inputs and participation in ELC activities. The ELC's activities are planned at the beginning of each semester and executed accordingly. Mr. Sandip Rahul, as the nodal officer, plays a crucial role in the club's functioning. His responsibilities include: 1. Promoting and supervising</p>

	<p>club enrollment: He works towards encouraging more students to join the ELC and actively participate in its activities. 2. Coordinating with the district election officer: Mr. Sandip Rahul facilitates communication and resource exchange between the ELC and the district election officer. This ensures a collaborative approach towards spreading electoral literacy. 3. Guiding and supervising ELC activities: He provides guidance to both faculty and student members, ensuring that the ELC's planned calendar of activities is followed effectively.</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>The ELCs have undertaken various innovative programs and initiatives aimed at promoting electoral participation, voter awareness, and ethical voting. These programs include: Poster Presentations: Students participate in poster presentations, where they use their creativity and artistic skills to create informative and visually appealing posters that highlight the importance of voting and democratic participation. Electoral Oath on National Voter's Day: On 25th January, which is celebrated as National Voter's Day, all students take an electoral oath. This activity emphasizes the significance of responsible voting and encourages students to fulfill their civic duty. Essay Competition for Voter Awareness: The ELC organizes essay competitions, wherein students are encouraged to write thought-provoking essays on topics related to voter awareness. This initiative fosters critical thinking and knowledge dissemination among the student community. Voter Registration Drives: The ELC conducts voter registration drives to ensure that students are registered voters. This initiative seeks to remove barriers to registration and enhance electoral participation. Celebrating Voters' Day: The ELC organizes events and activities to celebrate Voters' Day, commemorating the importance of every citizen's right to vote. These events help instill a sense of pride and responsibility in exercising the right to vote. These programs showcase the ELCs' commitment to fostering awareness and participation in electoral processes, thereby advancing democratic values within the college community and the broader society.</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</p>	<p>The college organized a Voter Awareness Poster Competition, inviting students from various disciplines to design and create posters that raise awareness about the importance of voting and</p>

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>democratic participation. Through this initiative, students were encouraged to use their creativity to convey powerful messages that motivate individuals to exercise their right to vote. In addition to the Poster Competition, the college also conducted a Voter Awareness Essay Competition. This initiative aimed to encourage students to critically analyze the significance of electoral participation, delve into the challenges faced by the electoral system, and propose solutions to enhance voter engagement and turnout.</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>The efforts by the ELCs and the college to enroll eligible students as voters are as follows: WhatsApp Messages: The ELC Committee members use WhatsApp messages to inform students above 18 years of age about the importance of voter registration. They encourage these students to fill out Form No. 6 for voter registration and provide them with the necessary forms. Educating Students on Democratic Rights: The ELCs and the college take the initiative to educate students above 18 years about their democratic rights, including the right to vote in elections. This awareness campaign aims to highlight the significance of active political participation and its impact on shaping the nation's future. Hands-on Introduction to the Democratic System: The college organizes various activities to provide students with a hands-on introduction to the democratic system. These activities may include taking an electoral oath, which reinforces the importance of responsible voting. Poster Presentations and Information Dissemination: The ELCs and the college conduct poster presentations and display informational flex posters on notice boards. These activities serve to disseminate essential information regarding the electoral process and voter registration, encouraging eligible students to participate in the electoral system. By implementing these mechanisms and awareness campaigns, the ELCs and the college aim to increase the enrollment of eligible students as voters in the electoral roll. These efforts foster a culture of civic engagement and empower students to exercise their democratic rights responsibly.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
726	705	785	958	1051
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 20

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	19	20	20	19

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
67.32760	67.0372708	91.0512138	94.4494728	119.2590578

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

College is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University & follows the curriculum designed by it. The college ensured effective curriculum delivery through a well planned and documented process.

1. Academic Calendar:

At the commencement of the academic year. The academic calendar is prepared by college academic calendar committee & approved of principal IQAC.

- Faculty members prepared their individual semester wise academic year teaching plan at the beginning of every year.
- The faculty members are directed on the academic on the academic activities if the institution in the first meeting of the commencement of every academic year.
- The principal monitors the effective implementation of the calendar through formal meeting with Head of the department & if necessary informal discussion with faculty.
- Time-table committee:
- The college constitutes the time-table committee. The time-table committee prepared a general time-table- & H.O.D. of concern department prepared departmental time-table.
- The time-table are displayed on the notice board & also uploaded on the college website.
- Teaching plan is prepared by every faculty members at the beginning of academic year & maintain daily teaching diary.

2. Teaching Aids:

- Methods like assignment, seminar, group discussion, quiz effective delivery curriculum.
- Group projects are assigning to teach them team spirit, sharing & develop presentation, research skills.
- Guest lecturers of eminent faculty members from other institution are arrange to give exposure of the current trends and latest subject knowledge.
- ICT is used for effective teaching by the teachers of various departments
- Internet, computer, LCD projectors & other audio visuals aids are utilized on regular basis.
- Social sites such as: YOUTUBE, WHATSAPP & GOOGLE CLASSROOM etc. are used for effective teaching. ICT based materials are uploaded on the college website.

3. Teaching Support:

- The college encourages the faculty to participate in orientation and refresher courses to update their knowledge of subject.
- The college encourages the faculty to attend the meeting of B.O.S. & syllabus restructuring workshops.
- The college takes initiative & encourages to staff to attend workshop organized by other colleges & university for effectively implementing the CBCS method of imparting curriculum.

4. Department Library:

- The college library provide subject wise book, INFLIBNET, E-journals, E-resources, magazines and reading room facility etc.
- The faculty members encourages the students to read subject book, reference book & take use of e-resources available at the network resource centre to update & enhance their subject knowledge.

5. Feedback:

- The college collects the feedback from the faculty, students, and alumni.
- Collected feedback is analyzed by using different parameters & the performance of the students, faculty & the institution is assessed. Any discrepancies indentified consider for correction & suggestion are taken for improvement.

6. Continuous Internal Assessment System:

- College has prepared annual scheduled for internal evaluation system for the students. Test, home assignments, seminars, projects, group discussion, field visits & university examination are conducted, cautiously and effectively.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 7

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 5.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
92	0	63	1	81

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Institute follows curriculum prescribed by the University and integrates various socially relevant crosscutting issues like ethics, human values, environment, etc. across UG and PG programs to sensitize the students. The main focus of our institute is to inculcate the young minds with professional ethics, gender, human values, environment and sustainability through the curriculum as well as co-curricular and extracurricular activities

Gender, Human Values and Professional Ethics:

Gender, Human values and professional ethics are addressed through the curriculum. The primary objective of curriculum is to ensure that the students have to understand sensibility with regard to issues of gender sensitization, to provide a critical perspective on the socialization of men and women, To introduce students to information about some key biological aspects of genders, to expose the students to debates on the politics and economics, to expose students to more egalitarian interactions between men and women, to know the fundamental duties and rights of citizens, professional ethics and the responsibilities of students. The course also provides awareness about cybercrimes and cyber laws.

Environment and Sustainability:

The issues of Environment and Sustainability are addressed through the course "Environmental Studies" offered to second year students of B.A., B.Sc.(Home science), & B.F.D. Programs in the IV semester respectively. Through this course, students are sensitized to ecological and environmental issues connected with land, air, and water, with awareness on sustainable development.

N.S.S. promotes environmental protection through tree plantation and other sustainable development programs. Every year, N.S.S. unit, students group undertakes a host of activities in the campus and vicinity of Gondia City. N.S.S. organizes various environment related programs including tree plantation, village cleanliness, plastic free drive, Poster Competition, Debate Competition, etc. Various activities like quiz and poster competitions, invited talks are organized to create awareness about nature, biodiversity, environment and sustainability. Different activities have been initiated by the college to save environment such as Cleanliness Campaigns at public places. The cleanliness program is organized on the occasion of World Environment Day, N.S.S. Day, etc. The college has taken active participation in Swachh Bharat Abhiyan.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 18.87

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

Response: 137

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 46.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
327	219	413	514	566

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
870	870	870	870	870

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 50.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
242	178	235	243	253

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

2021-22	2020-21	2019-20	2018-19	2017-18
454	454	454	454	454

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 40.33

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, are employed to enhance learning experiences, while teachers utilize ICT-enabled tools, including online resources, for effective teaching and learning processes.

