SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

LOKMANYA TILAK MAHAVIDYALAYA, WANI

WARORA ROAD, WANI 445304, DIST. YAVATMAL
445304
www.ltmwani.org

SSR SUBMITTED DATE: 11-01-2018

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018

Assessment Timeline

Assessment Timeline of Lokmanya Tilak Mahavidyalaya, Wani

- **20 November 2017**

    - 12:38 PM

    You applied for registration

    - 8:23 AM

    NAAC Team verified your email and accepted registration

- **20 November 2017**

    - 12:45 PM

    You started preparing IIQA

- **29 November 2017**

    - 11:51 AM

    You completed and submitted IIQA for verification

- **15 December 2017**

    - 6:00 PM

    NAAC Team verified and approved your IIQA

    SSR link has been opened for preperation

- **11 January 2018**

    - 9:03 PM

    You completed and submitted SSR for verification

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our college is named after the great freedom fighter Lokmanya Tilak whose ardent follower Shri Loknayak Bapuji Aney, an illustrious son of the soil planted a seed of education at a remote and rural place like Wani in July 1928 by establishing a society called Shikshan Prasark Mandal, Wani. Initial facility of school level education was upgraded to college level education on 5th July 1961 with 67 students on its rolls of Arts Faculty. The very next year another faculty, namely, commerce was added to the institution. In order to pay tribute to Loknayak's passion for science, the faculty of science with Physics, Chemistry, Mathematics, Botany and Zoology as the core subjects was started in 1975. The faculty was further augmented with the introduction of computer science as a subject in 1997. Three postgraduate departments namely Marathi, English and History were started in 1998, 2003 and 2012 respectively. UGC funded career oriented courses like Functional English, Water Quality and Soil Testing and Accountancy and Auditing were launched thereafter.

In 2012 the chemistry department of the college organized a UGC Sponsored national level conference. The laboratory of the chemistry department obtained recognition as a research laboratory from the parent university. With four research supervisors, two D.Litt., thirteen Ph.D. and five M.Phil holders, our institution has been striving hard to create, enrich and maintain an environment conducive to research against many odds.

Vision

The college aims to create an environment for multi dimensional growth of students by organizing curricular and co-curricular activities so as to enable students to pursue sustainable careers. Therefore, traditional degree education is supplemented with skill-based, short-term career courses.

Mission

Gender neutral empowerment of economically and socially challenged students through education and knowledge so that they can grow up as contributors to social welfare and solution providers to the problems of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Inspite of being an undergraduate level institution, our college boasts of 2 D.Litt., 13 Ph.D., and 5 M.Phil holding faculty members. Of these, four are research supervisors and some more faculty members have applied for reognition. Besides, the laboratory attached to the chemistry department has been recognised as a research laboratory by S.G.B.Amravati University. Institution is going to apply for seeking recognition for other three research centres shortly. So far College has produced 6 Ph Ds. and some more doctoral projects are nearing completion.

Institutional Weakness

Constraint of space causing insufficient infrastructure is the foremost hurdle in undertaking and executing quality initiatives. Because of inadequate academic background of the majority of students hailing from rural areas and unpriviliged family background, our actual performance falls short of potential performance.

Institutional Opportunity

With sufficient number of students seeking and obtaining admission to all the three streams namely, Arts, Commerce and Science at undergraduate level on one hand and reasonably good facilty of research on the other, our institution is ideally placed to emerge as a regular post graduation institution and we should capitalize this opportunity to the hilt.

Institutional Challenge

As already stated, a very large majority of our students come from rural areas, belong to deprived families and are first generation learners. We face the huge challenge of transforming them into lifelong learners and effecient contributors to society.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since 1961 the college has been functioning with vision and predetermined mission. Realistic objectives, well-defined methods of curriculum delivery and efficient deployment of action plan help our institution to perform better even in adverse academic situations. The exercise of curriculum upgradation is carried out at various platforms of Parent University where feedback from beneficiaries of our college is taken into consideration and acted on. As we offer eighteen options for the students of ARTS faculty, three options for those of SCIENCE faculty and option of choosing Marathi/English as the medium of instruction for the students of COMMERCE faculty, academic flexibility can justifiably be considered a forte of our college. Three CAREER-ORIENTED, UGC SPONSORED courses like Functional English, Water Quality and Soil Testing and Accountancy and Auditing are taught in the college. Besides, Post graduation courses in Marathi, English and History are available for rural area students of this region. Overall value based approach of our institution leads to holistic development of the students.

Teaching-learning and Evaluation

Well defined and transparent admission process with merit list for science and commerce faculties and on-spot admission for arts faculty ensures justice to the learners of rural area. Another way in which social justice is promoted is the intake of a significant number of students belonging to reserved category. Multi tier strategy is followed to bridge the knowledge gap of students. A balanced approach is adopted to meet the additional requirements of advanced learners and necessary support is provided to slow learners. Well-planned teaching, learning processes with micro and macro dimensions are formulated. A student centric approach is pursued to nurture critical thinking, creativity and scientific temper among the students. Knowledge and skill are duly imparted via various counseling activites. Library facility extended to the students and staff is fairly adequate. The institution feels proud of having four faculty members who are receipents of prestigious awards. Pro-reform pattern, meticulous evaluation and effective grievance redressal system constitute another salient feature of our institution. Inclusive teaching, learning and assessment strategies contribute to the development of graduate attributes among our students.

Research, Innovations and Extension

The faculty profile of our college comprises two D.Litt., thirteen Ph.D., five M.Phil and eight PG holders with one professor, three associate professors and twenty one assistant professors with one qualified librarian and one director of physical education who have not only participated in twenty seven quality improvement programs including refresher, orientation and short term courses but also availed themselves of various UGC schemes like PTAC, MRP and FDP. Recognized research laboratory (Chemistry Department) and four research supervisors and occasional arrangement of research conferences considerably help to create, maintain and nurture an atmosphere conducive to the promotion of scientific temper and research culture. The UGC sponsored national level research conference organized by the chemistry department in 2012 is one such milestone in the history of our institution. Interdisciplinary researches are also carried out by way of papers written jointly by faculty members from different departments. Publication of one hundred and ninety six papers in national journals and international journals attest to the richness of institutional tradition of research. Moreover our faculty members edited three books, authored twenty five books bearing ISBN and sixteen chapters in various books. Besides teachers, our students too participate in research based events. There are three areas like agriculture, academics and environement in which the faculty members of our institution extend their valuable services. Numerous activites to discharge institutional and social responsibilities are organized through NSS and NCC units of our college.

Infrastructure and Learning Resources

The institution has following infrastructure and learning resources: There are twenty one classrooms, nine students' corridors, seven laboratories, two auditoriums (HALL and Open theater), four cabins, three offices and six utility centers. UGC grants and management contributions enable institution to develop infrastructure facilities. Infact, construction of two new classrooms is recently completed with a total expenditure of Rs. 25,00,000/- out of which UGC's share was Rs. 5,00,000/-. As far as library resources are concerned, there are 48555 books, 1408 reference books, 19 journals, 22 magazines, 12 news papers. The process of library automation is in progress with subscription to NLIST. The college which has sixty computers with fourteen utility centers, 3 LCD Projectors, 19 printers regulary updates information technology facilities of the campus. In last four years institution spent Rs. 3,15,590/- on computer maintaince.

Student Support and Progression

The college prospectus which is published every year contains updated and relevant information. 93.30% of the total numbers of students are beneficiaries of government scholarships and freeships. The college provides facilities like remedial coaching, career counseling and coaching for entry in services. Besides, there are extension centers, like sports department, NSS, NCC units. Entreprenurship skill development, one of the major activities undertaken by commerce department has played a key role in grooming entrepreneurs who were former students of the college. Institution is proud to say that so far twenty four students have cleared NET/SET in various subjects. In recent past ten and eleven students joined military and civil services respectively. Apart from all these, institution boasts of career guidance and placement cell, students' grivence redressal cell, anti-ragging committee, alumni association. Sixteen students won university colour coats in sports events and eight students secured colour coats in drama and cultural events and one faculty member bagged color coat for efficient team managment. Students publish wall magazines at regular intervals and the annual college magazine entitled 'Aradhana' provides them with opportunities to showcase their talents. College constitutes students' council in accordance with the norms of Parent University and students are allowed to represent on various committees.

