



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT SCIENCE COLLEGE GADCHIROLI

**KANNAMWAR NAGAR, CHAMORSHI ROAD, GADCHIROLI
442605**

www.gscgadchiroli.ac.in

SSR SUBMITTED DATE: 27-04-2020

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Science College Gadchiroli is a degree college in Gadchiroli district Maharashtra, India. The College is established on 11/09/1987 and run by Government of Maharashtra, Department of Higher and Technical Education, Mumbai (M.S.). It is the only Government College in tribal area of Gadchiroli running undergraduate and post graduate courses in sciences. The college has been under the jurisdiction of the Gondawana University, Gadchiroli. The college offers basic courses like Botany, Chemistry, Computer Science, Physics and Zoology at under-graduate level. The college offers Masters Degree in Botany, Chemistry and Zoology on non-grant basis. Students from Aashti, Gondpimpri, Dhanora, Chamorshi and other remote areas pursuing graduate and post graduate degree in college. As Government Science College is only Government College in Gadchiroli district, students are relying on this College for pursuing the higher education. In 2015, we prepared a vision document based on need of tribal area students and decided to work on different areas such as improvement in overall learning experience, good quality research and student friendly administration. Initiatives to nurture and facilitate the development of students of tribal area are one of the thrust areas of mission of Government Science College Gadchiroli. The initiative's goal is to build thriving and sustainable infrastructure facilities to create a community for addressing the various basic and fundamental issues of tribal society. Excellence and equity initiative of the institute aims to support learning, teaching, sports and ethical culture in tribal population. College wishes to elevate the learning, teaching and research activities of low-income and tribal students. As part of a campaign to promote the learning and research in tribal population, teaching and non teaching staff of college is working hard to fulfil the expectations and needs of students. In this SSR, we tried to summarize the efforts taken by college to improve the learning-teaching experience, research capabilities and participation in co-curricular activities. A standard based framework of teaching-learning has helped us in fine tuning the academic and other structures in the college, because of which certain unnoticed gaps could be bridged, and a cohesive understanding of the functioning of the institute has emerged.

Vision

- To be the educational institute of excellence in the field of Science education in tribal area
- To be an innovative and responsive to the educational and self development needs of the tribal communities
- To ensure the learning opportunities and promote the leadership, professional temperament and civic responsibilities among the tribal communities
- To contribute to society through the pursuit of education, learning, and research at the highest levels of excellence.

Mission

Mission

- To provide excellent education integrated with ethics, values, equality, compassion and social responsibilities

- To implement the student centric programmes which encourage the tribal students to excel in higher education
- To provide excellent teaching and perform quality research

Strategies

- Utilizing resources effectively to enhance the quality of teaching and learning
- Reaching out to more students in tribal area
- Collaborating with national institutes, Universities and industries to enhance the research environment

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Government Science College is the only government college in Gondwana University, Gadchiroli imparting education in science at UG, PG and Ph.D. level.
- University recognized centre for 'Higher Learning and Research' in three subjects (Botany, Chemistry and Zoology).
- Sufficient recognized guides for research and research scholars getting Ph.D. awarded every year.
- Good infrastructure and laboratories with sophisticated instruments with sufficient space.
- Smart classrooms with ICT and learning management system facilities.
- Funding by District Planning Committee (DPC) and RUSA for academic and infrastructural enhancement.
- Safe and secured environment for co-education.
- Excellent Gym and Sports facilities.
- Library with rich collection of books
- The high morale among employees, the quality of teachers, and cooperation among the faculty and staff and the overall positive teaching learning environment
- Strong administrative support for academic programs and student progression
- High demand ratio and enrolment in graduate and post graduate courses

Institutional Weakness

- Limited scope in curriculum design and development.
- Relatively academically weak students as compared to rest of the Maharashtra due to tribal and naxal affected area.
- Low graduation and post-graduation employment rates due to non-industrial area.
- High student teacher ratio
- High staff and faculty turnover/transfer rate, few permanent staff and large number of contract hour basis teachers. Most of the Contract hour basis teachers are fresh M.Sc. passed with limited experience in teaching.

Institutional Opportunity

- Scope to introduce a wide range of skill-based and interdisciplinary programs.

- Utilization of expert faculties and facilities for consultancy services.
- Opportunity to develop collaborations and MoU's with industries, scientific and academic institutions.
- The biodiversity of Gadchiroli area seems to be very good source for life-sciences and medicinal field researchers.
- Our students are preparing for various competitive examinations. As the area is tribal, the student will get the chance to serve for their community.
- The appointment of new teachers to reduce the high student-teacher ratio.
- Attract industry and private sector for campus placement.

Institutional Challenge

- Economic status of students- In Gadchiroli district most of population is tribal with low annual income. Because of poor economic background the dropout rate is higher in college. Similarly college waives fees of many students annually which makes expenditure management difficult.
- Limitations in getting funding- Gondwana University doesn't have the 12B status of UGC therefore faculty in college could not apply for extra mural funding from UGC (Major/Minor projects)
- Delay in recruitment of teaching and non-teaching staff - No staff to start hostels
- Transfers of the faculty among state government colleges all over the state.
- It is difficult to maintain 100% of the records of outgoing students regarding progression and placement.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to Gondwana University Gadchiroli. College offers and implement the programs designed by board of studies of Gondwana University. Although having limited scope in design and implementation of syllabi, faculty members utilize their expertise by helping in designing the syllabi that are relevant to the needs of the times. Considering the role of college in improving the quality of teaching, learning and research, college implement an effective curriculum delivery through a well-planned and thoroughly documented process.

In tune with the decisions of the University Grants Commission (UGC) and Gondwana University, the college has started the implementation of the Choice Based Credit System (CBCS) for all its programmes in a phased manner. Further, the students have been provided with the option of choosing electives courses. The college supplements the prescribed curriculum by offering the them various courses through spoken tutorial subscription to enhance the knowledge and skills of students and, thereby, stand them in good stead when seeking employment. Field trips and study tours are regularly organized by different department thereby affording students with opportunities of enjoying in situ experiences of the concepts conveyed in the classroom. Students are encouraged to take learning beyond the textbooks and classrooms by participating in a number of academic and co-curricular activities, community interaction, personality and skill improvement programs. Students are encouraged to participate in various events, workshops and seminars at the college and elsewhere – that expand their intellectual horizons, develop relevant competencies. College also encourage students to participate the various events which sensitize them about issues related to gender equality, human values, professional ethics and environmental sustainability. The Institution has developed a robust feedback system through which inputs are gathered from students, parents, teachers, non-teaching staff and alumni. Feedback forms are regularly collected, carefully analysed and acted upon in order to ensure an enhanced

educational experience.

The college ensures effective curriculum delivery, which is consolidated by a collaborative, conducive and supportive ambiance, excellent teaching-learning facilities, spacious airy classrooms, well equipped modern laboratories, a wide range of resource materials and a pleasant campus.

Teaching-learning and Evaluation

The wide diversity in the educational abilities and economic background of the students is taken into account by the faculty while devising appropriate methods of instruction. After assessing the learning level of students the teachers make special efforts to cater to the needs of slow and advanced learners by using the student-centric methods such as experiential learning, participative learning and problem-solving techniques to enhance the learning experience.

Our overall teaching philosophy is based on two principles, (a) instruction and interactive teaching which strongly influence student learning outcomes; and (b) assessment procedures strongly influence student acquisition of knowledge. To achieve our goals and support our philosophy, we will employ traditional as well as new pedagogy tools like research-based pedagogy tools, self and peer assessment, use of learning management system, use of Ed-tech sites and open learning tools to improve the learning environment in the college. The delivery of curriculum is endeavoured through standard based framework of teaching and learning environment, application oriented, hands-on experience on learning with the help of information and communication technology, internet and online resources. A wide range of teaching-learning methods such as lecture cum demonstration, projects, assignments, tutorials, seminars, group discussions, multiple choice question examination using Plickers software, learning management system, use of ed-tech sites are adopted for speedy delivery and completion of curriculum within the stipulated time. A continuous and comprehensive internal evaluation is carried out to evaluate the progress and outcome of the teaching and learning and findings are used to improve the curriculum delivery. Similarly, results of formative and summative assessment, interaction with students, feedback from students, teachers, non-teaching staff, parents and alumni is used for improvement of quality of teaching.