- The entire academic process, i.e., proposed unitization and transparent assessment, is designed to be student-centric. Different teaching methods are adopted based on the syllabus to be taught in a particular class, including chalk and talk, group discussions, practical demonstrations, seminars, and PowerPoint presentations.
- Interactive methods are used to discuss fundamental concepts, and students are encouraged to ask questions. Moreover, students are motivated to work independently, prepare their study notes, charts, and create PowerPoint presentations. Eminent academicians are also invited to deliver guest lectures, enriching the learning experience.

Experiential Learning Methods adopted are:

- Field Visits
- Internship (for students of Bachelor of Fashion Design - BFD)
- PowerPoint Presentation
- Preparation of teaching aids (in subjects like Human Development, Extension Education, and Home Economics)
- Preparation of new designs and patterns (in subjects like Textile and Clothing and Home Economics)

Participative learning methods are embraced to enhance critical thinking, facilitate two-way communication, and foster dialogue between students and teachers, among other benefits. The following methods are commonly adopted:

- Celebration of Teachers' Day Function
- Organizing various sports events
- Student Seminars
- Workshops
- Project Assignments
- Poster Presentations
- Excursions and Educational Tours
- Internship opportunities

The faculty of the Undergraduate (UG) and Postgraduate (PG) departments adopt innovative problem-solving methodologies alongside traditional teaching aids. These approaches help students understand problems, gather necessary information, and formulate possible solutions to arrive at appropriate conclusions.

Problem-solving methods used are:

- Home Assignments
- Dissertations
- Projects

- Quiz Competitions
- Debate Competitions
- Poster Competitions
- Various types of exhibitions

The faculty has also embraced the use of ICT in teaching. ICT tools offer clarity, precision, and accuracy in processing information, bringing global events into the classroom. Digital materials, including educational CDs, e-books, and e-journals, are made available to supplement classroom teaching.

Nowadays, faculty members are utilizing Google Classroom, Google Meet, Zoom, and other platforms for teaching purposes, and they are encouraged to participate in training programs to enhance their ICT skills.

The following methods are adopted using ICT tools to enhance the overall quality of teaching and learning:

- Student Seminars
- Webinars
- E-Audio Books
- Presentation slides (P. P. T. Bank)
- Video resources (Video Bank)
- Mobile Learning Platforms
- Poster Presentations
- Use of Audio-Visual Aids, Charts, and Models

Overall, the implementation of these student-centric methods, experiential learning, participative learning, problem-solving methodologies, and ICT-enabled tools plays a vital role in fostering a dynamic and enriched learning environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 76.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	26	26	24	29

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 84.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	17	17	16

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

The mechanism of internal and external assessments in the institute is transparent, and a time-bound and efficient grievance redressal system is in place.

The institute follows the examination pattern and reforms set by Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, for internal assessment. All aspects such as question paper patterns, marking schemes, and internal assessment guidelines are strictly implemented by the college. The Examination Committee of the college prepares an examination calendar at the beginning of the session, which includes the schedule for both university and college semester examinations.

To monitor students' progress, the college conducts preliminary examinations in the presence of invigilators. The question paper pattern for the preliminary examinations is the same as that of the university examinations conducted at the end of each semester. Students are informed about the curriculum portion to be covered in these examinations. After the written tests, evaluated answer books are provided to students for observation, and they can raise any grievances if necessary. Doubts are clarified, and tips for improvement are given to the students.

The principal reviews the assessment reports of the preliminary examinations at the end of each semester. The evaluation of university practical examinations is based on students' performance and the parameters established by the institute and respective departments, including attendance, seminar script submission, etc. Students' attendance, assignment performance, seminar participation, and practical evaluation contribute to the cumulative score.

The subject teacher serves as the internal examiner and submits the final marks of the internal assessment to the university. The college Examination Committee is responsible for addressing examination-related complaints and matters raised by the students, adhering to the rules, regulations, and directives set by the university. The committee takes impartial initiatives to transparently address the grievances of the students.

The subject teachers evaluate theory and practical answer sheets, unit tests, and declare results within the stipulated time. The results are analyzed and discussed in meetings, and the principal provides suggestions to teachers on improving the results. The marks for the university's internal assessment are uploaded on the university portal by the respective subject teachers.

Any grievances related to the external examinations such as results, corrections in mark sheets, and other university examination-related issues are handled by the college Examination Committee. The committee communicates such matters to the University examination section for resolution. Students who have grievances regarding the evaluation of their answer books can opt for reassessment by the university, paying the necessary fees for re-evaluation. Additionally, students can request photocopies of their answer books from the university upon payment of the prescribed fees.

Overall, the institute maintains transparency in the mechanism of internal and external assessments. The grievance redressal system is efficient and operates within specific timelines to ensure timely resolution of student grievances.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution ensures that the Programme Outcomes (POs) and Course Outcomes (COs) for all programs offered are stated and displayed on the website. While the college is affiliated with RTMNU, Nagpur University and does not have the authority to create the syllabus directly, it actively participates in outcome-based learning to maintain quality education.

The preparation of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) involves the collaboration of the head of departments and committee members. The committee responsible for framing these outcomes works closely with the head of the respective programs and subject teachers. Initially, the committee head informs the departmental heads and assistants to review the syllabus of their subjects and identify specific course outcomes. Once the department identifies the course outcomes, the committee head, along with the committee members, collectively drafts the program outcomes in alignment with each course outcome. After thorough discussions and deliberations, the program outcomes and course outcomes are finalized for communication to the respective beneficiaries.

To make the program outcomes and course outcomes easily accessible to everyone, they are made available on the institution's official website. At the beginning of each session, the first lecture of each class includes a presentation of the program outcomes and course outcomes specific to the respective program. An extensive discussion is encouraged with students to ensure their understanding and engagement. Additionally, the mentor teachers, during their regular meetings and interactions with their assigned students (mentees), play a crucial role in raising awareness about the course outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The evaluation of the Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs) is given significant importance by the institution. The principal, committee head, committee members, and IQAC coordinator collaborate to design a plan for assessing the attainment of these outcomes. This plan is developed through influential discussions with the heads of respective departments. To ensure the desired qualities are achieved after attaining the program outcomes, program-specific outcomes, and course outcomes, the attainments are classified into various components.

The institution evaluates the Program Outcomes (POs) and Course Outcomes (COs) using the following measures:

Syllabi and Timely Completion: The college follows the syllabi prescribed by RTM Nagpur University, Nagpur for all courses offered. The principal, in coordination with the Heads of the Department, monitors the execution of the assigned syllabi and ensures their timely completion. The final outcome of the course is evaluated through student performance in examinations.

Direct Attainment: Direct attainment focuses on evaluating the theoretical knowledge of the subject. Internal assessment components such as unit tests, surprise tests, class tests, midterms (annual test exams), seminars, and home assignments are implemented to assess student progress. Innovative and creative teaching-learning methods, including small group discussions, role plays, and seminars, are employed to measure the attainment of communicative language skills. University examinations also play a crucial role in assessing student achievements. Additionally, factors such as attendance percentage, students' behavior in the college and classrooms, interactions with faculty, and participation in academic and cultural activities are taken into consideration.

Indirect Attainment: Indirect attainment is used to assess the practical knowledge of the subject. Practical examinations, field studies, and projects are employed to evaluate the practical component of the subject. Subjects with practical, project-based, or field-oriented curricula undergo rigorous assessment through these means. It should be noted that not all subjects may have these parameters for evaluation.