Governance, Leadership and Management

The institution has a two-tier leadership consisting of 'Shikshan Prasarak Mandal' and Principal for framing of plans and polices and their execution respectively. Besides, the institution grants permission to the faculty members to contest university level elections to academic bodies like Board of Studies and Senate and grooms academic leaders. A number of faculty members of our college have joined other institutions as principals. The college sincerely follows the spirit of participative management both at planning and operational levels. Pursuit of excellence constitutes the core of the institution's quality policy for which it draws up perspective plan to upgrade institution from undergraduate to postgraduate level on one hand and to add other relevant subjects at undergraduate level on the other hand. Management encourages effectiveness and efficiency even at the level of non teaching employees. Out of a review mechanism, a new system of teaching, learning and evaluation is evolved. The issue of Staff welfare is addressed with the effective functioning of two cooperative societies. The practice of annual audit is followed scrupulously. The college has an active IQAC with due representation of society and industry.

Institutional Values and Best Practices

Institution makes all possible attempts to spread general environmental awareness through a variety of activities and programs, although a green audit is yet to be conducted. Use of solar lights, CFL and installation of rain water harvesting unit, dissemination of general awareness about environmental hazards posed by use of polythene bags, about the necessity of afforestation are some of the steps taken by the institution. Institution level innovations include crafting of teahing learning evaluation model and office automation by a college employee. Use of knowledge for societal upliftment and development of effective teaching learning method are the best practices that institution follows.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College

Name	Lokmanya Tilak Mahavidyalaya, Wani
Address	Warora Road, WANI 445304, Dist. Yavatmal
City	WANI
State	Maharashtra
Pin	445304
Website	www.ltmwani.org

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Vijay P. Waghmare	07239-225146	9422778689	07239-226172	principal@ltmwani.org
IQAC Coordinator	Prasad A. Khanzode	-	9922547802	-	connect_pk79@rediffmail.com

Status of the Institution

Institution Status	Grant-in-aid

Type of Institution

By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-07-1961

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	View Document

Details of UGC recognition

Under Section	Date
2f of UGC	01-07-1961
12B of UGC	01-07-1961

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

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

Details of autonomy

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Warora Road, WANI 445304, Dist. Yavatmal	Semi-urban	1	2871.22

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	XII	Marathi	624	624
UG	BA,Marathi	36	XII	Marathi	624	605
UG	BA,Sanskrit	36	XII	Marathi	624	19
UG	BA,Economics	36	XII	Marathi	624	118
UG	BA,History	36	XII	Marathi	624	141
UG	BA,Political Science	36	XII	Marathi	624	499
UG	BA,Sociology	36	XII	Marathi	624	490
UG	BCom,Commerce	36	XII	English,Marathi	144	128
UG	BSc,Mathematics	36	XII	English	156	94
UG	BSc,Physics	36	XII	English	156	94
UG	BSc,Chemistry	36	XII	English	156	109
UG	BSc,Botany	36	XII	English	156	62
UG	BSc,Zoology	36	XII	English	156	62
UG	BSc,Computer Science	36	XII	English	156	47
PG	MA,English	24	B.A.	English	80	22

PG	MA,Marathi	24	B.A.	Marathi	80	77
PG	MA,History	24	B.A.	Marathi	80	64
Doctoral (Ph.D)	PhD or DPhil,Sanskrit	60	M.A.	Marathi	8	0
Doctoral (Ph.D)	PhD or DPhil,Economics	60	M.A.	Marathi	8	3
Doctoral (Ph.D)	PhD or DPhil,Chemistry	60	M.Sc.	English	8	1

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				3				36
Recruited	1	0	0	1	3	0	0	3	19	4	0	23
Yet to Recruit				0				0				13
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				45
Recruited	33	3	0	36
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	1	0	0	0	1	0	2
Ph.D.	1	0	0	1	0	0	9	2	0	13
M.Phil.	0	0	0	0	1	0	4	0	0	5
PG	0	0	0	1	0	0	6	0	0	7

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	80	0	0	0	80
	Female	156	0	0	0	156
	Others	0	0	0	0	0
UG	Male	576	0	0	0	576
	Female	1289	0	0	0	1289
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	64	70	61	54
	Female	139	131	142	130
	Others	0	0	0	0
ST	Male	103	96	73	64
	Female	126	124	99	106
	Others	0	0	0	0
OBC	Male	469	450	432	387
	Female	1042	905	838	767
	Others	0	0	0	0
General	Male	23	26	23	30
	Female	44	48	35	36
	Others	0	0	0	0
Others	Male	41	32	40	32
	Female	68	74	70	71
	Others	0	0	0	0
Total		2119	1956	1813	1677

3. Extended Profile

3.1 Programme

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

Response : 59

Number of self-financed Programmes offered by college

Response : 3

Number of new programmes introduced in the college during the last five years

Response : 0

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2119	1956	1813	1677	1527

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

2016-17	2015-16	2014-15	2013-14	2012-13
1208	1115	1033	956	870

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

2016-17	2015-16	2014-15	2013-14	2012-13
467	450	345	356	290

Total number of outgoing / final year students

Response : 1908

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
30	31	24	26	27

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	31	24	26	27

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
40	40	40	40	40

Total experience of full-time teachers

Response : 321.4167

Number of teachers recognized as guides during the last five years

Response : 6

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

Response : 36

3.4 Institution

Total number of classrooms and seminar halls

Response : 22

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

2016-17	2015-16	2014-15	2013-14	2012-13
16.44991	24.63751	10.21693	11.99129	13.57082

Number of computers

Response : 75

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.1367906

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.0077630

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Since ours is an affiliated institution, we follow the calendar of the parent university.And according to the university calendar, the institution prepares its own academic schedule.This schedule is exhaustively discussed at meetings with heads of various departments.The departmental activities are planned and incorporated into the academic schedule of the college and which is then circulated to all the departments. Internal examinations and practical examinations are planned well in advance along with other syllabus based activities like seminar sessions, guest talks, activities of students' forum etc. The system of students' counseling along with regular formal teaching methods helps effective curriculum delivery.The facility of remedial coaching classes on the request from the students is also available. Mid-term departmental meetings are also arranged to review implementation of the original schedule and to adopt corrective steps wherever and whenever required.At the end of every academic session, the following exercises are carried out by way of preparation for the next session:

1. Procuring latest syllabus from university
2. Organising Departmental meetings
3. Distributing workload to faculty members
4. Preparing Teaching plans at Micro & Macro Levels
5. Preparing Power Point Presentations and Handouts
6. Reviewing Library and electronic references.
7. Need based planning of Curriculum Supplement through expert of the field wherever possible.
8. Planning of Skill based activities as required.

A well organized time-table, Smart Television, LCD projector, DVD player, OHP, discussion-friendly classrooms, Internet facilities, computers, library facility, student feedback forms, inputs from other colleges etc help the teachers towards effective curriculum delivery. Faculty members also enrich themselves by attending orientation courses, refresher courses, short term programs, conferences, workshops, seminars, training programs in their respective fields.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

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

Response: 13.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	4	4	4

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

1.2 Academic Flexibility

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

Response: 0

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

File Description	Document
Details of the new courses introduced	View Document

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

Response: 60

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

Response: 12

File Description	Document
Name of the programs in which CBCS is implemented	View Document

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

Response: 5.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
180	107	94	59	43

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

1.3 Curriculum Enrichment

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

Response:

Environmental Science is one of the COMPLUSORY subjects for all second year students irrespective of the streams. In addition a special reference to ecology and ecosystem from the syllabus of zoology develops environmental consciousness among the students of science stream. The topics like population explosion, gender inequality and changing status of women from the curriculum of sociology are taught with special emphasis of women empowerment. Moreover women empowerment exercises are duly promoted through redressal of womens grievance cell. The due significance is given to the aspects of human values from the syllabus of sociology and political science while teaching the attributes of professional ethics. The NSS and NCC units of the college are very keen on organizing the programs that inculcate human values among students. NSS unit of the college has organized several activities in tune with 10 commandments laid down by a well known social reformer and saint Gadge Baba after whom our university has been named. These programs include organising food camp, literacy programs and distributing clothes etc. Lectures delivered by eminent persons from the literary world are arranged to widen the exposure of and inculcate moral values among students. Professional ethics are put on the formal platforms via motivational talks of such persons as have distinguished themselves in various fields

are organized at regular intervals. Regular features of community services rendered by our institution include blood donation camp, tree plantation, pulse polio awareness, save girl child awareness, survey of academic exclusion, socio economic survey, NSS Camps.