The Institution, after due deliberation, draws up a calendar of activities at the commencement of each academic year which is rigorously adhered to standard based teaching learning environment. The teaching-learning process is goal-based with clearly-stated Course Outcomes, Programme-specific Outcomes and Programme Outcomes which are communicated to the students and displayed on the Institutional website. The Institution has adopted a robust Continuous Evaluation system. All examinations are conducted in accordance with the prescribed norms.

Research, Innovations and Extension

College has invested more than 3 crore rupees in infrastructure development of research facilities. The college has also set up an instrumentation facility in each department with instruments like Scanning electron microscope, FTIR, plant and animal tissue culture facility, 2D IEF gel electrophoresis, fluorescence microscopes, Thermal cyclers, deep freezers, impedance analyser, PE hysteresis loop tracer, UV-visible spectroscopy, etc.

College constantly strives to ensure a 'research culture' in college. In the past five years, the faculty have published 22 articles in UGC-listed national and international Journals and contributions to Books or Conference Proceedings. Faculty members regularly attend national conferences, seminars and workshops where they present their research findings and benefit from interactions with eminent Resource Persons and fellow-researchers. Faculty members are also works as reviewer to international journals such as Nature Scientific reports, Nanoscale advances, Journal of alloy and compounds Medical and veterinary microbiology, Journal of Threatened Taxa, etc. Dr. Mandar Paingankar is member of CPSG -South Asia Regional Resource Centre core team and associate editor of Journal of threatened taxa.

The institute has highly qualified, distinguished and academically active faculty members, most of them are recognized Ph.D. supervisors. Under their able guidance 8 students have been awarded Ph.D. degree during last five years and 10 students are pursuing it at present. College has subscribed online and hard copy of scientific research journals and made available to college students.

The institute regularly conducts interaction and outreach activities in neighboring communities to sensitize students regarding the current, burning social issues thereby ensuring the social, moral and emotional development of the student as a responsible citizen of the society and nation. A wide range of activities related to different socio-cultural and national issues like national integration, nature conservation, gender sensitization, women empowerment, Clean India (Swachh Bharat) mission, creating awareness about health and hygiene, education of the girl child etc., is done on yearly basis. The nature of extension activities by NSS unit of the institute include rallies and campaign, workshops, plantation, cleanliness drive, blood donation, health checkup camps, yoga camps etc. Students of the Institute regularly participate in University, State and National level NSS camps.

Infrastructure and Learning Resources

Six classrooms, 05 laboratories and the Seminar Hall are equipped with computers, LCD projectors and Wi-Fi connectivity. Free Wi-Fi and internet connectivity are provided to the faculty and students. The Institution has three leased lines for internet connectivity. The College has a Media Centre with audio and video recording facilities. The Institution has more than 100 functional desktop computers across the campus. Exposure to English language and good infra structure facilities is limited in students in tribal area. Keeping this fact in mind, college has established the English language laboratory with 20 computers and advance software.

The College Library have rich collection of 23,199 books. The Library possesses a fairly large collection of rare books in soft copy format. SOUL ver. 2.0 is installed in library. The Library subscribes to 16 journals and magazines, all regional newspapers. The premises are under CCTV surveillance. An average sum of Rs. 4.2 lakhs is spent annually towards the purchase of books and journal subscriptions.

The institute has a big campus with ample facilities and infrastructure for teaching-learning with spacious airy classrooms and laboratories with adequate natural light. The institute also has adequate sports facilities for indoor and outdoor games to ensure the good physical development of the students. Sports facilities include a ground for cricket, volleyball, badminton and ball badminton, along with the indoor games like table tennis, chess etc. The sports department also maintains the gymnasium. A specialized Physical education department and efficient staff members of the same organize and ensures the participation of students in these activities. The institute also ensures all-round socio-cultural and literary development of the students with the availability of inbuilt auditorium and other facilities for extracurricular activities.

Over the last 5 years, the ICT infrastructure has been constantly upgraded and expanded with a good student computer ratio, Wi-Fi network and e-learning facilities. The Institute follows established set systems and procedures for maintenance and utilization of physical, academic and support facilities like laboratory, library, computers, classrooms, sports facilities in its premises. The overall campus and its facilities are well maintained.

Student Support and Progression

The Institution displays proactive concern for the progress of its students and supports them in their endeavours. They are assisted in securing Government-provided scholarships and freeships, both, at the National and State levels. College also waives fees (partially/fully) of students who are enrolled in self finance course (computer Science) and non grant course post graduate courses. The Institution has also instituted various prizes for meritorious students.

Remedial coaching is provided on a need-basis while bridge courses are conducted to fill in gaps in the curriculum. The Institution has a well-equipped Language Laboratory. Participation in sports and cultural events is encouraged. The Institution's sportspersons and teams have a consistent track record of highly commendable achievements. Various culture-related events are regularly organized at the campus. These provide a platform for the students to, both, display and showcase their talents and, also, to hone their skills. Students often participate in inter-collegiate cultural events in Gadchiroli and elsewhere with highly commendable results.

Upon completion of their studies, a significant proportion of the students pursue higher education. The Institution has an active Placement Cell that regularly provides information of placement-related activities e.g. off-campus interviews, career guidance sessions etc. The Anti-ragging squad, Anti-ragging Committee, and the Sexual Harassment Cell are the mechanisms in place to promptly address the grievances of students, if any, especially related to sexual harassment and ragging. Safe and healthy environment to each and every individual coming to college is evident through zero cases registered to anti-ragging, sexual harassment and internal complaint committee. College development committee is function in college and plays important role in tackling various academic and administrative issues of college.

Various security measures like CCTV, security guards are being adopted by the institution to ensure the safety and security of the students on the campus. Committees like anti-ragging, grievance redressal and women cell continuously work for the well-being and benefit of the students. The institute organizes a number of capability enhancement and development schemes such as Career Counselling and guidance for competitive examinations, yoga and meditation and personal counselling for students to ensure their future placement and employment.

Governance, Leadership and Management

The Institute governance promotes efficiency and transparency. Being a government-run institution, it has to work within the frame of rules and regulations laid down by the government. However, the institute has decentralized its functioning at the institutional level. It functions through different departments, committees and cells as its functioning organs. Various committees work collaboratively and efficiently and contribute towards the smooth governance and overall functioning of the institution.

In recent times, the Institution has introduced e-governance in various areas of its operations viz., finance and accounts and examination (MIS, Sevath, PFMS, RUSA fundtracker, online question paper delivery, online marks submission etc). Faculty members have attended Orientation Programmes, Refresher Courses, Workshops, Seminars, Conferences and Training Programmes during the past five years. College also financially supported the faculty members to attend the training programs. The performance of the faculty is assessed after every semester through feedback from students and the results of the university examinations.

The Institution receives grant-in-aid from the State Government. It is the beneficiary of funds under the 'Rashtriya Uchchar Shiksha Abhiyan' (RUSA) scheme. The accounts and financial transactions adhere to norms and practice. Regular financial audits are carried out. The financial statements of the Institution are regularly audited by Higher and technical education department of Maharashtra and Accountant General office Nagpur.

College has a vibrant Internal Quality Assurance Cell (IQAC) which monitors the overall functioning of the Institution. Through its varied initiatives, it strives to continually improve the functioning of the College in order to ensure that the education imparted complies with accepted, and high, standards of quality. Regular appraisal of staff performance is carried out in a variety of ways. The Internal Quality Assurance System (IQAC) contributes significantly for institutionalizing various processes and strategies including institutional planning, monitoring, documentation and record keeping etc. The institution regularly reviews the teaching-learning process, the structures and methodologies of operations. The learning outcomes are also periodically reviewed with various established methods. Regular feedback is collected formally through feedback committee and informally through interactions and observations from different stakeholders and is considered while planning and decision making.