Overall, the institution employs a comprehensive assessment approach, considering both direct and indirect measures, to evaluate the attainment of Program Outcomes (POs) and Course Outcomes (COs).

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)**Response:** 81.75**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
224	209	137	138	134

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

2021-22	2020-21	2019-20	2018-19	2017-18
253	216	138	189	234

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.78

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

S. S. Girls' College, Gondia, has established a thriving ecosystem for innovations and the promotion of Indian Knowledge System (IKS) within the framework of the syllabus laid down by R. T. M. Nagpur University, Nagpur. While the IKS is integrated into courses taught in the college, the college also takes significant strides in creating awareness about Intellectual Property Rights (IPR) and fostering a culture of entrepreneurship and research.

To promote awareness about Intellectual Property Rights (IPR) and encourage a culture of innovation, our college has taken several initiatives despite not having a dedicated IPR cell. The Research and Collaboration Cell actively organizes awareness seminars and related programs on IPR for both students and staff members. This effort ensures that our stakeholders are well-informed about the significance of protecting intellectual creations and inventions.

One of the noteworthy features of the college is the presence of an Incubation Centre and an Entrepreneur Skill Development Cell. These entities play a crucial role in nurturing the entrepreneurial spirit among students and provide them with the necessary support, mentorship, and resources to transform innovative ideas into viable ventures. The Incubation Centre serves as a platform for turning creative concepts into practical solutions that can benefit society.

To further enhance the entrepreneurial ecosystem, the college has signed Memorandums of Understanding (MOUs) with institutions like Pratibha Institute of Business Management, Pune. Through these collaborations, the college facilitates access to information on entrepreneurship for both students and faculty, and various workshops are conducted to equip them with the knowledge and skills required to excel in the entrepreneurial realm.

While the college might not have a recognized research center, it actively encourages its staff members to engage in research activities through the Research and Collaboration Cell. Faculty members are motivated to conduct seminars, webinars, workshops, and publish research papers in reputable journals. This encourages the dissemination of knowledge and the pursuit of innovative ideas within the academic community.

Additionally, the college fosters a culture of practical learning by encouraging postgraduate students to undertake project works. For instance, the Bachelor of Fashion Design students undertake internships at various industries, allowing them to gain hands-on experience and practical exposure to real-world scenarios.

In short, S. S. Girls' College, Gondia, has made commendable efforts in creating an ecosystem for innovations and the promotion of Indian Knowledge System (IKS). While integrating IKS concepts into the academic curriculum, the college also ensures IPR awareness, provides support through the Incubation Centre and Entrepreneur Skill Development Cell, and encourages research activities through the Research and Collaboration Cell. By fostering a culture of entrepreneurship and research, the college prepares its students and faculty to contribute meaningfully to the creation and transfer of knowledge and technology.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	4	1	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	6	11	3	4

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

At S. S. Girls' College in Gondia, the extension activities conducted in the neighborhood community have yielded significant outcomes, fostering a holistic development among the students while positively impacting the community. Through a diverse range of initiatives, including Swachhata Saptah & Slogan Writing, Market Area Cleanliness Mission, Dysfunctional Latrine Survey, Cleanliness Campaign at Karanja Village, Banmahotsav Plantation Program, District Level NRD Parade Camp, Awareness Campaigns on topics such as resource conservation and plastic reduction, Disaster Management Workshops, and more, the students have engaged with pressing social issues and played an active role in their resolution.

These endeavours have resulted in multifaceted impacts. They have sensitized the students to the importance of environmental sustainability, hygiene practices, disaster preparedness, health awareness, and social responsibility. By actively participating in events like National Voters Day & Rally and World

Plantation Day, the students have imbibed the values of democratic participation and ecological conservation. Furthermore, activities like AIDS Awareness Programs and health camps have not only improved the health awareness of the community but also allowed the students to interact with healthcare professionals, nurturing potential interests in healthcare fields.

The extension activities have demonstrated that collaboration between educational institutions and the community can lead to positive transformations. The students have not only gained theoretical knowledge but have also translated it into practical action, contributing to the betterment of the community. Through the Beat Covid-19 Campaign and Disaster Management Workshops, they have showcased leadership, resilience, and empathy during times of crisis.

In essence, S. S. Girls' College has effectively utilized extension activities as a means to nurture well-rounded individuals who are not only academically proficient but also socially conscious and proactive. The students' engagement in various initiatives has showcased their commitment to creating a positive impact on society, while the community has reaped the benefits of improved sanitation, heightened awareness, and access to vital health services. These endeavors exemplify the college's dedication to holistic education and community engagement.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

S. S. Girls' College Gondia has received numerous awards and recognitions in recognition of its exceptional dedication and commitment to extension activities. These acknowledgments have come from various government and government-recognized bodies. Some of the notable accolades include:

- In the academic year 2018-2019, College was honored by Rashtrasant Tukdoji Maharaj Nagpur University with the National Service Scheme for University Level Award. This prestigious recognition highlights the college's outstanding contributions to community service and social engagement.
- The college achieved a remarkable feat in the realm of cleanliness during the session 2017-2018. It secured the 4th position in the 'Swachh Survekshan 2018' campaign, a cleanliness competition organized by Nagar Parishad Gondia. This achievement effectively showcased the college's unwavering commitment to promoting cleanliness and hygiene.
- Another significant accomplishment came in the form of a recognition certificate from the Mahatma Gandhi National Council of Rural Education, Hyderabad. In the academic year 2020-2021, the college was acknowledged as a valued member of the Beat Covid Campaign,

underscoring its proactive involvement in initiatives aimed at addressing the challenges posed by the pandemic.

- The Indian Association for Blind honored College with awards in both the academic years 2019-2020 and 2018-2019. These awards lauded the college's exceptional commitment to voluntary contributions aimed at empowering individuals with visual challenges, thereby demonstrating its strong dedication to fostering social inclusion.
- Throughout the academic sessions of 2017-2018, 2018-2019, and 2019-2020, the college received mementos for its successful organization of the Gandhi Vichar Sanskar Pariksha. This event, conducted by the Gandhi Research Foundation, effectively showcased the college's efforts in promoting Gandhian values and ideals among its students.
- The college's proactive commitment to driving positive change was evident through its participation in THE RAKSHIN PROJECT workshop during the academic year 2019-2020. In recognition of its successful completion of this workshop aimed at empowering N.S.S. volunteers to become advocates for change concerning POCSO, the college received a well-deserved certificate.
- An exceptional contribution was also acknowledged by the Shri Ram Chandra Mission UN Information Centre & the Heartfulness Education Trust. The college was presented with a certificate for its active participation and significant role in the Heartfulness Essay Event during the academic year 2019-2020.
- College enthusiastically participated in the Women's Safety Awareness Rally on the occasion of Maharashtra State Police Foundation Day during the academic year 2018-2019. The college's dedication to promoting women's safety and awareness was fittingly recognized through a participation certificate.

These awards and recognitions collectively showcase S.S. Girls College Gondia's unwavering dedication to community engagement, social responsibility, and the promotion of positive values among its students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 63

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	8	17	11	13

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 4

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

S. S. Girls' College, located in the vibrant city of Gondia, boasts a spacious building that serves as a conducive environment for students and faculty members. The college takes pride in providing ample infrastructure to support effective teaching and learning experiences. Spanning a total campus area of 1495.83 square meters, with a building area of 3411 square meters, the college offers a comprehensive range of facilities.

The college houses a central library that acts as a hub of knowledge. It is stocked with textbooks, reference materials, magazines, periodicals, and journals, catering to the academic requirements of the students and faculty. Moreover, the library provides access to a wide range of e-books and e-journals, ensuring that individuals have access to the latest research and information. With subscriptions, to INFLIBNET: N-list. The library remains at the forefront of technological advancements in academic resources. The implementation of cloud-based LIBMAN software by Master Software Pvt Ltd, Nagpur, further enhances the library's efficiency. To facilitate easy access of library collection and management, the library employs M-OPAC system and Dewey decimal classification. A spacious reading room is available for students and staff to engage in uninterrupted study sessions.