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

Response: 5

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

Response: 5

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 76.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
2119	1956	1813	1677	1527

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

2016-17	2015-16	2014-15	2013-14	2012-13
2496	2396	2422	2262	2312

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
1208	1115	1033	956	870

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

The institution follows a concept of informal finishing school. The first week is devoted to a detailed enquiry into the retention of course contents by the students of the qualifying examination. On this front an opportunity is capitalized to bridge the gap between the demand of the course and actual academic standing of students. The students with lower score are advised to revise the vital contents of syllabus of qualifying examination under the able guidance of faculty members. They avail themselves of the facility of reading room and library book.

For Science students, various departments organize laboratory workshops for the entry level students to get them acquainted with the functioning of the laboratory so as to improve their understanding required for experimentation.

The institution follows multi tier strategy to bridge the knowledge gap of the enrolled students and to enable them to cope with the expected level of knowledge and application

1. Finishing School
2. Book and learning resources
3. FAQ on initial topics
4. Samples of Supplementary study material
5. Self-expression Sessions
6. Remedial Coaching

During initial discussions with the students, faculty members collect the data of students' performance in qualifying examination of respective subjects. This enables them to identify the advanced learners. Thereafter, separate counseling sessions are organized for advanced learners. Their performance is further monitored in frequent oral question-answer sessions conducted by the subject teacher in the classroom and through other modes of evaluation like laboratory test, Unit Tests, Home Assignments, seminars, group

discussions, and presentations.

Advanced learners are encouraged to acquire latest knowledge in their disciplines. Teachers recommend the required further reading, creative writing, participating in seminars and in group discussions, ICT-enabled learning, preparation of power point presentations and reading reference books. Career counseling and coaching for competitive examinations like MPSC, UPSC, JRF, NET/SLET etc. are also provided to students.

2.2.2 Student - Full time teacher ratio

Response: 26.94

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.05

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The institution has a fairly rich culture of making the learning process reasonably student-centric. It is accomplished with the efforts of teachers in reaching out to students. The learning mechanism of the college has provided a platform where cordial relations founded on mutual trust is established between learners and facilitators. The dialogue between teachers and students facilitates the communication of students' problems and grievances related to the process of learning. Since Wani is a small place with a small population, most of teachers are acquainted with the parents of the students. Hence through personal interactions the teachers establish intimacy with the students. Moreover, the students have an opportunity to convey their opinions regarding academic and infrastructural shortcomings of the institution through the feedback mechanism. Thus students are always encouraged to open up and let the faculty and the college administration know about the areas that can be improved upon.

In the process of learning the participation of the students is given top priority. The students are provided a share in the process of decision making with necessary support and timely guidance from the teachers. The institution is very keen on exposing the students to seminars, workshops and conferences. They are also encouraged to organize field visits, excursions & study tours. The college has a special cell imparting coaching for competitive examinations. The institution has a thrust on Activity Based Teaching Learning in all streams and courses.

Every department of science faculty uses charts and models prepared by the students and displayed in their laboratories. These charts cover topics dealt with in the regular curriculum. In addition to this, students are encouraged to prepare power point presentation on some of the topics. Through internet, some animated video clippings are downloaded and made available to students.

The commerce department of the college accords top priority to market based learning. For example, in final year market and product surveys are conducted to elucidate a paper on 'Principles of Marketing'. Furthermore, the students collect the data on the quantity of the product and their respective prices. This tabulated data is first converted to relative price and then to price concentration index. From the collected data the products are classified according to their range of prices and the problem of new entrant in the market is solved.

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

Response: 32.05

2.3.2.1 Number of teachers using ICT

Response: 25

File Description	Document
List of teachers (using ICT for teaching)	View Document

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

Response: 77.81

2.3.3.1 Number of mentors

Response: 27

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The very learning process of the institution is such that it helps students to nurture critical thinking. For example, tools like situational analysis, case study, news discussion, issue based debates, discussion on budget, debate on Lokpal, elocution contest on women reservation, paper presentation on food security bill, workshop on natural farming enable them to develop their ability to think critically.

Marathi department of the college has devised an innovative teaching practice which has earned due recognition. The novel 'Birhad', a part of syllabus of B.A. final year Marathi, has been transformed first into a play and then into a movie as a part of a successful experiment. Students of our college have participated in several theatre shows in a number of colleges. The university has acknowledged the contribution of the institution by conferring 'Innovative Practices Award'

2.4 Teacher Profile and Quality

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

Response: 69

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

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

Response: 36.41

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	9	9	10	10

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 4.12

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File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

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

Response: 4.06

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	0	1	0

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

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

Response: 2.5

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

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

2.5 Evaluation Process and Reforms

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

Response:

As the status of institution is that of an affiliated college, it is mandatory for the college to follow the policy of evaluation as prescribed by the university. The university has introduced internal assessment system for all the courses at degree level. The institution is very particular about following the mechanism of internal evaluation in a proper manner. Three tier strategies for continuous internal evaluation of students are adopted.

Tier I at the level of faculty member during the course of teaching-learning process.

Tier II at the level of department and facility center and cross referencing to respective faculty members

Tier III at the level of the institution

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

Response:

The institution follows the norms of internal assessment as prescribed by the university. The tests, assignments and other activities for internal assessments are scheduled properly. The due freedom is given at the level of department to alter the method of internal assessment suitably. The commerce department is following the mechanism of open book test as the background of the students is not upto the mark for English medium. For science faculty students internal assessment marks are displayed on the notice board 15 days before the commencement of university examination. The behavioral aspects, independent learning capability and communication skills of students are also taken into consideration in the process of internal evaluation. Internal evaluation process helps teachers to assess the achievement of learning objectives and planning. If the performance of the students in initial exercise of internal assessment in some subjects is found not up to the mark, remedial coaching schedules are planned.

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

Response:

Internal examination system of the college is so transparent and efficient that no complaint or grievance with respect to internal evaluation has been registered in recent past. The credit goes to a multi-tier check system that ensures correct evaluation and justice. The modus operandi followed by the institution that the internal marks given by the faculty members are cross checked by the head of the department and brought to the notice of the Principal of the college. This leaves no room for grievances as far as internal evaluation is concerned.

As far as theory examination is concerned, the college has a special examination assistance cell. Dr. K.R.Rajput, is working as a coordinator of the same. The students who feel that they have been under marked in the external theory examination approach Coordinator of the cell. On behalf of the students Dr. Rajput looks into the grievances and gets in touch with the concerned authorities of the parent university. Besides, he helps the affected students to apply for revaluation or to obtain a photocopy of the answer sheet from the University Examination Cell.

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

Response:

As already stated ours is an affiliated institution and hence it is bound to adhere to the university academic calendar for the conduct of internal evaluation. University categorically lays down a schedule and we follow the same. And every care is taken to conform to the academic deadlines and evaluation schedules. If there is any delay due to unavoidable circumstances (long leave of faculty member attending orientation and refresher courses etc.), his/her colleagues come in and compensate for the loss suffered by the students. The faculty members enjoy adequate freedom to plan their own evaluation schedules to make the process of internal evaluation a continuous one. Activities like routine class questioning, frequent small write ups and surprise tests are conducted for this purpose. (Multiple evaluation tools used by various faculty members per week)

2.6 Student Performance and Learning Outcomes

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

Response:

In our institution there is a routine practice of preparing annual teaching plan at the beginning of the academic session. The teachers make every possible attempt to establish a coordination between the level of learners and the contents of the syllabus. Thus established coordination enables the facilitator to frame out course outcome at the very initial stage of starting a curriculum. These course outcomes at the levels of first year, second year and final year are combined linearly and then a program specific outcomes are shape up during departmental meetings. The course outcome and program specific outcomes are put together on the floor of faculty meeting and the program outcomes are thus designed. These well designed course outcomes, program specific outcomes and program outcomes are thus communicated to students in both formal and informal manner. During the course of teaching these are referred by the teachers. These are also displayed on website.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

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

Response:

Though our institution in general and teacher facilitator in particular are very keen in designing course outcomes, program specific outcomes and program outcomes, still we are aware of the challenge to attain the same from the majority of first generation learners. However in our institution internal evaluation and organisation of co curricular activities go hand in hand while evaluating course outcomes, program specific outcomes and program outcomes designed by the institution. The teacher facilitator is very keen in measuring course outcome during the course of internal evaluation and assessment of learners on regular basis. The increasing level of knowledge and course contents are severally observed and cross checked via oral question and answers. The program specific outcomes are evaluated during the course of departmental programs organised for knowledge enrichment of the learners. The program outcomes are evaluated by verifying and cross checking the inculcated graduate attributes among the students.