Institutional Values and Best Practices

College is responsive to challenges and issues arising from the rapidly-changing national and global scenarios. Towards this end, the college regularly organizes programmes in order to instil and foster gender equity and sensitivity. Rainwater harvesting is practised at the campus and adequate measures are adopted for the judicious and safe management and disposal of solid, liquid and e-waste. Various measures are implemented to ensure safety and security on campus. More than 200 fire extinguishers are installed in college campus and they are maintained by PWD Gadchiroli.

The Institution celebrates various Days of National Importance with great patriotic fervour.

The inculcation of human values is an integral part of the college's activities. Apart from the numerous informal means adopted towards this goal, a regular, formal and compulsory Value Education sessions are conducted for all students. The sessions are based on various themes appropriate to daily life, ethical conduct and age-appropriate issues. Besides the formal meetings between mentors and mentees, the mentors are in regular contact with their mentees and assist them in matters pertaining to personal, academic and career guidance. The mentorship programme has successfully brought about a positive change in students especially in their discipline, punctuality, behaviour, dressing sense and academic performance.

The institute ensures enough safety for girl students coming from the different socio-economic and sociocultural background through the security measures such as CCTV, security agency, monitoring and counselling committees as well as comfort and convenience through the separate common room. The institute organizes programs and events on gender sensitization, environment and nature conservation.

The campus also has physically challenged (Divyangjan) friendly facilities such as ramps, rest room and parking facility. The institute regularly organizes a variety of programs to promote moral and ethical values, to commemorate important national figures by celebrating the birth anniversaries and to nurture civic sense and social commitment.

The institution functions as per the code of conduct suggested by the statutory/regulatory authorities for the teaching professionals. The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|----------------------------------------------------------------------|
| Name | GOVERNMENT SCIENCE COLLEGE GADCHIROLI |
| Address | Kannamwar Nagar, Chamorshi Road, Gadchiroli |
| City | Gadchiroli |
| State | Maharashtra |
| Pin | 442605 |
| Website | www.gscgadchiroli.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------------------------|----------------------------|------------|-------------------|--------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Hemlata Chaudhary Wankhede | 07132-233539 | 9423151212 | 07132-23353 8 | prigscgadchiroli@ gmail.com |
| IQAC / CIQA coordinator | Mandar Paingankar | 07132-2233539 | 9403287660 | 07132-22335 38 | mandarpaingankar @gmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

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

| Recognized Minority institution | |
|--------------------------------------------|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 11-09-1987 |

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

| State | University name | Document |
|-------------|---------------------|-------------------------------|
| Maharashtra | Gondwana University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 27-02-2015 | View Document |
| 12B of UGC | | |

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

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

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 | Kannamwar Nagar, Chamorshi Road, Gadchiroli | Urban | 8.66 | 9840 |

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 | BSc,Ug | 36 | HSC | English | 720 | 450 |
| PG | MSc,Chemistry | 24 | BSc | English | 44 | 38 |
| PG | MSc,Botany | 24 | BSc | English | 44 | 34 |
| PG | MSc,Zoology | 24 | BSc | English | 44 | 37 |
| Doctoral (Ph.D) | PhD or DPhil,Chemistry | 36 | MSc | English | 20 | 1 |
| Doctoral (Ph.D) | PhD or DPhil,Botany | 36 | MSc | English | 20 | 5 |
| Doctoral (Ph.D) | PhD or DPhil,Zoology | 36 | MSc | English | 20 | 6 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|-----------------------------------------------------------------|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 14 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 7 |
| Yet to Recruit | 0 | | | | 0 | | | | 7 | | | |
| 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 | | | | 12 |
| Recruited | 12 | 0 | 0 | 12 |
| Yet to Recruit | | | | 0 |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 0 | 6 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 35 | 0 | 47 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| 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 Visting/Guest Faculties | | | | | |
|-------------------------------------------------------------------|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 0 | 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 |
|-----------------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| Doctoral (Ph.D) | Male | 7 | 0 | 0 | 0 | 7 |
| | Female | 3 | 0 | 0 | 0 | 3 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 165 | 0 | 0 | 0 | 165 |
| | Female | 285 | 0 | 0 | 0 | 285 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 16 | 0 | 0 | 0 | 16 |
| | Female | 93 | 0 | 0 | 0 | 93 |
| | 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 | 39 | 33 | 40 | 28 |
| | Female | 77 | 77 | 80 | 63 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 26 | 33 | 39 | 49 |
| | Female | 47 | 49 | 49 | 55 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 91 | 102 | 87 | 115 |
| | Female | 206 | 220 | 226 | 194 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 18 | 15 | 20 | 18 |
| | Female | 33 | 43 | 43 | 35 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 32 | 28 | 37 | 29 |
| | Female | 49 | 51 | 41 | 35 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 618 | 651 | 662 | 621 |

3. Extended Profile

3.1 Program

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--------------------------------------|---------|---------|-------------------------------|---------|
| 9 | 8 | 8 | 8 | 8 |
| File Description | | | Document | |
| Institutional data prescribed format | | | View Document | |

Number of programs offered year-wise for last five years?

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 3 | 3 |

3.2 Students

Number of students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-----------------------------------------|---------|---------|-------------------------------|---------|
| 618 | 651 | 662 | 621 | 534 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | View Document | |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-----------------------------------------|---------|---------|-------------------------------|---------|
| 426 | 426 | 426 | 426 | 426 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | View Document | |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 186 | 194 | 177 | 135 | 131 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.3 Teachers

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 8 | 11 | 8 | 8 | 11 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

Number of sanctioned posts year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 14 | 14 | 14 | 14 | 14 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.4 Institution

Total number of classrooms and seminar halls

Response: 15

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 97.43 | 153.26 | 180.82 | 24.69 | 395 |

Number of Computers

Response: 89

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:

Government Science College, Gadchiroli is affiliated to Gondwana University Gadchiroli. Board of studies of the University design and implement the curriculum of various courses, and the College follows the curriculum such as regular theory classes, tutorials, seminars, projects and practical, etc. The syllabi are being completed within the stipulated period. Principal of the college conducts meetings with stakeholders of the college to develop strategies for effective implementation of the curriculum. The teachers are encouraged to impart the curriculum through innovative teaching methods such as use of audio visual clips, learning management system, presentations, assignments, discussions, workshops, seminars and industrial visits besides the regular/traditional chalk and talk methods. The College follows the academic calendar provided by the Gondwana University.

At the beginning of the semester we prepare standards based Teaching Plan. Faculty members maintain teacher diary throughout semester. The College encourages its faculty members to participate in Orientation/Refresher Courses/ Workshops/ conferences and symposiums organized by the University and other academic institutions so as to update their knowledge and to improve the teaching practices. The college provides ample books and other teaching and reference materials like journals, magazines, teaching models and software to enable its teachers to ensure effective delivery of curriculum. Encouraging innovation in learning and teaching – planning how practice can be shared amongst teachers by establishing MOUs with various institutions. Every Faculty member is tried to achieve subject wise Programme Educational Objectives (PEO) and program objectives (PO). The teaching and laboratory plans are approved by Head of Department (HOD) before the start of semester and communicated to students by respective course teacher. The course files are evaluated by Internal Quality Assurance Committee (IQAC) with the help of concerned senior subject teacher and HOD. IQAC monitors the academic activities on regular basis to ensure the execution of timetable. It also monitors execution of academic calendar and teaching learning process and finds the gap, if any. The academic performance of students is continuously monitored by conducting unit tests, mock practical examinations during the semester (Formative assessment). Employing learner centric techniques such as assignments, peer learning, group discussion, brain storming, use of NPTEL lectures, seminars, projects, quiz etc., in the delivery of the academic courses.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE**Response:**