The college places significant emphasis on computer facilities and boasts a well-maintained UGC resource center (computer laboratory) with computers dedicated to students and staff members. This ensures that individuals have access to modern technology for various academic and research activities. Furthermore, the college has embraced Information and Communication Technology (ICT) as a powerful tool for teaching and learning. Some classrooms, laboratory and library reading room are equipped with LCD projectors, enabling instructors to deliver dynamic and visually enriched lectures. The entire campus is equipped with Wi-Fi connectivity, facilitating seamless access to online resources. Additionally, CCTV cameras have been strategically installed throughout the campus to enhance security measures.

Recognizing the importance of physical fitness, the college provides a well-equipped physical education department that offers a variety of indoor games such as tennis, carrom, etc. For outdoor games, the college utilizes the grounds of its sister institute or nearby school/college grounds. Furthermore, a state-of-the-art gymnasium is available for students and staff, featuring modern exercise equipment to promote a healthy and active lifestyle. A dedicated common room caters to the recreational and relaxation needs of female students.

Although the college does not possess a separate yoga center, it commemorates International Yoga Day annually. On various occasions, yoga practices are conducted in the open spaces of the college campus, allowing students and staff to engage in this ancient practice and reap its numerous benefits.

To foster a vibrant cultural atmosphere, the college utilizes its seminar hall, college open space for regular cultural activities and rehearsals. Additionally, the college provide platforms to showcase and celebrate diverse cultural talents.

In anticipation of potential power outages, the college has installed a generator to ensure uninterrupted electricity supply during emergencies, thereby minimizing disruptions to academic activities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 3.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.11685	1.92592	2.79633	5.6196	5.42859

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

S. S. Girls' College library is automated using Integrated Library Management System LIBMAN by Master soft ERP Solutions, Nagpur, since 2008. Following are the details of Library Management System:

Sr. No.	Data About	2021-22	2020-21	2019-20	2018-19	2017-18
1	Name of ILMS Software	LIBMAN -Cloud based ERP CCMS – Centralized Campus Management System	LIBMAN -Cloud based ERP CCMS – Centralized Campus Management System	LIBMAN -Cloud based ERP CCMS – Centralized Campus Management System	CMS Desktop Version	CMS Desktop Version
2	Nature of Automation	Fully Automated	Fully Automated	Fully Automated	Partially	Partially
3	Version	Cloud Based	Cloud Based	Cloud Based	Desktop Version	Desktop Version
4	Year of Automation	College Library was automated with CMS Desktop version in the year 2008 to 2019 and afterward College Library is using LIBMAN cloud Based version.				

LIB-MAN is an advanced Library Management System that has successfully automated all in-house operations since 2019. This user-friendly system is equipped with multilingual fonts, barcode, and QR code capabilities. The College Library relies on LIB-MAN, a software solution provided by Master soft ERP Solutions, to streamline its processes.

The library offers a separate Reading Room with a seating capacity of 60 to 90 individuals. It operates from 8:30 am to 5:30 pm, while the main library is open from 10:30 am to 5:30 pm on all days except holidays and Sundays. The collection caters to students' needs, including textbooks, reference books, and competitive exam materials such as Net/SELT, Civil Services, MPSC, Banking, Armed Forces, and Railways. The Library Advisory Committee ensures the purchase of books and reading materials based on departmental requirements.

As a member of the INFLIBNET N-LIST program, the college library provides faculty members and students with login credentials to access the extensive e-resources offered by N-LIST. Additionally, the library subscribes to print journals, magazines, and books each year to meet the needs and interests of the academic community.

The library's collection is organized using the Dewey Decimal Classification system, enabling easy navigation by both classification and subject. It follows an open access system, allowing students, postgraduate students, and faculty members to freely access the materials.

All library operations, including accessioning, invoicing, circulation, serial control, MIS reports, newspaper management, library analytics, and OPAC search, are fully computerized. The library also maintains manual accession registers as a backup.

The library offers a Mobile Online Public Access Catalogue (M-OPAC) that allows users to access the library's resources through their smartphones. Users can log in to M-OPAC from anywhere and utilize the "Library Visitor's Management" feature by scanning the library's QR codes located at the entrance, reading room, and book issue-return counter for digital entry.

The College Library boasts a rich collection, including 32,582 books, 15 journals, 13 magazines, 13 newspapers, and a substantial number of back volumes of journals and periodicals dating back to 1997. Furthermore, it provides access to e-resources through the N-LIST program.

Through the implementation of LIB-MAN and its features, the College Library has embraced digital transformation, enhancing accessibility and efficiency for library users.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

S. S. Girls' College in Gondia is dedicated to providing state-of-the-art IT facilities to its students and staff members. The institution recognizes the importance of keeping up with technological advancements to enhance the learning experience and ensure seamless connectivity. Over the years, the college has made significant updates to its IT infrastructure, including the provision of sufficient bandwidth for internet connection.

A substantial number of computers have been purchased and installed in the computer laboratory, departments, and administrative office. These computers are equipped with the necessary hardware and software to support academic and administrative functions.

To ensure the security of the IT infrastructure, antivirus software has been installed on all computers within the college premises. This proactive measure helps safeguard against malware, viruses, and other potential threats, protecting the privacy and integrity of data.

Recognizing the importance of fast and reliable internet connectivity, the college has significantly increased its internet speed on campus. The available internet bandwidth has been upgraded to 100 Mbps, allowing students and staff members to access online resources and engage in interactive learning without interruptions.

The college has implemented a Microsoft ERP system for efficient management of student-related processes. This comprehensive software solution streamlines various administrative tasks, including admissions, fee management, and examination management, improving overall operational efficiency.

The library management system at S. S. Girls' College utilizes cloud-based LIBMAN software developed by Master Software Pvt Ltd, Nagpur. This software efficiently manages the library's resources, including

cataloguing, circulation, and inventory management. It enables users to search for books, access digital resources, and facilitates an organized and user-friendly library experience.

The college's library provides access to a wide range of electronic books (e-books) and e-journals. This digital collection ensures that students and faculty members have access to the latest research, academic literature, and information resources. The college has subscribed to INFLIBNET: N-list, expanding the availability of online resources.

Additionally, the college has existing IT facilities, including some classrooms & laboratories, a library reading room, and a seminar hall equipped with LCD projectors. The computer laboratory is well-equipped with computers to support practical sessions and computer-based learning. Furthermore, document scanners and printers are available in various departments and the administrative office, ensuring convenient access for necessary document processing.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 181.5

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

Response: 4

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 9.29

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)

2021-22	2020-21	2019-20	2018-19	2017-18
5.68828	6.361	7.68302	10.83631	10.22313

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 62.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
431	412	661	537	601

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 42.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
379	247	195	363	599

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	6	5	36	24

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	2	2	5

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 7.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	7	8	9

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The institution possesses an Alumni Association that goes by the acronym WAMA (Women Alumni Modern Association). However, it's important to note that this association has not undergone official registration. Despite this, it has been operational for numerous years, serving as a supportive and

mentoring body within the college framework.

Twice a year, the college holds two meetings under the banner of this association, during which strategic plans are formulated to enhance the academic progression of the students. The Alumni Association, with roots in our institution, is fervently engaged in fulfilling its mission to act as a liaison connecting alumni with the educational establishment.

Over the years, the alumni community has played an active role in advancing the college's growth and development. Both monetary and non-monetary contributions have been generously extended. Financially, alumni donations have been allocated to assist economically disadvantaged students. It's important to clarify that the college lacks a distinct bank account exclusively dedicated to this purpose. Nevertheless, meticulous records of financial inflows and outflows have been maintained since the academic year 2017-18.