2.6.3 Average pass percentage of Students

Response: 50.62

2.6.3.1 Total number of final year students who passed the university examination

Response: 205

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

Response: 405

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 5.13

3.1.2.1 Number of teachers recognised as research guides

Response: 4

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0

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

File Description	Document
List of research projects and funding details	View Document

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3.2 Innovation Ecosystem

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

Response:

Out of a total of twenty seven full time teaching staff, two are D.Lit., thirteen are Ph.D. and five are M.Phil holders. Besides, we have four research supervisors in subjects like Chemistry, Economics, Sanskrit and Commerce. Infact, chemistry laboratory has been recognised by our parent university as research laboratory with an approved intake of 6 research scholars. In addition to all these the faculty members from English and Marathi departments applied for research supervisorship. The process of obtaining approval for research center from S.G.B. Amravati university has been under way. However, as our basic status is that of an undergraduate college (where mostly first generation learners seek admission), the concept of incubation center is yet to be fully developed. But our constant endevaour is to achieve that distinction in the near future.

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

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

Response: No

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 06

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 1.43

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

2016-17	2015-16	2014-15	2013-14	2012-13
44	40	43	33	36

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.58

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	25	11	07	19

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

3.4 Extension Activities

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

Response:

Through different activities like tree plantation, blood donation camp, beti bachao abhiyan, vivekanand sardha shati matsohav, pulse polio drive etc. institute tries to address the problems of society and promote institution-neighborhood-community network. The enthusiastic manner in which students participate in the above mentioned programs enables them to become good citizens of the country thereby ensuring their own holistic development as well as the service of the society. The thought provoking series of lectures and execution of the already mentioned programs accelerate the process of allround development of students.

The institution solicits stakeholders' perception on the overall performance and quality by formal and informal ways. The Murdhoni grampanchyat gave us a letter of appreciation for two consecutive years for rendering best services to their village through our NSS Camp. Many people keep acknowledging our efforts telephonically regarding the extension activities. Moreover the villagers consult the faculty members of the college for any sort of developmental activity in their village.

Our institution is affiliated to the university named after Sant Gadge Baba, who was a well known social reformer and who laid down the fundamental needs of society in the condensed form of 10 commandments. Our institution keeps organising the following activities to follow the spirit of these commandments.

Feeding the hungry people, a program in which as many as one thousand five hundred hungry people were given food at Jagannath Baba mandir, Wani

Distribution of clothes, another program in which clothes were distributed among the slum dwellers of Wani at Diwali.

Distribution of clothes and sweets, an activity during which inmates of Anand Bal Sadan, an orphanage,

were given clothes and sweets and Sadbhavana Diwas was celebrated.

In Tree plantation programme 'Harit Parva' a march was organized from Wani to Murdhoni. (10 kms.) and about 500 trees were planted in Murdhoni.

Health camps were organized during which free medical checkup of more than one thousand villagers was conducted and medicines were distributed free of cost.

Agriculture workshops for farmers were organized through which well known agriculture experts guided poor people to solve some of their practical difficulties and choose appropriate farm techniques.

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

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

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 7

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	0	1

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

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

Response: 18.65

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
369	506	350	190	295

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

3.5 Collaboration

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

Response: 6

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	1	2	0

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

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

Response: 3

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	0	0	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Routine teaching and learning exercises are carried out in twenty one classrooms measuring 13725 sq. ft. Practical classes of Science and Commerce streams are held in six laboratories spread over a total area of 8820 sq. ft. These classrooms and laboratories are connected to the campus through nine students' corridors measuring 3127 sq. ft.

The college has two laboratories where computer and internet facilities for the students of science and commerce faculties are available. The staff members do have access to computing and internet facility either through these laboratories or through utility centers like reading room and principal's chamber. In all, 75 computers are available in the premises to meet the academic and administrative needs of the stakeholders.

Classrooms No.	Dimension		Area in Sq.Ft.
1	28	30	840
2	28	30	840
3	28	30	840
4	28	30	840
5	28	30	840
6	21	29	609
7	21	29	609
8	24	39	936
9	16	30	480
10	16	30	480
11	16	30	480
12	21	32	672
13	21	31	651
14	25	30	750
15	12	30	360
16	25	30	750
17	12	30	360
18	13	20	260
19	16	28	448
20	28	30	840
21	28	30	840
Total Classroom Area in Sq. Ft.			**13725**
Students Corridor	Dimension		Area
1	7	72	504
2	9	17	153
3	7	106	742
4	4	37	148

5	6	118	708
6	4	37	148
7	11	20	220
8	7	36	252
9	7	36	252
Total Corridor Area in Sq. Ft.			**3127**
Laboratories	Dimension		Area
Botany + Zoology Staff Room	14	10	140
Botany	20	21	420
Zoology	32	25	800
Chemistry	44	85	3740
Physics	48	49	2352
Computer	28	30	840
Functional English	22	24	528
Total Laboratories Area			**8820**

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

Response:

The college has an access to two playgrounds managed by a local government high school and by a school run by parent organization respectively. These grounds are used for outdoor games and athletic events. The college participates in the sports activities of Sant Gadge Baba Amravati University every year. The college has a spacious auditorium (with a total area of 3836 sq.ft.,) where various cultural & co-curricular activities are held regularly. And the open theatre (630 sq.ft. constructed in 2008-09) that it has is used for yoga and other cultural events. In fact the auditorium of the college, a pride of the institution, was constructed even before the establishment of institution itself. In the auditorium several cultural events took place and many intellectual stalwarts like Acharya Vinoba Bhave, Setu Madhavarao Pagadi, Narhar Kurandakar who were the contemporaries of our former Principal Shri Ram Shelwalkar (himself a distinguished orator) delivered speeches on a variety of issues.

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

Response: 13.64

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 13.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.65671	0.48110	1.55225	0.69425	3.23461

File Description	Document
Audited utilization statements	View Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

Library is one of the facilities in this institute used by students and faculty members. The library is using LIBMAN version 1.0 Integrated Library Management Software and is partially automated. The library offers access to all students and stacks more than 45,000 books including Arts, Commerce, Science, reference and general readings valued over Rs. 35.00 Lakhs. The library subscribes to 19 print & 3828 On-line e-journals respectively. It is a registered member of NLIST (National Library & Information Services Infrastructure for Scholarly Content) which provides e-resources to students, researchers and faculty from colleges and other beneficiary institution through server installed at INFLIBNET centre. The total expenditure on books, printed and e-journals till date stands at Rs. 37 Lakhs.

The library has a reading room facility for students and staff where they have access to competitive books, journals, magazines, newspapers etc. and can read them in the silent learning environment.

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

Response:

We have a separate collection of books which were published prior to 1950. These books cover disciplines like arts, commerce, Science & general readings. Besides, there are selected copies of Parliament debates of Loksabha from the year 1957 to 1961 donated by Late Dr. Deorao Y. Gohokar former Vice Chancellor Nagpur University & Member of Parliament Yavatmal Constituency. These special reports can be used whenever needed by library users. Our library is an institutional member of NDL (National digital library of India), where students can have access to all knowledge resources such as eBooks', reports, articles, theses etc.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document

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

Response: 2.18

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.55808	2.64738	1.16859	2.3061	2.23298

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

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

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 3.44

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

Response: 75

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Our institution is very keen on updating its IT facilities. In the current academic year eleven computers along with two printers for the computer and zoology laboratories were purchased. Two printer-cum-scanner-cum-photocopiers were purchased for automation of examination department. Recently our college tied up with Reliance Jio to get Wi-Fi installed on the campus. One Smart Televison has been procured for operationalising smart classroom and the order for another two is in pipeline.

4.3.2 Student - Computer ratio

Response: 28.01

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 33.61

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

2016-17	2015-16	2014-15	2013-14	2012-13
9.42739	3.83736	3.34504	4.98259	2.83231

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

The college follows a system of responsibility centers which function through different persons entrusted with different responsibilities. For example departmental heads of science streams assisted by laboratory staff take care of departmental laboratories; the librarian supported by library staff looks after the library; the director of physical education maintains sports facilities. The Principal himself and a campus beautification committee look after other physical facilities like classrooms in particular and the campus in general.