Academic year starts as per academic calendar of Gondwana University. The university prepares and publishes the academic calendar for the academic year which includes plans for curricular and co-curricular activities based on the available working/teaching days as per university norms. The academic calendar of the college is prepared in concurrence with the University calendar which is prepared in advance before the commencement of the semester. Approval for the same is taken by head of departments and Principal of the college. The academic calendar is given to all faculties before commencement of the semester. Based on the academic calendar teaching plan is prepared. Academic calendar of the Institute includes schedule of curricular assessment, technical events, class tests, submission, list of holidays and extracurricular activities. Students are informed about time table and academic calendar well in advance by uploading information on website. Detail teaching methodology according to syllabus is prepared by every department before start of the semester. The lesson plan comprises of content, learning aid and methodology, faculty approach and course outcomes. The lesson plan generally highlights the content and total lectures for completion of the curriculum. Monitoring of implementation of lesson plan is done by HOD.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

| <p>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>Response: 100</p> | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------|---------|---------|---------|---------|---|---|---|---|---|
| <p>1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 3</p> | | | | | | | | | | | |
| File Description | Document | | | | | | | | | | |
| Institutional data in prescribed format | View Document | | | | | | | | | | |
| <p>1.2.2 Number of Add on /Certificate programs offered during the last five years</p> <p>Response: 0</p> | | | | | | | | | | | |
| <p>1.2.2.1 How many Add on /Certificate programs are added within the last 5 years.</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | |
| File Description | Document | | | | | | | | | | |
| List of Add on /Certificate programs | View Document | | | | | | | | | | |
| <p>1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>Response: 0</p> | | | | | | | | | | | |
| <p>1.2.3.1 Number of students enrolled in value added courses (beyond the curriculum) offered year-wise during last five years.</p> | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 0 | 0 | 0 | 0 |

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

1.3 Curriculum Enrichment

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

Response:

Gender issues

Various programmers are organized to sensitize the students of our college towards gender equality through our Internal Complaints Committee. Similarly various informative programmers are organized under the auspices of the Women's' cell.

Anti- ragging committee to look into any gender bias or individual harassment activities.

Equal opportunity is provided to both boys and girls for training and participation in various sports events.

Group discussions are held to create awareness among the students about gender equity and balance.

Environmental and sustainability issues

It is a matter of pride to mention that our college has been offering Environmental Science as one of the subjects at the undergraduate level and was the first one to start a post graduate program in this important subject. Till now 5 batches of students have obtained their master's degree with most of them securing university ranks.

With a view to promote better environmental awareness and eco-friendly practices, our college conducts an add-on course in environmental studies for all second year undergraduate students, as mandated by the university. A wide range of co-curricular activities like debates, guest lectures, seminars, film shows and elocutions themed around these topics are organized regularly.

Vanya Jiva Saptah (Wild Life Week) is observed every year in the first week of October in collaboration with the Forest Department. The awareness of the students about forest life is enhanced through poster competitions etc.

Department of Botany organizes various significant days like "Water day", "Ozone day" to create awareness among these important issues and instill a sense of responsibility among the students. A rally of

students was organized by the college for creating awareness among the localities.

The NSS wing of our college is actively involved in promoting awareness among students by conducting tree plantation, cleanliness drive, organizing village development camps in which students enthusiastically participate.

Human values and professional ethics

In teaching methodology, Understanding of “what to do”, “what is valuable” and learning “

emphasized. For the same, teachers are specially trained as per UGC recommendations by Human resource development department. The training is in the form of “Orientation courses”, “Refresher courses” & “Short term training courses”.

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |

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

Response: 63.33

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6 | 5 | 5 | 5 | 5 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |

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

Response: 7.93

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

Response: 49

| File Description | Document |
|---------------------------------------------------------------------------------------------|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information (Upload) | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

E. Feedback not collected

D. Feedback collected

C. Feedback collected and analysed**B. Feedback collected, analysed and action has been taken****Response:** A. Feedback collected, analysed and action taken and feedback available on website

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| URL for feedback report | View Document |

N
A
A
C

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 72.44

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 618 | 651 | 662 | 621 | 534 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 852 | 852 | 852 | 852 | 852 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 100

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 426 | 426 | 426 | 426 | 426 |

| File Description | Document |
|-----------------------------------------------------------|-------------------------------|
| Average percentage of seats filled against seats reserved | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The students often referred as “learners” are the most important stakeholders in every educational institution. The admissions of the students to various programs in the college are purely on the basis of their merit in the last qualifying examination and as per the government reservation policies. During their course they are further assessed by teachers through various teaching methods like question-answer, flipped learning, active learning etc. Based on the performance of students in above mentioned activities, the students are broadly identified as slow and advanced learners. Once the students are inherently classified, the teacher performs following tasks for each group.

For slow learners:

There are various reasons that make the students slow learners. The observed fundamental reason for such slow learners students at our college is from tribal locality. Due to this, most of the students in college face the problems like language, lack of fundamental knowledge, physical fitness, lack of confidence etc. Teachers spare more time towards such students beyond regular classroom teaching mode for their better understanding and satisfaction through constant and surprise assessment to understand the level of perception, monitoring their class attendance and counseling them, providing special opportunity to deliver seminars without keeping any language constraints and use of multimedia etc.

For advanced learners:

No doubt that our college also has advanced learner students having keen interest in one or more of their subjects. We try to satisfy their *want* of the subject as they pick up the need for the subject very easily. The teacher performs the following tasks for advanced learner students. The advanced learners are given higher level of study material and are encouraged to explore a variety of references such as books, e-books and other online resources etc. They are also encouraged to take part in intra and inter-collegiate competitions such as seminar, quiz, poster and project competitions besides other co-curricular activities. The departments conduct their own special and need based programs/activities to motivate both the slow as well as the advanced learners. The post graduate Departments of the college uses a “**piazza, plickers**” teaching tool wherein the advanced learners are encouraged to solve challenging problems in their subjects. In this assessment the role of a ‘Teacher mentor’ is very important. He/She acts as a friend, philosopher and guide for the young students assigned to him/her as mentee. The mentor guides the mentees on different aspects as per their academic capabilities, perception level, comprehension of the subject and gives suggestions to mentees to improve their academic performance as well as to ascertain their overall development. For effective conduct of this activity, each Teacher Mentor is assigned a group of around 15

to 20 students. They are accountable for the growth and progress of these groups of 'mentees'. In addition to academics, literary, cultural and sports activities are conducted which foster leadership qualities, decision making ability, team spirit, analytical capability, socio-psychological awareness, etc. among the students which mould them to become intellectually mature and responsible citizens of the society.

| File Description | Document |
|--------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Past link for additional Information | View Document |

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

Response: 77.25

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

Our college offers healthy and friendly student-centric learning environment to students in which they can explore, experience, examine and establish their own perspective on the principles and practices of science. The procedure that we adopt, have enough scope for student-centric learning and we do have planned and systematic approach for its implementation which is conducted by all departments in varying degrees to support and motivate student-centric learning.

- **Experiential learning:** The faculty members foster learning environment by engaging in rich experiential content of teaching through experimentation such as
 - **Subject related activities:** Undergraduate and PG students are encouraged to participate in exhibitions and activities related to their subject and develop their own science models.
 - **Science Practical:** Set of science practical is performed by the groups of students. Teacher provides only supportive knowledge, whereas the group has its own freedom to execute experiments.
 - **Projects:** Project work is mandatory for all the PG courses offered at our college. The period of implementation spans over one semester. The phases of literature review, data collection, testing of hypotheses, data analysis & interpretation and project report writing imparts practical problem solving skills among the students. It also makes them ready for research and gives them a first-hand feel of the challenges that lie ahead of them in the field so that they are ready to work towards enhancement of the existing level of knowledge.