The cumulative sum of alumni contributions thus far stands at 25,945 rupees, of which 7,715 rupees have been allocated towards aiding financially underprivileged students. Additionally, the alumni have made non-monetary contributions that involve organizing events like workshops to develop entrepreneurial skills and delivering guest lectures focusing on student career prospects. These initiatives are designed to benefit the students' overall educational experience.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

S. S. Girls' College, Gondia, was founded in 1970 by the Gondia Education Society under the guidance of Late Shri Manoharbaiji Patel, a visionary and philanthropist dedicated to the education and empowerment of young girls. Since its inception the institution has been propelled by its vision and mission passed on its legacy by the foundress over the past five decades.

Vision:

“Yatra Naryastu Pujayanta: Ramanta Tatra Devtah”

Mission:

“We at S.S. Girls’ College, Gondia are committed to excellence in women’s education, empowering personalities, intellectually, artistically and emotionally skills of Head, Hand and Heart and developing responsible members’ of society”

Piloted by its vision and mission statement the institution is committed towards empowering young and talented women from the economically and educationally weak sections of the society by providing them with knowledge, skills, values and development opportunities at affordable cost.

Institutional practices such as decentralization and participative management:

The principal is the administrative head of the institution. However, for effective administration and efficient implementation of the academic activities, efforts to decentralize the management are being made through CDC, IQAC, NSS units, Heads of Departments, and several committees and cells comprising of Teaching Faculties, non-teaching staff as members.

The college has a mechanism for delegating authority and providing operational autonomy from principal to faculty In-charges, Faculty in-charges to the head of the Departments and to the teachers of the department. The work is entrusted to time-table committee for planning and time-table making. Workloads are distributed among head of the departments and their subordinates. Teachers of the respective departments conducts periodical test, assignments, projects, arrange field trips, conduct

workshops and training programs, guest lectures on specialized area etc.

Administrative duties are discharged by head clerks who with the help of non-teaching staff works efficiently in the college as per the service norms.

Head of the department has financial privileges for purchasing laboratory equipments and other requirements. College financial matters, academic and administrative decisions are fully taken up by principal in consultation with the management.

NEP Implementation:

Our college is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and we follow the norms laid down by the university pertaining to the award of degrees. Various decision-making bodies of the universities have already started discussion and planning on NEP which is to be implemented soon.

Perspective plan:

Institution has clear objectives and vision for providing quality education to students and service to the society. It also has a perspective plan for development. For this purpose, the governing council of the institution holds meeting during the academic session to take decisions relating to the finances and academics besides reviewing the functioning of the institution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The institutional perspective plan is effectively deployed, and the functioning of the institutional bodies is efficient and effective, as evident from various policies, administrative setup, appointment procedures, service rules, and procedures.

The institution has a well-defined decentralized organizational structure that coordinates academic and administrative functions. The Principal serves as the academic and administrative head, providing leadership and guidance in planning, organizing, and executing all programs with the active support and participation of the faculty and non-teaching staff members. The institution's statutory bodies, such as the

Executive Body and CDC, manage the college's operations.

The institution has clear objectives and a vision for providing quality education and service to society. It has developed a perspective plan for effective deployment, which includes the following measures:

- Introduction of value-added courses, and skill based activities to develop students morally and instill national values.
- Implementation of an effective curriculum with periodic feedback from students, teachers, alumni, and parents.
- Encouraging student participation in various curricular and extracurricular activities, including sports, elocution, debate, poster competitions, essay writing competitions, etc.
- Regular research committee meetings to promote research paper publication in reputed journals.
- Organization of activities on women empowerment, cybercrime awareness, gender sensitization, etc., by the NSS.
- Workshops on guidance for competitive examinations, soft skills, and life skills.
- Encourage the faculty to participate in Faculty development programs, including orientation and refresher programs, and short-term courses.
- Health and hygiene awareness programs organized by the college.
- Seminars, conferences, workshops, training programs, and guest lectures for students and staff members.
- Sensitizing students to ecological and environmental issues through various activities.

The activities of the institution are guided, monitored, and controlled by the Governing Body, headed by the Secretary and Principal. The administrative setup includes the Secretary (Administrative Head), Principal (Academic Head), CDC, and Internal Quality Assurance Cell (IQAC). They play a significant role in the institution's development and implement reforms for its improvement. The Principal regularly engages in discussions with faculty members to seek their opinions.

The appointment and recruitment of faculty and staff, as well as the framing of service rules, are carried out by the management in accordance with the affiliations and regulations of R.T.M. Nagpur University, Nagpur. The institution follows the service rules as per the Maharashtra Government Rules. Both teaching and non-teaching faculty members enjoy benefits such as GPF, NPS, casual leaves, earned leaves, medical leaves, and maternity leaves. The institution also has a well-structured system for the professional development of faculty and staff.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has implemented a performance appraisal system to regularly assess the academic progress of its faculty members. The teaching staff members maintain their academic performance throughout the session by following specific methods and developing an academic-based self-appraisal system. Staff meetings are conducted regularly, where the Principal provides guidance for better performance. The institution values student feedback as a parameter to evaluate teachers' performance and encourages them to improve based on the feedback. The staff members are motivated to engage in curricular, co-curricular, and extra-curricular activities in accordance with NAAC guidelines. They are also encouraged to participate in faculty development programs, professional development, and administrative training programs.

The Faculty Empowerment Committee evaluates the overall performance of the teachers during the placement process, which is later assessed by the Internal Quality Assurance Cell (IQAC) and the Principal. The institution follows the performance appraisal system prescribed by the UGC and the Government of Maharashtra, as implemented by RTM Nagpur University. Teachers submit their Performance-Based Appraisal System (PBAS) forms along with supporting documents to the Faculty

Empowerment Committee. The IQAC scrutinizes the performance and addresses any deficiencies. The Principal completes the process and submits the placement file to the university for validation under the Career Advancement Scheme (CAS).

The IQAC has developed a well-defined mechanism for collecting, scrutinizing, and storing information related to performance appraisal. It also serves as a guidance cell for queries regarding the API system. The eligible teachers for placement and promotion are coordinated by the IQAC, and with the Principal's endorsement, the selection committee is invited, consisting of members from the affiliating university and the Government of Maharashtra. All confidential reports (CRs) are evaluated by the Principal and recommended for further action.

Effective welfare measures are in place for both teaching and non-teaching staff members of S. S. Girls' College, Gondia. The college has established a credit co-operative society, "Karmachari Sahakari Path Sanstha," to provide loan facilities to its permanent staff members in times of financial need. The society offers loans of up to Rs 5,00,000/- for various purposes, including emergencies, festivals, home construction, education, and family health issues. Additionally, it provides dividends to its members based on deposited shares.

For permanent staff members recruited before November 1, 2005, the college operates the General Provident Fund (GPF) scheme. A specific amount is deducted from the employees' salaries each month and deposited into a government account, which accrues yearly interest. Upon retirement, the employee receives the total deposited amount with accumulated interest.

For permanent staff members appointed after November 1, 2005, the Defined Contribution Pension Scheme (DCPS) is implemented in the college.

Medical reimbursement claim facility is available for all permanent faculty members, allowing them to claim expenses incurred on medical treatments.

These welfare measures exemplify the institution's commitment to the well-being and support of its teaching and non-teaching staff members, recognizing them as integral members of the S. S. Girls' College, Gondia family.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

6.3.3

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

Response: 12.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	8	6	1	2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	18	19	19	20

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college, managed by Gondia Education Society (GES), has implemented effective strategies for resource mobilization and optimal utilization of funds from various sources, including government and non-government organizations. GES has a well-formulated financial policy that ensures the preparation of the annual budget in advance, taking into consideration the requirements of each institute and department. Departments provide a list of their specific needs, such as equipment, computers, instruments, and consumables for the upcoming academic session. The budget is reviewed by a team of finance experts from GES, who approve it after making necessary changes. GES also provides advance or additional funds as required. The Principal, Member (College Development Committee), and the accountant are responsible for managing the financial resources effectively. They prioritize the requirements and allocate financial resources accordingly. The finance committee ensures the optimal utilization of available funds, while a purchase committee ensures the procurement of equipment at the best prices with the right specifications.