These functionaries go for need based reviews of their respective facilities and move proposals of up-gradation at least twice a year. These proposals are then forwarded to purchase committee comprising management representative, principal, three teachers and a special invitee i.e. a person from user department. The purchase committee meet, thoroughly discuss and make essential provisions for improvement and enrichment of physical and academic facilities of the institution.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 58.85

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

2016-17	2015-16	2014-15	2013-14	2012-13
1241	1062	1085	919	1019

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
27	19	35	40	68

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

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

Response: 3.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
306	104	00	00	00

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

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during

the last five years

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

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

Response: Yes

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

5.2 Student Progression

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

Response: 1.82

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

2016-17	2015-16	2014-15	2013-14	2012-13
17	7	6	4	3

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

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

Response: 25.48

5.2.2.1 Number of outgoing students progressing to higher education

Response: 119

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 60

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	1	2	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	2	1

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

5.3 Student Participation and Activities

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	4	2	3	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

Initially the selection, constitution and functioning of college level student council were in accordance with the rules laid down by the parent university. However, due to absence of specific directions from Parent University regarding constitution of students' council, no formal students' council could be constituted during last three academic years. This year parent university issued a direction in the month December for constitution of student council which is likely to be constituted in January 2018. However our college follows a regular practice of encouraging the participation of students in various academic and administrative bodies like Editorial Board of Aradhana, Nature Club, Science Club, ICT Center, Library Committee.

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

Response: 7.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	8	8	8	0

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File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

Though the institution does not have a registered alumni association, all possible efforts are made to get in touch and maintain our contacts with our former students. Our personal relations and use of social media like face book and whats app help us to nurture our intimate bonds with our alumni. Every year the alumni of the college offer awards and cash prizes to meritorious students during annual prize distribution ceremony held on 26th January. Recently a former student of the college Shri Elkunchwar offered Rs. 5000 in cash for the developmental activities of the college.

One of our former faculty members Shri Arvind Karkhanis has established a 'Wani-Pune Link Association', a Pune based unit of alumni association. During its first meeting held on 12th November 2017 the unit resolved to extend all possible cooperation to the former students of this institution seeking to pursue higher education in Pune and its vicinity.

5.4.2 Alumni contribution during the last five years
<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	0	0

File Description	Document
Any additional information	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Report of the event	View Document

Criterion 6 – Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision: The college aims to create an environment for multi dimensional growth of students by organizing curricular and co-curricular activities so as to enable students to pursue sustainable careers. Therefore, traditional degree education is supplemented with skill-based, short-term career courses.

Mission: Gender neutral empowerment of economically and socially challenged students through education and knowledge so that they can grow up as contributors to social welfare and solution providers to the problems of society.

The institution follows a two-tier leadership in its overall functioning as a mantra of governance. The parent organization 'Shikshan Prasarak Mandal', Wani is very keen on extending the supportive guiding role by way of resource allocation whenever required. The principal being an operational leader of this institute has a deep involvement in and commitment to execution of the plans, programs, and policies in tune with the mission of the institute. Since Principal is the chairman of almost all the operational committees, necessary organizational changes are incorporated as and when required. The principle of centralization is observed for core activities like framing of policies and strategies whereas the same are implemented in a decentralized manner to ensure institutional enrichment and overall pursuit of excellence.

The leadership of our institution is very keen on ensuring the fulfillment of mission and vision. Our colleagues Prof. Prafulla Kose, Prof. Ravindra Matte and Prof. Umesh Vyas take care of NSS, NCC and Sports departments respectively. These three departments are instrumental in organising co-curricular activities leading to the multidimensional growth of students.

This plan of co-curricular activities is supplemented with skill oriented programs offered by Chemistry, English and Commerce departments. Thus, by undertaking and performing a wide variety of curricular and extra-curricular activities like regular teaching, co-curricular activities, skill oriented programs, remedial coaching arrangements and competitive examination classes we seek to ensure the **academic inclusion of a large number of students which constitutes a strategic plan of our institution.**

6.1.2 The institution practices decentralization and participative management

Response:

Our college strongly believes and actively promotes a culture of participative management. The apex body, i.e. Managing Committee, Shikshan Prasark Mandal, Wani provides due opportunity so that the former teaching and non teaching employees can become members and contribute to the process of management. This is a symbol of participative and decentralized management at the level of **POLICY FRAMING**. For example Prof. Gorantiwar a former faculty member of this college and Shri Umakant Kuchankar former non teaching employee got elected as directors on the governing body of Shikshan

Prasarak Mandal for 2013-18. Another former non teaching employee Shri Ashok Sontakke is working as Joint Secretary on the governing body of SPM for 2013-18.

The policies thus framed at the apex level are then referred to the planning level of management i.e. towards College Development Committee previously known as Local Managing Committee. The composition of college development committee itself is an example of principle of participative and decentralized management, as due representation of present teaching and non teaching staff members is ensured. This symbolizes participative management at the level of **PLANNING**. The functioning of our college further demonstrates this principle of participative management via departmental meetings. Thus participation of all staff members teaching and non teaching is ensured at **OPERATIONAL** level. Moreover the students do have various platforms like students' council, joint bodies of staff and students at departmental levels to participate in the process of management.

6.2 Strategy Development and Deployment

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

Response:

Academic Inclusion: Ours is the sole grant in-aid college of Wani town. The college provides the facility of graduation in three streams Arts, Commerce and Science. The majority of the local people want their wards to be admitted to our college only. This results in constant rise in the demand for admission at degree level. In order to cope with this ever rising demand, we follow merit list admission procedure in science and commerce streams. Moreover after initial rounds of admission and exhaustion of admission intake, we approach university for raising and sanctioning intake capacity and on receipt of the same wait listed students are admitted. Care is taken to admit even the last student seeking admission.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

The organisational structure of the institutions includes the following:-

1) Governing Body of the parent organisation Shikshan Prasarak Mandal, Wani.

2) College Development Council

3) Administrative Units and various bodies

The governing body of the Shikshan Prasarak Mandal Wani is constituted in a democratic manner by way of election from among the life members. The tenure of the present governing body is 2013-2018. Its composition is as below:

President Shri Nagarwala N.S.

Vice-President Shri Deshmukh S.D.

Secretary Ad. Bhedi L.V.

Joint-Secretary Shri Sntakke A.R.

Member Prof. Gorantiwar A.M.

Member Shri Bardiya N.M.

Member Shri Bohra R.L.

Member Shri Damle S.J.

Member Shri Deshmukh P.D.

Member Shri Jobanputra K.D.

Member Shri Kuchankar U.A.

Member Shri Thakre N.K.

2) The composition of College Development Council is explained as below:

President Shri Nagarwala N.S.

Member Shri Deshmukh S.D.

Member Adv. Bhedi L.V.

Member Shri Kuchankar U.A.

Member Shri Damale S.J.

Member Shri Bohara R.L.

Member Dr. Gupta M.K.

Member Dr. Aswale S.S.

Member Dr. Badodekar R.M.

Member Dr. Aghalte G.A.

Member Dr. Khanzode P.A. (IQAC Coordinator)

Member Shri Sarmokadam M.M. (Non-teaching)

Member Secretary Prof. Waghmare V.P. Principal

In our college the representatives of teachers are nominated on college development council on rotational basis. College development council comprises Principal who is ex-officio secretary and two permanent members including a senior professor and an IQAC coordinator. The representative of non teaching staff is nominated for a tenure of 5 years on the basis of mutual consent.

3) Administrative Setup and various bodies

The administrative setup of the college is structured under the leadership of Principal. The following divisions are prepared on this front

1) Academic Staff

2) Administrative Staff

3) Library

4) IQAC

Functions and Procedures: The Governing Body being Apex structure concentrates on the policy framing. The President of the governing body who is also the president of college development council is assisted by a few of his colleagues. This ensures consistency at planning and execution levels. Principal being ex-officio secretary of college development council and operational incharge of all other bodies further ensures consistent execution.

Grievance redressal mechanis: The representatives of teaching and non teaching staff members discuss problems, grievances and important issues (if any) before the college development council. However the participative mechanism and genuinely inculcated democratic work culture of our institution account for very small number of such incidents.

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination
A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: B. Any 4 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Screen shots of user interfaces	View Document

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

Response:

The science faculty of the college organises various activities through various bodies and cells on rotational basis. These mainly include:

1) Popular Lecture Series

2) Study Tour

3) Science Club and Nature Club

4) Students' Program Committee

5) Internal Evaluation Committee

The science faculty organises various events, lectures and seminars in an organised way. Every year a study tour is organised. Prominent places visited in recent past include Nepal, Kerala and Gujarat.