- **Industrial Visit and Study Tours:** Industrial visits and study tours are part of the curriculum for undergraduate and post graduate students. The concerned departments organize industrial visits and study tours for students every year.
- **Participative learning:** Every department organizes various programs, which help in participative learning. These include
 - **Departmental Society:** Botany, Zoology and Chemistry departments install subject society comprising of staff members and students such as Botanical Society, Zoological Society and Chemical Society respectively. Under these societies various activities like Quiz-contests, Seminar and poster competitions, Expert lectures, Workshops etc. are conducted during every academic year. Students actively participate in these programs. Students highly benefited in terms of developing their knowledge and skills.
 - **Organizing science Day:** All departments organize science day celebration on National Science Day on 28th February every year. All students actively participate by giving live demonstration of interesting science based conceptual experiments. The students from near-by schools are invited.
-

Interesting and challenging problems are displayed on the departmental notice board and any student with a logical bent of mind is encouraged to solve it.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Link for additional information | View Document |

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

Response:

We believed that Information and Communication Technology (ICT) can lead to improve student learning and better teaching methods. It is also observed that, an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of "Knowledge Comprehension", "Practical skill" and "Presentation skill" in all subject areas. For this the role of the teacher must change in the sense that it is no longer sufficient for teachers merely to impart content knowledge. It will however, be crucial for teachers to encourage critical thinking skills, promote information literacy and nurture collaborative working practices to prepare students for a new world in which no job is guaranteed for life and where people switch careers several times. By taking in to account all these facts we are inspiring teachers and students to get friendly with ICT teaching tools. To make ICT teaching more effective we have developed college with the basic acceptable infrastructure including stable and affordable internet connectivity and security measures such as filters and site blockers.

Following ICT teaching and learning tools are available in our college,

1. There are three ICT enabled smart classrooms which are fully equipped with smart podium enabled with computer, LCD projector, soundsystem, visualizer, LAN connection, 1KV UPS and interactive white boards that allow to project computer images to be displayed, manipulated, dragged, clicked or copied. Simultaneously handwritten notes can be taken on board and saved for later use.
2. Media Centre has also been established in the college which is well equipped with studio one software for recording, video recording facility, screen background, mice and ear-phone.
3. Recently language lab has also been started which is having 20-computers, one server, LAN network, LCD projector, words worth software 20 licence.
4. Learning management system MOODLE is installed in college.

| File Description | Document |
|---------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View Document |

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

Response: 15.85

2.3.3.1 Number of mentors

Response: 39

| File Description | Document |
|-------------------------------------------------------------------------------|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality

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

Response: 65.71

| File Description | Document |
|-----------------------------------------------------------------------------|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |
| Any additional information | View Document |

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 72.27

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6 | 8 | 6 | 6 | 7 |

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 2.25

2.4.3.1 Total experience of full-time teachers

Response: 18

| File Description | Document |
|-----------------------------------------------------------------------------------------------|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |
| Any additional information | View Document |

2.5 Evaluation Process and Reforms

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

Response:

The college follows its internal evaluation system which we feel is quite robust in terms of frequency, variety & transparency. As regards to frequency, four unit or class tests are conducted during the year and carried out as a consolidated college activity. In addition, teachers individually carry out various assessment activities like additional class tests, **home and class assignments**, presentations and field tasks etc. These evaluation activities are conducted meticulously at regular and frequent intervals during each academic session.

As regards to the variety of **Continuous Internal Evaluation (CIE)** tasks, there is a wide range of activities conducted by our college. The conventional pen and paper tests are an integral part of these evaluation processes. In addition to this, PG departments also conduct the online tests of students using piazza and plickers applications. Besides, our teachers insist on Power Point Presentations by students in front of the entire class. Similarly, seminars on various topics of relevance are conducted twice every year. Teachers also allocate class and home assignments to the students as per their learning abilities. We also encourage group activities such as **group discussions & Seminars**. Similarly field tasks such as visit to industries, **educational tours** are also encouraged and students are assessed as per their level of participation. Poster display competitions are organized and students exhibiting their talent are awarded and graded by the experts. The transparency of the overall CIE process is ensured through adequate advance intimation of all CIE activities to the concerned students, including the timing, the nature and the format of the assessment activities. This intimation is given through general notices that are displayed by each department and oral announcement in class by the respective teachers. Intimations through Whatsapp groups and Broadcast lists are also a practice followed at our college ensuring the transparency of internal evaluation. A broad calendar of the assessment stages and procedure are announced right at the beginning of the year. The performance records on the tests are made available to the students and can be discussed with the teachers if they wish. Teachers also try to ensure that the students get a chance to understand and interpret various CIE tasks in relation to overall curriculum and thus supplement their own preparation for the final university examination. We also organized **Parents-Teacher Meet** in the college, where in the pupils, parents, and teachers get an opportunity to share and discuss the growth &/or problems of the students. Thus, it can be inferred that all the above practices which are being followed at our college are robust in nature as far as frequency and transparency is concerned. Students are made aware of their responsibilities and teachers are trained for their commitment. The teachers and students follow these practices and grievances of the students (if any) are handled without any prejudice. This creates an atmosphere of trust between the teachers and overall development of the students is ensured through the support system of internal assessment.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response:

The college has established a student's friendly mechanism for redressal of internal/ external examination related grievances of the students. All such grievances are handled with transparency and in a time-bound manner. The college suggests the aggrieved students to follow the university procedures. The students are guided about the procedures regarding the procurement of challenge forms, Xerox copies of their solved papers, university theory and practical examinations related problems and so on. The proper online/ offline filling up of the university examination forms is also monitored by the teachers of the concerned departments. The college provides the necessary information, references or clarifications regarding their doubts and deputs an administrative or office staff member to visit the university to follow up on the grievances. As per the established mechanism in place for redressal of grievances regarding the evaluation of the university examinations, if any student feels that the marks obtained by him/her in any paper(s) are not according to his/her expectation, he/she can apply for a Xerox copy of the assessed answer-book. The college guides such aggrieved students. The respective subject teachers discuss the question paper, nature of the answers expected and tries to assess whether the marks given are appropriate or not. They then guide the students about applying for re-assessment. For other examinations, including the CIE activities, the college has a transparent, robust and fast internal mechanism to deal with student grievances. In case of any grievance, the students approach the concerned faculty members of the department, who try to sort out the matter. There is a separate Examinations Committee to which students can approach for any examination related queries. All such cases are handled within a time-bound period in the shortest possible time. If still unsatisfied, the students are free to approach the Head of the Department or Principal of the college. Thus, the college ensures that even unintentional wrong is not faced by any of its pupils. The student's faith in the transparency of evaluation is the most important concern for the college. We, therefore ensure that redressal is done in time and without any prejudice. Teachers monitor the entire procedure with due vigilance and thus ensure that justice is done.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The Programme Outcomes (POs) and Course Outcomes (COs) for all the programmes offered by our college are prepared by the respective departments following the university curriculum. These outcomes are prepared keeping in view the goals and expectations of particular programmes which reflect the perceptions of the affiliating university as well as the college. The students are made aware about the POs

and COs at the time of admission counseling and further at the beginning of each semester/academic session. The POs and COs are displayed on the college website and are available to all stakeholders. At the commencement of every academic session, an induction program is conducted to make the first year students aware about the various aspects of their course, the departments to which they are attached, the faculty members who will be teaching them, the facilities available in the college, etc. During this program, a general discussion regarding the POs and PSOs is also held by the principal and the heads of all departments.