The primary source of institutional funding comes from various sources, including fees received from the State Government, University Grants, and students. The fees charged from students enrolled in Grant-in-Aid programs (such as B.A., B.Sc. in Home Science) and self-financed programs (such as B.F.D. and M.A. in Geography, Hindi, and Home Economics) are utilized for remuneration of teaching and non-teaching staff engaged in these courses, as well as for infrastructure maintenance and augmentation. Additional fees are charged for various extra-curricular and co-curricular activities, such as Educational Exhibition Fees and Gathering Fees.

The college conducts financial audits regularly to ensure transparency and accountability. Internal

financial audits are conducted annually by a registered Chartered Accountant, specifically hired for this purpose. The internal audit thoroughly examines the institution's financial records. In addition to the internal audit, the college undergoes external financial audits conducted by government agencies, including the State Government, Joint Director of Higher Education, and Accountant General. These external audit agencies meticulously review the expenditure details related to grants received from the UGC, the Government of Maharashtra, and internal sources like tuition fees. The college's compliance with financial regulations and any audit objections are addressed in the auditor's report.

It is worth noting that the last internal audit was conducted on September 30, 2022, by S. V. K. & Co., Nagpur, a trusted firm of Chartered Accountants. The external audit, performed by government agencies, took place on May 7, 2013, and there were no major audit objections or compliance issues reported in the auditor's report. These financial audits ensure the institution's financial operations are conducted in a transparent and accountable manner, instilling confidence among stakeholders and fostering effective resource management.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) conducts regular meetings to formulate and establish quality assurance strategies within the college. At the start of each academic session, the college prepares an academic calendar, which is then displayed on both the notice board and the college website. This calendar includes teaching days, schedules for unit test and mid-terms examinations, winter and summer vacations, as well as the plan for co-curricular and extra-curricular activities.

The Faculty In-charges organize meetings with the Heads of Departments to discuss workload distribution, syllabus allocation, time-table creation, and co-curricular/extracurricular activities within the various faculties. For both theoretical and practical aspects, proposed unitization plans are prepared by the respective teachers at the beginning of the session. Prior to the academic year's commencement, each teacher is provided with a daily diary to document all activities throughout the year. These diaries are evaluated by the Faculty In-charges and the Principal.

To evaluate the teaching-learning process, student feedback is collected, analyzed, appropriate actions are taken, and the outcomes are communicated to relevant stakeholders. The analysis of feedback is also made available on the institutional website to promote transparency.

Transparency is maintained in the assessment of answer books. After examinations, such as unit tests, mid-terms, and preliminary examinations, answer books are returned to students, who receive guidance on their errors. Semester examinations are overseen by RTM Nagpur University, with a revaluation option available if necessary. The results are analyzed and discussed during staff council meetings, and the Principal provides suggestions to teachers for result improvement.

IQAC provides suggestions for enhancing the teaching-learning process in several ways:

- Ensuring equipment availability in laboratories, LCD projectors in classrooms, and computer and internet facilities for both students and staff members.
- Monitoring academic and developmental activities through regular meetings with IQAC and Head of Departments.
- Student performance assessment through unit tests, mid-term examinations, and assignments.
- Encouraging teachers to participate in Orientation and Refresher Courses, Conferences, Seminars, and Workshops.
- Fostering a culture of participative management within the college.
- The Principal, Faculty In-Charge, and IQAC Coordinator assume academic and administrative leadership roles within the college.
- Periodic IQAC meetings to discuss policy and developmental plans.
- Summarizing academic and co-curricular matters for the preparation of the Annual Quality Assurance Report (AQAR).

Initiatives to enhance the quality of the teaching and learning process in the college include:

- Providing facilities like INFLIBNET and Internet access for teachers and students.
- Maintaining teacher diaries and attendance registers.
- Regularly monitoring syllabus completion progress.
- Arranging Guest Lectures, student workshops, and educational visits.
- Recognizing students' achievements in academic and extra-curricular activities.

There have been noteworthy incremental improvements in various areas:

- Improved university results for all student programs over the last four years.
- Enhancement of entrepreneurial skill-based activities in the past five years.
- Expansion of extension activities over the past five years.
- The college has taken quality initiatives such as organizing seminars, webinars, and conferences to further enhance overall quality and the academic environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college is established exclusively for girls and very less number of male staff members are here therefore gender audit has not been done. Regular extension and outreach programmes are conducted to spread awareness on gender issues.

The institution has initiated several measures in gender equity & sensitization in curricular can be seen from the courses introduced by the institution. For example, the Department of English offers some topics in their syllabus such as 'The diamond Necklace by Guy de Maupassant, The first woman Jawan Shanti Tigga and The super mom Mary Kom'; The department of Hindi offers one topic in their syllabus 'Stree Vimarsh'. The department of Biology offers three courses that have ailments that focus on 'structure and functions of body system' (under course Applied Physiology), 'diet plans for men and women of different age groups' (under the course Food and Nutrition), 'About various diseases and preventive measures, Immunity mechanism' (under the course Public Health), Problems of menopausal women, Care & wellbeing in childhood and Early Adolescence/ Puberty (12 to 16 years) under the course of Human Development, The department of Geography offers a course in 'Geography of Population Growth' and the department of Economics focus on the "Problems and Policy of Female Workers in India" (under the course 'Labour Economics')

The institution promotes gender sensitization through co-curricular activities like workshops, seminars, guest lectures, street plays, poster exhibitions, counseling etc. The institution organized 'Self-defense training' for the girl students. Awareness programs like importance of human rights, Rights of Women in Domestic problems, Cyber security awareness programs related to the safety and security of women employees and students are conducted periodically.

The institution constituted the following committees as per norms laid by R.T.M. Nagpur University/UGC: Institution Grievance Redressal Committee, Anti-Ragging, Sexual harassment prevention, Students' Disciplinary Committee, Staff Welfare & Students Welfare Committee, Environmental Consciousness and Sustainability Committee and Mentoring system cares for the well-being of students and staff in the institution. The functions of these committees are displayed on the website of the institution and information is being disseminated to the students through induction programs.

Facilities for women on campus :

The institution provides safety and security facilities for the staffs and students such as CCTV Surveillance throughout the campus and security arrangement. Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs. The institution has a dedicated Counseling Centre and good mentoring system for the students to take care of their academic, emotional, social and cognitive development. Personal Counseling is provided to the students at different levels. The college has formed an Anti-ragging Cell to prevent any physical or mental torture towards any student by any one, causing apprehension, humiliation in them. There are separate washroom facilities for girls and ladies staff. Girl's common room is provided with sanitary napkin vending and disposal machine for the safe and hygienic disposal of sanitary napkins.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Our College always puts effort into creating harmony between society and culture to reduce inequality. The institute organized the following activities during the last five years. For the conservation and preservation of culture, the institute organized various cultural activities. The cultural activities are performed at the time of Welcome Function, Traditional days and Annual meet etc. To cater to the linguistic diversity, all student related competitions like Essay Writing, Elocution are conducted in three languages, Marathi, Hindi, and English. To emphasize the importance of regional Language, Marathi. Marathi Bhasha Din: Marathi Bhasha Din, Marathi bhasha pandharvada is celebrated every year on 27th February.

Republic Day and Independence Day are celebrated every year. All teaching, non-teaching staff and students participate in these national festivals. Inspiring speeches are delivered on the occasion by the Principal & students. As per the guidelines of National Foundation for Communal Harmony, the college observed Communal Harmony Week every year. The objective was to sensitize stakeholders about the importance of communal harmony, national integration, and fraternity.

Besides academic and cultural activities, we have variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities. The College also organized different activities and guest lectures on Gender equality and awareness. The Institute takes care of the students coming from rural backgrounds.

Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens

The College sensitizes the students and employees regarding constitutional obligation Values, Rights, Duties and responsibilities of citizenship. During the last five years, the Institute organized various activities through-out the years. Constitution Day was celebrated on 26th Nov. World Human Right Day celebrated on 10th December on this occasion guest lectures were organized.

National Voter Day (Voter Awareness program) was celebrated by organizing guest lecturers of government authority, campaign for new voter registration, etc. On 25th January. Singing of national anthem in the campus every day so as to bring a feeling of patriotism among all is practiced. College also celebrates Women Day to mark the achievements of women throughout the history. Similarly World Environment Day is celebrated on the 5th of June every year to ensure the Environmental concern is addressed. Under the campaign of 'Swachha Bharat Abhiyaan', the cleanliness of college campus, street cleanliness were organized. College mandatory committees like Anti Ragging Committee, Internal Complaints Committee, Anti Sexual Harassment committees are active and functioning for the cultural, regional, linguistic, communal socioeconomic and sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices- 1

Title of the Practice: Mentoring System- A step for multidimensional development of students

Mentoring programme provides personalized support to students and aids in professional socialization. It serves as the platform to be student-centric and ensures the development of holistic individuals. Mentoring programme facilitates; establishing a vibrant relationship with the student and teacher, installs the confidence in the students to seek advice, have informal discussions, discuss the problems and have a meaningful deliberation to attain the goal.

Objective:

The objective of Mentoring is:

- To achieve the vision of the institution viz., to develop all round personality of the students on progressive lines.
- To provide a continuous learning process for both the mentor and the mentee.
- To establish the mentor as a role model and to support the mentee for personal and academic development.
- To establish a vibrant relationship between the teachers and the students that will ensure responsible behavior and discipline.

The Context:

The nature of students' background i.e. catering to different socio-cultural and economic diversity necessitates mentoring being opted as one of the best practices by the institution. Moreover, it is aimed to align with the institutional mission and vision statement aiming to develop students on progressive lines. Mentoring Programme which imparts more interaction with students to overcome their shyness, improve language skills, etiquettes, confidence in study or in their personal life too.

The Practice:

- In the mentoring system, a group of students from all the courses/semesters are allocated to each faculty (mentor).
- The mentoring parameters are based on four aspects i.e. academic, attendance, career and general.
- The mentors are provided with details of mentee's performances in terms of academic (weekly test, class test, and mid-term and end-semester exam) and attendance records.
- The mentor also keeps track of the mentee's personal development such as co-curricular activities, discipline and career related issues.
- The mode of communication between the mentor and mentee can be established through different mode(s) namely- In-person, Phone and E-mail.
- The practice of the mentoring system is evaluated by the faculty & Principal so as to ensure quality and efficiency in practice.
- The grievances of the mentees are taken up by the mentor and if necessary, it is forwarded to the relevant authorities for necessary remedial actions.

Evidence of Success:

- There is encouraging increase in the number of students participating in various events held within and outside the college, since the implementation of Mentorship System.
- Improvement in students' academic performance.
- Improvement in mentees discipline, interaction and communication skills.

- Establishment of a vibrant relationship between teachers and students which has provided a congenial atmosphere in the class room as well as in the campus.
- Hence, this practice of the institute is a step to imbibe in the students a rational positive outlook towards life thereby making them responsible citizens.

Problems Encountered and Resources Required:

- Problems are encountered in regards to the diversity in students' background and upbringing i.e. lack in the art of effective articulation, introversion and indifferent attitude etc.
- Students are shy to interact with low level of confidence and dialect too.

Best Practice -2

Title :- Skill and talent Enhancement programme

Objectives:

- To provide adequate training in respect to the major subject for enhancing more skills.
- It also aims to create opportunities for the development of talent and improve their overall personality.
- To improve students' technical skills and engaging themselves in the current scenario.
- To reduce the rate of being without a job and create an impact on the budget growth of our nation is the important objective of this Skill development Cell.

Context :-

- In today's global scenario, it is extremely important for the learners of any Institute to acquire extra knowledge over and above the regular course of study as prescribed in the curriculum.
- All the students need to work further to enhance their talent to be not only the part of the race but to win it.
- In this process of enhancement, the students need to acquire various types of skills and techniques to deal with day to day life challenges to get ready for the job market.

Practice:

Department of Human development & Home Economics of the College have designed various certificate and Short term skill development courses to bridge the gap between the curriculum and requirements of industry and corporate sectors. This provides extra knowledge to the students.

1. Key Chain making training Programme:

- Department of Human development conducted key chain making training programme underlifelong learning
- 28 students enrolled for key chain making training programme

- During the training programme Participating students learnt key chain making

2. One Month’s Beautician & Artificial Flowermaking training programme:

- Department of Home -Economics established entrepreneurship skill development centre in the year 2019-20
- Under ESDC Beautician certificate short term training course was conducted.
- 20 Students enrolled in beautician courses 15 students participated in Artificial flower making
- The participating students are instructed well in advanced about the format, conduct and assessment methodologies during the events.
- During the training session the trainees used the raw material such as thread for key chain making and paper cuttings for flower making.
- At the end of course the participants are appreciated, and are provided with certificates.

Evidence of Success:

- 20 students benefitted in key chain training programme
- 20 students were benefitted in beautician course & 15 students benefitted in flower making programme.
- In beautician course students learnt facial, manicure, pedicure, threading, hairstyle and makeup etc.
- There is increase in the entrepreneurial activities of the students in the form of startups.

Problems Encountered and Resources required:

- Some of the students, though academically capable, could not afford the cost for the training due to their poor economic background.
- Professional trainers for imparting training
- Motivation of Non – Teaching Staff and students.
- Restructuring of formats to keep pace with innovations and creativity.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

S. S. Girls' College Gondia is one of the most leading girls' College in Gondia District producing galaxy of alumni in its history. Ours is a Women's college established with the aim of making the dream of higher education a reality among girl students from conservative families, especially lower middle class and economically underprivileged families. We believe in **"If a girl is educated her entire family is educated"**

The distinctive feature is "A Highly student centric approach leading to holistic development of students".

Our Institution has progressed by leaps and bounds acquiring all pre-requisite affiliation from R.T.M. Nagpur University Nagpur and UGC Certification of recognition under 2(f). Since its establishment, the college has been imparting high quality, all-inclusive education (with no discrimination based on caste, creed, or economic status) to all sections of the society and thereby nurturing the dreams of the under privileged in general.

The College provides adequate infrastructure and physical facilities as per the norms of University. Based on the requirement, management has provided infrastructure and physical facilities for teaching learning.

The multilingual platform offered by the college also aids significantly in achieving this objective and learners can slowly adapt and get molded into the academic ambiance of the campus. Women empowerment and provision of safety and security of our students is a priority in the institution and as a consequence of this, several measures have been taken in this direction. The institute is above all committed to usher in socioeconomic transformation by providing inclusive innovative quality education of global standards to fully meet the expectations of its stake holders.

Various departments conduct short term certificate courses inculcating life skills and soft skills helping institute to keep taking steps forward towards capacity building initiative for learners. Skill based certificate courses are planned and conducted every year by various department aims in enhancing life-skills of students. Workshops are also conducted by the department which helps skills of learners. The institution motivates and provides financial support to students for participating in Inter-university research competitions like "Avishkar".

College tries to impart a holistic education to develop skills, knowledge, and values through a well-structured curriculum and all the certificate courses to make its students readily acceptable to the modern-day world and promote entrepreneurship skills. College strives for an inclusive education by providing scholarships and free ships, so that deserving students are not denied of any opportunity solely due to socio economic constraints. Our institution is passionate about a positive impact on them. College also provides latest teaching gadgets and ICT tools to promote effective teaching-learning experience of its students.