6.3 Faculty Empowerment Strategies

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

Response:

As ours is a grant in aid institution, we make every possible attempt to channalised all the welfare measures available for the state government employees. The office ensures timely submission and followup for medical reimbursement bills for medical emergencies of the teaching and non-teaching staff members. The Sample data for six employees for last 5 years is tabulated below:

Year	Name	Amount of Medical Bill
2016-17	Shri Raju Aaglawe	Rs. 54,667
2016-17	Shri Jayant Trivedi	Rs. 2,69,900
2016-17	Shri Manoj Kelakr	Rs. 1,86,128
2014-15	Shri Jayant Trivedi	Rs. 35,077
2013-14	Prof. Vijay Waghmare	Rs. 2,11,840
2013-14	Shri Sanjay Biloriya	Rs. 1,41,792

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

1) Lokmanya Salary Earners' Credit Cooperative Society.

2) Employees' Welfare Fund.

3) Group Insurance Scheme

4) Accidental Group Insurance (Limit 10 Lakhs).

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

Response: 8.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	11

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

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

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

Response: 19.66

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	8	7	5	2

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

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

Response:

The college follows three tier performance appraisal system.

1) At the level of management (on the basis of reporting by Principal and teachers in charge of various academic and administrative units during the course of meetings)

2) At the level of Institution by Principal

3) At the level of Departmental/ Administrative Head

The institution has implemented policy of getting students' feed back every year. Based on this evaluation a performance appraisal card is provided to the teachers. This appraisal card helps teachers to introspect and improve the quality of their teaching process. Since our institution invariably recruits the best candidates, their performances are usually sound. The academic conduct of all the staff members is under the personal scrutiny of Principal of the college. The feedback provided by the students is utilized for the performance appraisal of the faculty members. Thus the informal system of performance appraisal coupled with the statistical record of classes taken, leaves sought and granted are made available to faculty members for self introspection.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution follows the practice of annual audit very seriously. The audit report for the financial year 2016-17 is complete in all aspects. The certification received by the college from the auditor R.G.Nagarwala & Co. attests to the soundness of the financial transactions of the institution for the financial year ended 2016-17. There were no serious audit objections at all. (Audit Report) (Governing body and college development council take the cognizance of audit objections) (The communication during the accounts officer of the college and auditor company is channelized to settle the same)

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

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

Response:

The institution utilizes every possible opportunity of mobilizing grants from UGC during the various plan periods. The grant for construction of women hostel to the tune of Rs. 25 lakhs, for construction of two classrooms to the tune of Rs. 10 lakhs were received during previous plan periods. In addition to this the remedial coaching center and entry in services centers were also financed by UGC during 11th and 12th five year plans. The enrichment of library and modernization of computer laboratory was possible because of UGC grants.

The governing body of the institution is very keen in observing financial discipline in the college. The Principal, the head of the institution, looks after all financial matters. The institution follows a three-tier mechanism in this regard. Whenever a department requires anything, the requirement is put before the principal in the form of a proposal which is then forwarded to purchase committee comprising three faculty members, principal, a member representative of governing body (ex-office superintendent Shri U.A.Kuchankar) and a representative of respective user department. Sanction is accorded only after budgetary provision and justification of requirements are thoroughly discussed at the meeting. Thus each case of financial expenditure is closely monitored.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Though our institute was accredited in the year 2005 with B+ grade and IQAC was initially constituted in July 2005, due to various organizational reasons the functioning of IQAC was adversely affected. However the exercise of institutionalizing the quality assurance strategies and processes went on, in a manner that lacked consistency and continuity though. In order to normalize and augment the functioning of IQAC, our college revamped the cell on 18th June 2016. Some of our quality assurance strategies and processes are listed below:

1. **Use of role play & drama in the course of curriculum delivery:- Birhad,** an autobiography of Ashok Pawar, a part of syllabus of Marathi subject of BA final year, was first dramatized and then filmed by one of our colleagues Dr. Dilip Alone. The novel initiative won a university level award for innovative practices.
2. **Accelerating the pace of Office Automation:-** Shri Vijay Upadhay, a junior clerk and currently a member of IQAC of the college, programmed the automated T.C. generating spread sheet program and designed software for computerization of scholarship cheques.

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

Response:

As already stated IQAC was revamped last year only. However the teaching learning process and structures & methodologies there to are periodically reviewed by management as a result of which the following reforms have been introduced:

1. **Change in SPOT admission method of B.Sc. and B.com. to MERIT list method:** As there is constant rise in the rush of students seeking admission to B.Sc. and B.Com. programs, the management advised the Principal to change the method of admission from SPOT admission to MERIT list method, so that institution could accommodate academically deserving students thereby raising the standard of the college. Accordingly the institutional head adopted the new mode of admission.

2. **Implementation of TLE Model:** In the year 2015, the management advised the then Principal to devise an effective system of teaching, learning and evaluation. Accordingly, a new system of Teaching, Learning and Evaluation was devised. Under this method instead of Academic Diary, a new method of Teaching Learning Evaluation Model was adopted from 2015-16 onwards. Now every faculty member maintains a record of classes taken on daily basis in the form TLE 1. This sheet along with a weekly consolidated sheet i.e. TLE 2(containing signatures of departmental heads) are handed over to the office. The data obtained from the sheet are consolidated for ready use.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
e-copies of the accreditations and certifications	View Document

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

Response:

Quality is the focal consideration of our institution right from admission to evaluation. The following initiatives adopted by our institutions underline this vary fact.

1) The spot admission system of admitting the students to science and commerce streams is changed to merit list system so as to follow quality criterion in the process of admission.

2) A new model named TLE was devised to ensure quality sustenance in the process of teaching, learning and evaluation.

3) Shri V.S.Upadhay, a junior clerk of the college designed several customized programs for generation of TC, system automated scholarship cheques and control sheet of university examination.

4) Modernization of computer laboratory with a fresh procurement of 11 computers and two printers worth Rs. 3,50,000.approx.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
List of gender equity promotion programs organized by the institution	View Document
Report of the event	View Document

7.1.2

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

Response:

a) Safety and Security: The surveillance through CCTV cameras ensures safety and security in the premises of the college. In addition to this an arrangement of security guard at the entrance gate prohibits the entry of trespassers. Moreover we follow a system of uniform dress code separately for staff as well as students. This helps quick identification of outsiders near the premises of our college. As a matter of fact there are no incidents posing a threat to safety and security of either person or property of the college.

b) Counseling: The female staff members of the college keep a constant vigil on girl students of the college whose number has been growing. A girl student usually approaches a lady professor for complaint/difficulty, if any. The counseling programs through women empowerment cells are regularly organized to make the girls aware about various relevant issues.

c) Common Room: Our college has a separate, dedicated girls' common room with all essential facilities of sanitation and drinking water.

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7.1.3 Alternate Energy initiatives such as:

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

Response: 6.43

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

Response: 6844

7.1.3.2 Total annual power requirement (in KWH)

Response: 106379

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 15.23

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

Response: 4117

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 27024

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

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

Response:

Solid Waste management: We maintain two containers where all stakeholders are encouraged to dump the solid waste. This waste is regularly transferred to botanical garden of the college at Nilgiriban where an arrangement of converting the solid waste into compost fertilizer is installed. The compost thus produced is then used for the plants of botanical garden.

Liquid Waste Management: The sanitation arrangement of the college ensures the passage of liquid waste to the main drainage line outside the premises. The liquid waste of chemistry laboratory is properly disposed of so that it doesn't cause any harm either to property or to person of the institution.

E-Waste Management: The electronic waste of the college is disposed of by selling the scrap from time to time.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting structures and utilization in the campus:

We undertook extensive renovation of some of our old structures in the premises of our campus. Along with all these renovation exercises, care is taken to maintaing the system of rain water harvesting installed in the campus. Our campus is equipped with proper arrangement for rain water harvesting. The rain water accumulating on roof of the building is directed towards a rain water harvesting pit through a pipe line. Moreover checkered tiles used for flooring of college premises allow percolation of rain water. This ensures an increase in the level of water of our tubewell.

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

Response:

Students, staff using

1. Bicycles: A large number of students belong to poor families and hence most of them come to the college on foot and some of them use bicycles. In current academic year a total of approximately 50 students are using bicycles for attending the college on regular basis.
2. Public Transport: Many of our students come from nearby villages and the colonies of the coal mines. The WCL provides the bus facility to the wards of their employees for attending our college. Moreover, students from the farmers' families of the nearby region use state and private owned transport facility.
3. Pedestrian Friendly Roads: Our college is situated on Wani Warora highway. Thus it is well connected with all areas of locality. Many small roads from various colonies have an easy access to this main highway.

Plastic Free Campus: Use of plastic is strictly prohibited inside the college campus. Students are encouraged to avoid using plastic in the campus.