The course outcomes are prepared by the concerned faculty members taking into consideration the syllabus prescribed by the Gondwana university. At the first meeting with the students of their class, the concerned faculty members discuss the course outcomes and give them a brief idea about the topics to be covered during the semester and give them a list of reference books that they need to refer. The students are also informed about the possible career opportunities after they complete the course.

| File Description | Document |
|---------------------------------------------------------|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Upload any additional information | View Document |
| Past link for Additional information | View Document |

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

Response:

The attainment of the programme outcomes, programme specific outcomes and course outcomes are mainly measured by the performance of the students in various evaluative activities including CIE and university examinations. The students' performance in university theory and practical examinations gives us a fairly good idea about the attainment of the various outcomes mentioned above. Besides this, our college evaluates their performance at various CIE activities and also by their participation and involvement in classroom & laboratory activities, field work, study tours and other co-curricular activities. All departments conduct quiz and seminar competitions wherein the students get an opportunity to learn and overall personality development. These competitions are often judged by the college or external subject experts, who are able to give unbiased feedback. Our students participate in various intra collegiate academic and co-curricular activity competitions organized by the departmental societies like seminar, Quiz, Poster, Model preparation etc. wherein they shows their talent and knowledge. Some of the students have won prizes at these events which itself is an evidence of the attainment of the outcomes. The feedback received from the students, teachers and other stakeholders including the employers also act as indicators regarding the attainment of all outcomes. Herein we furnish the methods of our evaluation of POs, PSOs as illustration.

- **POs :-**

- College teachers interact with students after their performance in seminars and group discussions. Similarly the teachers evaluate tutorials, home assignments, class tests, etc.

- Teachers also monitor the progress of the students during and after the practical sessions.
- Project Supervisors evaluate the projects assigned to the students.
-
- Attainment of program specific outcomes and course outcomes are also evaluated by the college through assessments.
- We also analyze the result, progression to higher education/employment and participation of students in various competitions/activities (Seminars, Quiz, Paper presentation) for PSOs.
- Indirectly we also ascertain the PSOs through Annual function/ departmental society functions, etc.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for Additional information | View Document |

2.6.3 Average pass percentage of Students during last five years

Response: 73.58

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 165 | 152 | 108 | 86 | 92 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 191 | 180 | 177 | 134 | 128 |

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for the annual report | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.32

| File Description | Document |
|--------------------------------------------------------------------|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |
| Upload any additional information | View Document |

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 6.67

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 6.67 | 0 | 0 |

| File Description | Document |
|----------------------------------------------------------------------------------|-------------------------------|
| List of endowments / projects with details of grants | View Document |
| e-copies of the grant award letters for sponsored research projects / endowments | View Document |
| Any additional information | View Document |

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 50

3.1.2.1 Number of teachers recognized as research guides

Response: 4

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

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

Response: 3.33

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 0 | 0 |

3.1.3.2 Number of departments offering academic programmes

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6 | 6 | 6 | 6 | 6 |

| File Description | Document |
|-----------------------------------------------|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |
| Paste link to funding agency website | View Document |

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Although Government Science College, Gadchiroli is not a recognized incubation center, however, plays an important role in encouraging and endorsing an ecosystem for innovation and improvisation by faculty members and research students. The college has started PG degree course in 2013 in Chemistry, Botany and Zoology subjects on purely non-grants basis and immediately research laboratories for Ph.D. in the said subjects were recognized. It has a privilege that we have an excellent infrastructure and a legacy of highly qualified and academically active faculty members. The faculties duly selected by Maharashtra Public Service Commission.

Some faculties are members of prestigious academic bodies of the affiliating University like college affiliation committees.

Since the college is run by the state government, every year some teachers transferred to and from the college. Therefore although the sanctioned teaching posts are only 14, the recognized Ph.D. supervisors' count reached to 10 with the problem of only a few supervisors completed 5 years tenure in this college. Beside this technical difficulty, under their guidance 06 research students have been awarded Ph.D. during the past five years while 1 student has submitted Ph.D. thesis and 10 are pursuing their research work. The major research project is being carried out by Dr. Mandar Paingankar (Zoology) and one project for the development of research activities was completed by the college. About 25 research papers are published

in reputed journals (UGC - care list journals), credited to the college.

Thus, our college has consciously created an ecosystem for transfer of knowledge. The teachers share their knowledge acquired through years of experience. The students and researchers transfer their interest and enthusiasm towards acquisition of knowledge amongst the teachers and thus an interdependent ecosystem is developed. Faculty members also share their knowledge as experts to students and other firms via MOODLE, Piazza, etc. Students from other colleges visit our institute for getting expertise from our staff members as well as research scholars.

The college has developed Instrumentation Laboratories for each department along with the Plant Tissue Culture Laboratory in the Botany Department. The college invests a lot of economic resources for purchase of sophisticated instruments, such as Impedance analyzer, FT-IR, UV-VIS Spectrophotometer, Gel documentation system, Fluorescence microscope, multiferoic loop tracers, etc. which facilitate the students and teachers to use modern technologies for their research. Thus the college ecosystem is instrumental in enhancing the knowledge base.

Subscription to INFLIBNET, making it easy to access international journals and over half a million e-books. Students are constantly encouraged to use this huge database for research and academic needs. Some of the classrooms are renovated as smart classrooms equipped with digital podium and LCD projectors.

The second year P.G. students are encouraged to identify research problems in various fields of knowledge and submit their reports in the form of dissertation. We also encourage students to attend and participate in Seminars and Conferences. Thus we feel that our institute has created an academic ecosystem conducive to innovations and transfer of knowledge.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------------------------------------|-------------------------------|
| List of workshops/seminars during last 5 years | View Document |
| Any additional information | View Document |

3.3 Research Publications and Awards

| 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years | |
|----------------------------------------------------------------------------------------------------|-------------------------------|
| Response: 1.33 | |
| 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years | |
| Response: 8 | |
| 3.3.1.2 Number of teachers recognized as guides during the last five years | |
| Response: 6 | |
| File Description | Document |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| Any additional information | View Document |
| URL to the research page on HEI website | View Document |

| 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years | | | | |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------|---------|---------|
| Response: 2.39 | | | | |
| 3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years. | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 12 | 5 | 2 | 3 | 0 |
| File Description | Document | | | |
| List of research papers by title, author, department, name and year of publication | View Document | | | |
| Any additional information | View Document | | | |

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.76**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 0 | 0 | 0 |

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

3.4 Extension Activities**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

Participation and active involvement of youth in social, academic, patriotic, finical and other activities will lead the nation towards overall development. To ensure their all-inclusive personality development, interaction of the students and their exposure to various social issues of national importance is extremely indispensable.

The college has an active NSS cell through which different social activities are planned for each academic year. It has very good interaction and outreach activities with the local society and a strong involvement of students in such activities. A large number of extension activities are carried out every year, especially under the auspices of NSS and through various study circles and Ex-student forums.

Various nationally and locally significant issues like national integration, disaster management, gender sensitization, women empowerment, nature conservation, health and hygiene, Swachha Bharat mission, promotion of self-employment, awareness and conservation regarding local natural, historical, cultural and environmental heritage issues were undertaken via rallies and campaigns, plantation programmes, cleanliness drives, voting awareness campaigns, AIDS awareness program, blood donation camps, health camp, literacy programmes, yoga sessions, shramdaan etc. Social activities like tree plantation and Swachha Bharat Abhiyaan are carried out in the college campus itself and around Gadchiroli town.

Teachers and students are actively involved in these programmes and activities from the stage of planning to practically implementing and sustaining the same.

This kind of exposure and involvement not only trains students in organizational and management skills but also raises their awareness and understanding of various issues. Besides, it also provides an opportunity to interact and develop relationship with society and helps them to contribute and elevate the social awareness. This approach helps in their holistic development.

The college engages faculty and students in community work eventually teaching them ethical values which makes them aware of their social responsibilities and makes them good citizens.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 3 | 0 | 1 |

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

3.4.3 Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/ Red Cross/ YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc.) and / or those organised in collaboration with industry, community and NGOs during the last five years.

Response: 51

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 7 | 8 | 14 | 15 | 7 |

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 15.78

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 77 | 101 | 86 | 117 | 102 |

| File Description | Document |
|-------------------------------------------------------------------------------------------|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |
| Any additional information | View Document |

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 2

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 1 | 0 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| e-copies of related Document | View Document |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |
| Any additional information | View Document |

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------------------------------------------------------|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document |
| Any additional information | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute has spacious campus spread over more than eight acres of land and offers a very green and pleasant ambience. The building is specially designed as a science learning center with spacious lecture rooms and laboratories. The whole campus infrastructure includes the main building, auditorium, boy's hostel, girl's hostel, canteen, sports complex including ground and gymkhana, vehicle parking space, open theater, botanical garden etc. Whole campus is Wifi enabled and more than 70 CCTV camera are installed in the college campus. Fourteen classrooms, five laboratories, spacious office and library with reading room, girls common room, close auditorium, open auditorium, conference room, language laboratory, smart classrooms, competitive examination section etc. are present in college campus.