The IQAC of the college take several initiatives to promote best practices among students. Short terms skill oriented workshops are arranged by every department. These skills can be utilized by the students for self-employment. Career Counseling and placement cell provides information regarding placement opportunities. Personal counseling is done by parent teacher guardian. Students are encouraged to be interactive in the class. They are praised publicly for their positive efforts.

NSS unit of College stimulates and support students to participate in various social and environmental activities which embraces awareness programme reflecting our vision and mission. Thus, all faculty members and students of our College are fortified to participate in social activities viz

- Enhancing the employable skills of the student
- Promoting the sense of social responsibility among students
- Fostering skills needed for Research and Innovation
- Inculcating a sense of respect towards moral values:
- To create an awareness on gender Equality

Distinctive Feature & Thrust :

The institution's performance in skill enhancement of students is marked by its distinctive priority and thrust, which sets it apart from others. With a strong commitment to nurturing and developing students' skills, the institution goes above and beyond to ensure their success and growth. Here's how their performance stands out:

1. **Comprehensive Skill Development Programs:** Department of Home Economics and Department of human development designs and implements comprehensive skill development programs that cater to the diverse needs and aspirations of students. These programs go beyond academic knowledge and focus on fostering practical skills, critical thinking, problem-solving abilities, and creativity.
2. **Experienced Faculty:** The institution attracts and retains a team of highly experienced faculty members who are experts in their respective domains. These faculty members possess both academic knowledge and industry experience, ensuring that students receive practical insights and mentorship. They play a crucial role in guiding and mentoring students, helping them hone their skills and reach their full potential.
3. **Practical application:** Skill-based education emphasizes hands-on learning and practical application of knowledge. Students are encouraged to engage in experiential learning, such as internships, cooperative education, and project-based assignments. This approach allows students to develop their skills through real-world experiences, enhancing their problem-solving abilities and critical thinking skills.
4. **Entrepreneurship and innovation:** Skill-based education fosters an entrepreneurial mindset and encourages innovation. Students are encouraged to develop an entrepreneurial spirit, explore new ideas, and think creatively. By nurturing these skills, colleges empower students to become job creators rather than just job seekers.
5. **Lifelong learning:** Skill-based education instills a culture of lifelong learning. Graduates understand the importance of continuously updating their skills and staying relevant in their fields. They are more likely to embrace professional development opportunities, attend workshops, and pursue further education to enhance their skill sets.
6. **Career Development Support:** Recognizing that skill enhancement is directly linked to employability, the institution offers robust career development support. It provides career counseling, resume building workshops, interview preparation sessions, and networking opportunities.
7. **Student engagement and motivation:** Skill-based education offers tangible and practical learning outcomes, which can lead to higher levels of student engagement and motivation. Students see the direct connection between what they are learning and their future career prospects, which enhances their overall learning experience.

By combining these distinctive priorities and thrusts, the institution creates a conducive environment for skill enhancement. In conclusion, skill-based education is considered a best practice in colleges because it enhances employability, aligns with industry needs, emphasizes practical application, fosters flexibility and adaptability, promotes entrepreneurship and innovation.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

S. S. Girls' College, Gondia, is a dedicated educational institution with a noble purpose of providing education to the underprivileged and backward sections of society who have been deprived of access to learning opportunities. The college aims to empower these individuals with knowledge and skills, enabling them to become self-reliant and break the barriers of poverty and social inequality through education.

The college takes great pride in its extensive range of activities designed to go beyond traditional academic learning. It has organized a plethora of extra-curricular activities, social outreach programs, national seminars and workshops, administrative training programs, skill-based initiatives, student projects, and a diverse array of curricular activities. These initiatives serve as a profound platform for both the faculty and students, fostering holistic development and promoting a well-rounded education.

One notable achievement for college is the recognition received from Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. The college's National Service Scheme (NSS) unit was awarded as the best college in the university for its exemplary contribution to social service and community engagement during the year 2018-2019. This prestigious accolade reflects the college's commitment to serving society and making a positive impact on the lives of people in the community.

During the challenging times of the pandemic, S. S. Girls' College emerged as a responsible and proactive institution, playing a significant role in creating awareness among the society. The college organized Covid-19 vaccination drives to facilitate immunization, distributed masks to promote safety measures, and provided essential food grains to support the needy and economically disadvantaged individuals in the community. These efforts demonstrate the college's deep sense of social responsibility and dedication to the welfare of the society it serves.

Concluding Remarks :

S. S. Girls' College, Gondia, emerges as a premier educational institution committed to providing quality education and fostering holistic development among its students. The college's affiliation with R.T.M. Nagpur University ensures a robust curriculum that is kept learner-centric and aligned with the institution's vision and mission. Through strategic planning and ICT-based delivery, the college enhances the teaching-learning process, incorporating experiential and participative methods to empower students.

Faculty members play a pivotal role in the college's success, and their dedication to continuous improvement is evident through their participation in development programs, seminars, and workshops. The research and development activities at the college foster a culture of innovation and scientific inquiry among both faculty and students, resulting in publications in esteemed journals and books.

College promotes social awareness and engagement through various extension activities and outreach programs, contributing to the betterment of society. The NSS unit's active involvement in disaster management and social initiatives exemplifies the college's commitment to instilling a sense of responsibility and citizenship in its students.

The college boasts a well-equipped campus, creating a conducive environment for effective teaching and learning. The library, IT lab, gymnasium, etc. cater to the overall development and well-being of students.

Moreover, the college is deeply committed to ensuring equal opportunities for economically underprivileged and rural students through scholarships and comprehensive student support services. The Student Welfare Committee, Entrepreneurship Cell, and Career Guidance Cell play vital roles in empowering students and preparing them for successful careers.

Effective governance is a key strength of college, with the CDC and various committees working collaboratively to enhance administrative and academic processes. The Principal's leadership ensures compliance with regulations and fosters a nurturing and disciplined college environment.

The college's dedication to sustainability and environmental protection is commendable, with initiatives in energy conservation, waste management, and water conservation. Furthermore, the college promotes an inclusive and harmonious atmosphere, celebrating cultural diversity and fostering awareness of socio-economic issues.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 10 Answer After DVV Verification :7</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>0</td> <td>63</td> <td>209</td> <td>81</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>0</td> <td>63</td> <td>1</td> <td>81</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	92	0	63	209	81	2021-22	2020-21	2019-20	2018-19	2017-18	92	0	63	1	81
2021-22	2020-21	2019-20	2018-19	2017-18																	
92	0	63	209	81																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
92	0	63	1	81																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 150 Answer after DVV Verification: 137</p>																				
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>195</td> <td>368</td> <td>451</td> <td>447</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	300	195	368	451	447	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
300	195	368	451	447																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

242	178	235	243	253
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2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	26	26	24	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	26	26	24	29

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	17	17	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	17	17	16

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	04	04	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	6	11	3	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	6	11	3	4

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	10	20	13	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	8	17	11	13

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

Answer before DVV Verification : 9

Answer After DVV Verification :4

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

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

Answer before DVV Verification : 40

Answer after DVV Verification: 4

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	1	3	4	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	2	2	5

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

10	07	12	29	17
----	----	----	----	----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	7	8	9

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	10	9	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	8	6	1	2

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	18	19	19	20

Remark : Excluding the faculty that has undergone MDP / FDP / orientation program of less than 5 days

7.1.2 **The Institution has facilities and initiatives for**

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

Answer before DVV Verification : A. 4 or All of the above

	Answer After DVV Verification: A. 4 or All of the above
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>67.3276018</td> <td>67.0372708</td> <td>91.0512138</td> <td>94.4494728</td> <td>119.2590578</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>67.327608</td> <td>67.0372708</td> <td>91.0512138</td> <td>94.4494728</td> <td>119.2590578</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	67.3276018	67.0372708	91.0512138	94.4494728	119.2590578	2021-22	2020-21	2019-20	2018-19	2017-18	67.327608	67.0372708	91.0512138	94.4494728	119.2590578
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