Paperless office: The college encourages the practice of minimal use of paper. Staff and students are encouraged to use both sides of the paper.

Green landscaping with trees and plants:

Though the college faces some problems arising out of shortage of space, this has not prevented the authorities from planting trees and plants. All the staff members and college students participate in the plantation activity throughout the year. Various kinds of plants are planted by college staff and students even beside the road outside the campus. NSS and NCC students of the college not only plant but also save plants and trees at nearby villages.

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

Response: 2.89

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.49	0.24	0.28	0.70	0.26

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for divyangjan	View Document

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

Response: 6

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	0	0	1	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

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

Response: 6

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	0	0	1	2

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document
Report of the event	View Document

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

Response: Yes

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

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

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

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

Response: Yes

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

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

Response: No

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

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct,

Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 4

File Description	Document
List of activities conducted for promotion of universal values	View Document

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

Response:

Institution follows a culture of observing birth and death anniversaries of the great Indian personalities. In fact, our office supretendent Shri Vivek Modak is entrusted with the responsibility of arranging these programs. One day in advance the portrait of the respective Indian personality is kept ready. Notice to this effect is displayed on notice board. Generally these anniversaries are observed at 11.15 a.m. in the staff room of the college. Staff members who are informed in advance attend these programs. Principal of the college garlands the portrait of great Indian personality and delivers a speech/message on the occassion. More over as a matter of tradition we celebrate the death anniversary of Lokmanya Tilak and Loknayak Bapuji Aney by organising a lecture every year on 1st August and 26th January respectively. The national festivals i.e. 15th August, 26th January and 1st May are organised in a well disciplined manner.

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

Response:

Our institution follows a practice of complete transparency in all areas of financial, academic, administrative and auxiliary functions. Students are given receipts whenever the institution collects money from them. Moreover almost all payments are made through cheques. Notices regarding all academic and administrative activities are properly displayed on notice boards thereby ensuring the dissemination of information among the students well in advance. Moreover the students are allowed to discuss their difficulties and problems with the faculty members and get their doubts cleared.

7.2 Best Practices

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

Response:

1. **Title of the Practice**

Dramatization of syllabus leading to effective Teaching-Learning and Evaluation.

2. Goal

Our institution always lays emphasis on making the teaching learning process thought-provoking, novel and student-centric. Encouragement is always given to such persons as are capable of adopting innovative approaches which make the activity of imparting knowledge interesting and relevant to the students' requirements. We are glad to say that one of our esteemed colleagues Dr. Dilip Alone of Marathi department achieved just such an outstanding feat when he successfully recast 'Birhad', an autobiography by Shri Ashok Pawar prescribed for the B.A. final year students, into a drama.

3. The Context

The autobiography entitled 'Birhad', deals with the hardships of social underdogs (V.J. N.T.) living inhuman and subhuman lives on the peripheries of villages, towns and cities. The gravity of the issues discussed in the book could not be experienced and understood fully by mere reading of the same. Therefore, Dr. Dilip Alone transformed an autobiography into a play with a view to making the book interesting and its messages socially relevant leading to mass awareness. Initially the play was presented in the class room with some students playing different roles. The impact of this first experiment was so overwhelming that Dr. Alone made a point to take this activity to its logical conclusion. Encouraged by the former President of Shikshan Prasarak Mandal Adv. Shri Anantraoji Deshpande and the then Principal Dr. Shashikantji Aswale, Dr. Alone continued his experiment by including students from Arts and Commerce faculties in the cast.

4. The Practice

After having identified the main characters, leading roles were allotted to ten students and the first show was performed in the auditorium of our college with the active cooperation of not less than fifty students. The response to the maiden show was so massively positive that a decision to stage it at the University level youth festival was taken. When the play was staged at the university, it appealed to a more responsive and appreciative audience and two students of ours named Dinesh Watkar and Shewta Nasare of B.Com. second year playing the central roles of Ashok Pawar and Yashoda bagged university color coats. Thereafter the college team kept receiving invitations for staging the play from various places. The team successfully staged the play at some places but, due to factors like distance and shortage of time, it could not honor all the invitations. In order to solve this problem, Dr. Dilip Alone converted the drama into a short film.

5. Evidence of Success

The dramatic form of Birhad became the focal point of literary conversation for some length of time. Besides, it was performed before the participants of Refresher Course at R.T.M. Nagpur University and before the delegates of 86th All India Literary Conference at Chandrapur. The movie Birhad was released by the then Hon'ble President of India Mrs. Pratibhatai Patil. It was telecast on the UCN Channel Nagpur for five times and was also nominated for Film Festival at Nagpur. The grand success of this practice can be underlined from the fact that our college received an award of Innovative Practices from Sant Gadge Baba Amravati University. Thus our institution nurtures all kinds of activity-based learning culture for the students of the rural area.

6. Problems Encountered and Resources Required

This kind of practice requires huge financial resources at the disposal of institution as it is non-earning but cost incurring program. As far as the students are concerned, they cannot take their time off from their regular academic routine very frequently to take part in rehearsals and stage performances.

7. Notes (Optional)

The college has a regular practice of staging small dramas, street shows and role plays to make the syllabus contents more interesting and lively. On many occasions the students of the college have won university color coats in the Youth Festival in drama category for their outstanding performances. Arvind Mahalaxame and Pramod Bhoyar in 'Platform No. 4', Anand Bothale and Priyanka Jonnalwar in Khel Mandiyala', Pallavi Khadakhadi in 'Renu Navachi Por', Dinesh Watkar and Shewta Nasare in 'Birhad', Bharat Lohakare in 'Teri Meri Prem Kahani' are some cases in point.

8. Contact Details

Name of the Principal: Prof. Vijay Waghmare

Name of the Institution: Lokmanya Tilak Mahavidyalaya

City: Wani

Pin Code: 445304

Accredited Status: B+

Work Phone: 07239-225146

Fax: 07239-226172

Website: www.ltmwani.org

E-mail:principal@ltmwani.org

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1. Title of the Practice

Systemization of knowledge for societal upliftment

2. Goal

Like all good institutions our college too places emphasis on acquiring, accumulating and disseminating ideas and knowledge especially for the benefit of society in general and learners' community in particular. This it seeks to achieve by arranging various programs.

3. The Context

The credit of inaugurating the noble tradition of lecture series in our college goes to former Principal and legendary orator Late Shri Ram Shewalkar. The first in the series named after the illustrious leader and freedom fighter Shri Lokmanya Tilak was started from 1st August 1965. Coincidentally on the same day Shri Ram Shewalkar assumed the charge of Principal of our college and delivered the maiden lecture in Shri Lokmanya Tilak Lecture series. The second lecture series was launched on and from 26th January 1969 and it was named after Shri Loknayak Bapuji Aney. The latest in the series is Shri Ram Shewalkar Lecture series which began in the year 2009. The leading orators of the state and the nation including Shri Ram Shewalkar, Shri Narhar Kurandakar, Setu Madhavrao Pagadi, Shri Madhukar Bhave, Shri Purshottam Bhave, Shri Gangadhar Pantavane, Smt. Shanta Shelke and Shri Achyut Godbole have delivered lectures on a wide variety of contemporary issues from our dais and enriched all of us.

4. The Practice

Loknayak Shri Bapuji Aney, a great social reformer, freedom fighter, a recipient of Padmavibhushan and a literary figure laid the foundation of our institution. Stalwarts like Dr. D.H.Agnihotri (first Principal of our college and a compiler of a Marathi Thesaurus) , Shri Ram Shewalkar (second Principal, a brilliant orator and noted writer) created a congenial academic climate. The well stocked library of the institution further enriches the academic environment. Last but not the least, invaluable thoughts which the front-ranking thinkers and orators impart, go a long way towards influencing, enriching and inspiring our faculty members who leave no stone unturned to absorb, assimilate and internalize them and develop their independent ways of thinking. Consequently some of them have established their reputation as writers, columnists, editors, orators, trainers and regular participants in radio and television programs.