Academic facilities

The college has 14 spacious and airy classrooms with smart classroom/wifi / LAN / LCD/ CCTV facilities including subject laboratories as per norms to carry out any academic activity. Further, every department is equipped with their own computing resources. The Institute has a Central Library which is equipped with subscription of National and International journals, more than 23000 books etc. The library has its own e-resource center with 10 Computers having restricted internet access where students have access to learning material.

Laboratories

All laboratories are spacious and equipped with recommended facilities. Separate laboratories are available in each department for UG, PG and Research. The laboratories are scientifically designed with high roof and ventilation, big open windows, exposed to natural sun light and modern safety equipment. Each department also have special research laboratories where Post graduate and research students can perform their research-oriented experiments. These specially designed laboratories are equipped with advance instrumentations.

Co-curricular activities (Auditorium, Open air theatre etc.)The Institute has its own auditorium equipped with audiovisual equipment. Open air auditorium (theater) is present in the near Zoology Department.

ICT as a Learning Resource

More than 100 computers are available in the college for day-to-day usage by the students and faculty. Every department has its own computing facility to meet the curriculum needs. Laptops are also made available to the departments for faculty usage. Desktop Computers are also provided in staff rooms. Every department is equipped with LCD projectors, Laptops, desktops and overhead projectors electronic whiteboards with digital podium, printers, and scanners for computer aided teaching. Internet is provided to all the classrooms, departments and library e resource center with 100 and 10 Mbps band width.

Necessary software is installed in all the Computers as per the curriculum requirements. Software necessary for the preparation of computer aided teaching material by the faculty is also available. Students are provided with additional access to library computers and photocopying facility. UG, PG students, research students and faculty have internet access through Wifi and LAN and learning management system Moodle is available in college. Similarly, edtech software such as Piazza, Plickers are used by faculty members.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response:

The department of Physical education was established in year 1987. The spacious ground for cricket and football is available in college campus.

Sports department is also equipped with a huge ground approximately 2 acres area which is generally used for the training and competitions of cricket, kabaddi, Kho-kho, volleyball, ball badminton and other outdoor games. The department organizes various training programs for the boys and girls students and also makes them eligible for the inter-collegiate, inter-university, state and national level competitions. The department provides training facility for cricket, volleyball, football, badminton, ball badminton, chess, kabaddi, kho-kho, sepak takraw and fencing games. Students are regularly participating in national, state, district, inter-university, inter-collegiate level competitions. The Institute has a well-equipped gymnasium with all modern facilities for Boys and Girls. The Institute has a spacious multipurpose play ground with all modern facilities for boys and girls. College has well equipped gym with latest training equipment. Gym is open on all days of week excluding weekly off.

There is also a closed auditorium and one open air auditorium where various kind of cultural activities are regularly held. College has media center which is equipped with Studio One software and audio and video recording facility. Video and audio editing software are also available in the facility. Microphone, earphones, sound system, background screens etc. are also available in the media center.

A dedicated space is allotted for Yoga practice and every morning.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**Response:** 46.67**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 7

| File Description | Document |
|-------------------------------------------------------------------------------------------|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**Response:** 63.87**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|----------|----------|-----------|---------|---------|
| 56.66837 | 125.7581 | 152.16878 | 2.65 | 332.76 |

| File Description | Document |
|--------------------------------------------------------------------------------------------------|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Software of University Library (SOUL) software is in use for library automation. It is multi-user, multitasking integrated library management software working either on a single machine or in a client-

server multi-platform environment. It helps us for the effective preparation of catalogue books, e-books, films, sound recordings, drawings, clippings, articles, reports, letters, pamphlets, serials publications etc. SOUL cataloguing adheres to popular international standards. It retrieves the information in a simple, fast and efficient manner. It supports flexible workflow to cover activities related to acquisition of books, serials control and funds monitoring.

SOUL Modules:

Cataloguing: -It is based on AACR2. It catalogues any type of material.

Acquisition: -It supports the entire range of activities right from making a proposal to acquire an item, until it is finally paid for and accessioned.

Circulation: -It is based on lending rules that we can define and change. Serials Control: - It allows for tracking receipts of issues, filing claims for issues not received, preparing binding orders.

OPAC: On-line Public Access Catalogue offers powerful on-line search facilities to search through library catalogue. It saves valuable time, labour and money to access any reading resources.

Reports: - It provides various types of reports required for various government agencies.

SOUL software is regularly updated by UGC-INFLIBNET and various new functions are introduced as per customer requirement. The upgraded version is given by UGC-INFLIBNET free of cost through online.

Status of Computerization of Library-partial

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for Additional Information | View Document |

4.2.2 The institution has subscription for the following e-resources

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. Any 4 or more of the above

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

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

Response: 4.72

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|----------|---------|---------|
| 6.12067 | 0.71325 | 14.07898 | 0.5285 | 2.14 |

| File Description | Document |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |
| Any additional information | View Document |

4.2.4 Percentage per day usage of library by teachers and students during the last completed academic year

Response: 6.71

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

Response: 42

| File Description | Document |
|---------------------------------------------------|-------------------------------|
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has a good infrastructure IT facility and are available for students, teachers and non-teaching staff. The institute has a modern server room with Windows servers. LAN network is spread across the institute including Office, Laboratories, Library and other working areas. All the computing facility are equipped with high performance and latest edition of computers. All the computers are loaded with latest required software. The LAN network has a configuration Core switch to edge switch. Two leased lines of 100 MBPS are used in a network. By using these two leased lines from BSNL, restricted internet and WI-FI facilities are provided to students and faculty members of institute across the CAMPUS. This computing and internet facility is useful for UG, PG and research students to sharpen and update their knowledge base.

Facilities are as follows

1. All the departments have at least 1 LCD projectors, overhead projectors, printers and scanners (Total LCD projectors in class rooms and laboratory = 8; smart class room LCD projector = 3; Language Lab LCD projector = 01; Total 12; Total Scanners come printer all in one = 10, Printers 10, Scanners 03, Photocopy machine = 01.
2. The computers and printers of all the departments have latest version of software installed in them and the Hardware is also maintained from time to time.
3. SOUL software and server is installed in library. E resource center with 08 computers and DELNET, INFLIBNET subscription.
4. The college website is monitored and updated from time to time by the IQAC cell of the college.
5. The computers and printers of Administrative office and Computer Laboratories are connected in LAN.
6. The whole campus of the college has Wi-Fi facility with a speed of 10 mbps (Total Access points 27, Number of POE switches 10; wifi controller = can handle 900 users at a time).
7. Most of the computers have internet facility via LAN network (number of LAN points 120; number of POE switches 10)
8. The institute has firewall software installed all the computers are connected to internet via firewall only Access to internet is restricted to educational and government site only.
9. English Language Laboratory with 20 computers and servers is available
10. Various bioinformatics and statistical analysis and GIS software are available
11. The institute has 3 smart classrooms for better teaching learning process.
12. UG and PG students use computer facilities for seminar ppt presentation, assignment submission

etc.