The following list is illustrative and not exhaustive:-

1. Details of **BOOKS** authored by our faculty members

S.N.	Name of the Author	Specialisation	No. of B
1	Dr. P.V.Ubale	Statistics	2
1	Dr. S.G. Pund	Spiritual (Lord Ganesh Philosophy, Ethics and Sanskrit Literature)	49
2	Dr. Ajay Deshpande	Criticism	1
3	Dr. Manas Kumar Gupta	Fiction-Joseph Conrad	1
4	Dr. Karamsing Rajput	Economics	3
5	Dr. Nilima Dawane	Sociological Thought	1
6	Dr. Sunanda Aswale	Chemistry	1

B) Details of Columns, News Paper Articles

S.N.	Name	News Paper	Area	No.of Arti
1.	Dr. Ajay Deshpande	Sakal, Tarun Bharat, Loksatta, Lokshahivarta	Literature, Culture and Social and Political writting	500
1.	Dr. Swanand Pund	Tarun Bharat, Lokshahivarta, Vivek and Prasad	Spiritual, Sanskrit Literature, Ethics	Upwards
3)	Prof. Vijay Waghmare	Mukti Sangram, Loksatta	Reading Cultutre	2

1. Details of Lectures, Speeches Delivered

S.N.	Name	Topic/Area	Places	Number
1	Dr. Swanand Pund	Lord Ganesh, Ramayana, Mahabharata and Saint Literature	Pune, Mumbai, Badoda, Nagpur, Panaji, Aurangabad	Upward
2	Dr. Ajay Deshpande	Literature, Culture and Social and Political	Sangali, Pune, Aurangabad, Jalgaon, Parbhani, Akola, Nagpur, Amravati	50
3	Dr. Dilip Alone	Marathi Literature and Social Issues	All major Cities of Maharashtra	Approx
4	Dr. Gajanan Aghalte	Spiritual, Religious Discourse	Wani	525

1. Details of Workshops Conducted

S.N.	Name	Topic/Area	Places	Number
1	Dr. Prasad Khanzode	Motivational, (Brainstorming to Benchmarking, Expectation Mapping)	Pune, Nagpur, Amravati, Wani	75
2	Dr. Gajanana Aghalte	Yoga classes	Wani	1000

1. Details of Radio and Television Programs

S.N.	Name	Topic/Area	Channels	Number
1	Dr. Swanand Pund	Ganesh Philosophy	ABP Maza,	59
			ETV Marathi	20
			SAM TV	31
			More than 100 radio talks on Nagpur and Nashik AIR centers	
2	Dr. Dilip Alone	Agriculture, Cultural and social awakening	ZEE Marathi, ETV, SAM, Doordarshan, UCN	20
			More than 200 radio talks on Nagpur and Chandrapur, Ja Aurganbad AIR centers	
3	Dr. Ajay Deshpande	Marathi Journal-Interview	Doordarshan	1

		Literature, Culture and Social and Political Radio	10

F) Details of Movies Produced and Directed: Six

S.N.	Name	Subject	Title
1	Dr. Dilip Alone	Literacy	Akshar Kimya
2		Farmers Awareness	Garbhat Matichya
3		Depiction of social underdogs	Birhad
4		NSS	Hum Honge Kamyab
5		Cultural	Hasu and Aasu
6		Agriculture	Swapna Hirwya Krantiche

1. Details of Editorial Work

S.N.	Name	BOOK/Journal	Publication	Number
1	Dr. Ajay Deshpande	Grace: Vedana ani Saundarya (Pain and Beauty)	Vijay Prakashan, Nagpur	1
		Yugwani- ISSN-2319-6092	Vidarbha Sahitya Sangha, Nagpur	20 Issues, (including issues)
2	Dr. Dilip Alone	Realms of Gold & Shalaka	Orient Black Swan, Hydrabad	2

1. E-content development
2. Community neighborhood network—(Sanskrit Sambhashan Varg & Sanskrit literary Lecture series)
3. Establishment of Learning Center: A Library at Murdhoni Gram

The NSS unit of the college adopted a neighbouring village named Murdhoni and with the cooperation of the students started a library. Before the establishment of the library, both the students and the teachers were informed about the project and asked to donate as many books as they could. The library started functioning with five hundred books (by and large on competitive examinations) donated by them. The registered library that was handed over to a local committee (comprising enthusiastic young people) has been working well for last five years.

5.   Evidence of Success

The contributions of our faculty members in various subjects have been rightly acknowledged by competent authorities.

The former Principal of our college Dr. Shashikant Aswale was adjudged the **best Principal** by Sant Gadge Baba Amravati University in the year 2014-15.

Another esteemed colleague Dr. Dilip Alone won three awards for his outstanding contribution in three different fields, namely, agriculture, folk art (**both awarded by Maharashtra State Government**)

and education (**Best Teacher** Award given by Sant Gadge Baba Amravati University). **Shri Baban Nakhale authored a book entitled 'Mast Kalandar', wherein one full chapter was devoted to the various aspects of Dr. Alone's immense contributions.**

Prof. Arvind Karkhanis was honored for his services in the field of science education with the title **Vidyanacharya**, by Shripad Seva Mandal, Pune.

Dr. Swanand Pund of the department of Sanskrit won Jeevan Gaurav Puraskar from Mourya Gosavi Chinchwad Devasthan. Besides, his name was entered in **Limca Book of Records** for authoring a record number (31) books on a single subject i.e. Lord Ganesha.

Dr. Ajay Deshpande of Marathi Department, was awarded P.B. Gadgil, Memorial **Yugawani Lekhan Puraskar** by Vidarbha Sahitya Sangh, Nagpur (14th January 2009) and Vasanti Gadgil Best Literature Award by **Maharashtra Sahitya Parishad** for editing a book entitled Grace: Vedana ani Saundarya (Pain and Beauty) (26th May 2016).

6.   Problems Encountered and Resources Required

The geographical location of Wani where our college is situated is a disadvantage since the place is not well connected by rail and air. Had it been well connected, our faculty members would certainly have contributed much more to society. They often find themselves declining invitations for programs since their own academic schedules clash with those of the invitations. Moreover, more often than not, they make their own financial arrangements for attending such programs.

7.   Notes (Optional)

8.   Contact Details

Name of the Principal: Dr. Vijay Waghmare

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Mobile: 9922547802

7.3 Institutional Distinctiveness

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

Response:

Ours is the only grant-in-aid educational institute of Wani, which is declared a Naxalite Affected Town by govenrment of Maharashtra. Government servants including teaching and non-teaching staff members of our college are given a monthly naxalite allowance. The grant-in-aid structure enables the institution to recruit dedicated teachers in all the three streams i.e. Arts, Commerce and Science. Being the responsible citizens of the country, our faculty members, non-teaching staff members and all members of the governing body put in all possible efforts to dissuade the youth of the region from getting involved in naxalite movements. On this line our institution constantly strives to follow a core and strategic plan of **ACADEMIC INCLUSION**, i.e. making every possible attempt to provide admission to all the students seeking admission to our institution.

After exhaustion of the sanctioned intake, we approach the Parent University for sanctioning additional intake and accordingly the remaining students are admitted. Due to this additional intake, our infrastructure which is already insufficient is strained further. Despite that, we leave no stone unturned to engage them in higher education thereby preventing them from getting involved in anti social activities like naxalite movement. In addition to this, our institution plans several community oriented activities like blood donation, tree plantation and rallies on social issues like beti-bachao for developing a better societal sense and greater national spirit among the youth of the region. **We believe that as a result of our efforts, there are no known incidents of students' involvement in naxalite activities.**

5. CONCLUSION

Additional Information :

In order to solve the initial problem of shortage of space, the parent body joined hands and entered into an agreement with another local institution named Tilak Smarak Trust. The trust agreed to donate space and auditorium to the college on conditions that the name of the college be Lokmnanya Tilak Mahavidyalaya and that a series of lectures named after Lokmanya Tilak be arranged every year. The conditions were accepted by the college authorities. Accordingly the college was renamed Lokmanya Tilak Mahavidyalaya and the first lecture of the said series was deliverd by the then Principal, Shri Ram Shewalkar who was a distinguished orator himself.

The college started another series of lectures from 1969 onwards in honor of Loknayak Shri Bapuji Aney, the founder, philosopher and guide of our college, who passed away on 26 January 1968. Since 2009 our college initiated the third lecture series in memory of Shri Ram Shewalkar on his birthday which fell on 2nd march.

Concluding Remarks :

Our institution started its journey on a great note with two stalwarts Dr. Agnihotri and Prof. Ram Shewalkar heading the institution for nearly three decades. The proof of the success of the journey in the right direction was confirmed with NAAC rating our institution at B+ in the year 2005. However, due to some organisational ups and downs the pace of this journey was hampered in recent past. Inspite of this fact the performances of the college in some select areas were fairly encouraging. For example our institution bagged best innovative awards twice in last five years. Ofcourse genuine space constraint has to be solved and regular full time Principal is to be appointed so as to transform our potential into actual performance.