13. At UG and PG level, the teachers use Internet for providing notes to the students wherever required and necessary (Piazza software is used for providing notes, power point presentation, and other resources)
14. Pickers software is used for MCQ tests and grading
15. MOODLE software is installed and used as learning management system.
16. Media center with audio and video recording facilities is available. Studio One ver.4 software, Panasonic video recording camera, microphones for recording, stands, background screens are available
17. The college take the help of experts for maintenance and repairs of computers and also for up gradation of its website.
18. Maintenance and up-gradation is done from time to time. Date of up gradation:03/02/2020-Wi-Fi server up gradation10/01/2020
19. Server software up gradation Date 03/02/2020
20. MOODLE software up gradation Date 08/03/2020

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 6.94

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Student – computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution

E. < 05 MBPS

D. 05 MBPS – 10 MBPS

C. 10 MBPS – 30 MBPS

B. 30 MBPS – 50 MBPS

Response: A. 750 MBPS

| File Description | Document |
|--------------------------------------------------------------------------|-------------------------------|
| Upload any additional Information | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 31.58

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|----------|----------|----------|----------|---------|
| 37.91756 | 24.69359 | 25.81610 | 19.24474 | 42.055 |

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | 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 Institute has a Local Advisory Committee that deliberates every year on the various infrastructural and academic needs of the Institute. Institute makes budgetary provision under different funds for maintaining and utilizing the campus infrastructure facilities. Various monitoring committees such as purchase committee, building committee, UGC planning board committee, hostel monitoring committee, library committee ensure that the allocated funds are utilized judiciously. The details of budget allocation for maintenance and repairing of physical, academic and support facilities during the last five years are mentioned in metric 4.4.1.

To maintain the infrastructure campus facilities and equipment, following activities are undertaken by Institute.

- Maintaining department wise stock register.
- Department wise annual stock verification.
- Regular maintenance of laboratory equipment and chemicals.
- Overall maintenance of campus by campus discipline and cleanliness committee of the Institute.
- Regular cleaning of water tanks, proper disposal of garbage, pest control, landscaping and maintenance of lawns.
- Maintenance of all facilities and cleanliness of environment in hostel by hostel monitoring committee.
- Outsourcing is done for maintenance and repairing of CCTV, computers, internet facilities including leased lines, Wi-Fi and broadband, updating of software.
- Maintenance of wooden furniture of institute is done as and when required with the help of PWD and other agencies.
- Electrification, and plumbing work by state PWD.
- The maintenance of the reading room and stock verification of library books is done regularly by library staff. Librarian presents Annual Library Budget of various departments for each subject.
- This committee deliberates on the budgetary allocations, evaluates the previous year's library activities and proposes new services, acquisition for the current year.
- Sports and gymnasium is managed by the Sports Committee that advises the Physical Education Director in planning optimum utilization of sport facilities. Outsourcing is done for the maintenance of gymnasium. The grounds for various sports are maintained regularly.
- Classrooms are provided to get opportunity of ICT based teaching in the smart classrooms for all the departments. The Time-Table committee and the faculty Coordinators chalk out time-table, semester-wise.
- The institute has obtained a dedicated power line from the Electricity Board of Maharashtra State.
- For providing fluctuation-free, uninterrupted electric supply, equipment in the Instrumentation Laboratory are connected to a dedicated stabilizers and online UPS. For the optimal performance of sensitive equipment, the rooms are air-conditioned. Continuous supply of water is ensured for special equipment requiring constant water supply, through water pipe lines connected to overhead tanks and a water sump of sufficient capacity. Special provision is made for the storage of gas cylinders outside the laboratories. Chemicals are stored as per the standards specified by the suppliers.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 65.02

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 361 | 408 | 585 | 345 | 321 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 10.02

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 114 | 106 | 103 | 0 |

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

| File Description | Document |
|-----------------------------------------------------------------------------------|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

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

Response: 0.12

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 2 | 1 | 0 |

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

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

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

Response: 0.59

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 1 | 3 | 1 | 0 |

| File Description | Document |
|-------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Self attested list of students placed | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 66.67

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 124

| File Description | Document |
|--------------------------------------------------------------------|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education (Data Template) | View Document |
| Any additional information | View Document |

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

Response: 3.76

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 1 | 2 | 1 | 0 |

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government

examinations) year-wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 26 | 27 | 19 | 22 | 16 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload supporting data for the same | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |
| Any additional information | View Document |

5.3 Student Participation and Activities

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

Response: 40

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 12 | 11 | 7 | 4 | 6 |

| File Description | Document |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | View Document |
| Any additional information | View Document |

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

Response:

The college encourages students to participate in various academic, co-curricular, extra-curricular, sports and student council. Student council is established every year as per rules and regulation of the University. The student council representatives are selected on the merit basis and few are nominated by the Principal. Student council members participate in various activities of the college and provide suggestions. Every year annual social gathering “SPECTRUM” is organized. This event is organized by students with the support and guidance of faculty members. The major activities are sports, cultural, academic competitions. Every spectrum is celebrated with special theme such as election voter awareness, women empowerment etc. Students also participate in committees such as Sexual Harassment Prevention Committee and Anti-Ragging Committee etc.

The Grievance Redressal Committee attempts to address grievances of staff and students whatever the nature of issue will be. Students are encouraged to use the suggestion boxes placed at different points in the college to give constructive grievances and suggestions. They may also approach the members of the Committee or any of their mentor teachers as whatever comfortable to them. If grievance is made, it will be treated with sensitivity and confidentially. Students actively participate in proceedings of committee and plays important role in decision-making.

Online and offline feedback mechanism is available in college and it helps in improving the academic planning, about academic and facilities provided to them.

Career Counseling and Placement Cell is also works for the future betterment of the students. The cell in collaboration with private companies and NGO carried out certain Placement drive and students are benefitted by Selection order in Reputed Company and makes appointment in different parts of the country.

Students also participate in National Social Services (N.S.S.) which includes various Regular Programs and Seven Days special college level camp at adopted village during the academic session. The NSS executes social service programs where students participate at college level and also attends the college, university, state level camps and also participated in National Integration Camp becomes more social, helps to improve their personality development and more responsible person towards society. Few students of the college also joined social work agencies.

Tulsabai Choudhary Prize is also awarded to B.Sc topper students from SC category.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 1.8

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 1 | 2 | 2 |

| File Description | Document |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

5.4 Alumni Engagement**5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services****Response:**

The college has an informal alumni group which is NOT REGISTERED. However, members are regularly invited for alumni meet and for various functions, events and committees through letter, telephonic communication, email or by social media messages. The suggestions and ideas of the alumni are always welcome and considered if so. The college always tries to make them the part of college committees. This makes them aware of different major ongoing activities in the college. The college staff always gives a strong emphasis and advice enthusiastic and willingness persons to transform alumni association into Registered Alumni association and make it more authentic and practical one. The association acts as a bridge between alumni and the current students of the college. It makes to establish a strong bond between college and the benefitted students. It exist to support the parent organization's goals, and to strengthen the ties between alumni, the community, and the parent organization.

Alumni get in touch with students and share their expertise and best practices in a given field and can inspire others.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

E. <1 Lakhs

D. 1 Lakhs - 3 Lakhs

C. 3 Lakhs - 4 Lakhs

B. 4 Lakhs - 5 Lakhs

Response: E. <1 Lakhs

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Government Science College is only government college in Gadchiroli district, students are relying on this college for pursuing the higher education. Initiatives to nurture and facilitate the development of students of tribal area are one of the thrust areas of mission of our institution. The initiative's goal is to build thriving and sustainable infrastructure facilities to create a community for addressing the various basic and fundamental issues of tribal society. Excellence and equity initiative of the Government Science College aims to support learning, teaching, sports and ethical culture in tribal population. College wishes to elevate the learning, teaching and research activities of students belonging to low-income group and tribal community.

VISION

- To be the educational institute of excellence in the field of Science education in tribal area
- To be an innovative and responsive to the educational and self development needs of the tribal communities
- To ensure the learning opportunities and promote the leadership, professional temperament and civic responsibilities among the tribal communities
- To contribute to society through the pursuit of education, learning, and research at the highest levels of excellence

MISSION

- To provide excellent education integrated with ethics, values, equality, compassion and social responsibilities
- To implement the student centric programmes which encourage the tribal students to excel in higher education
- To provide excellent teaching and perform quality research

STRATEGIES

- Utilizing resources effectively to enhance the quality of teaching and learning
- Reaching out to more students in tribal area
- Collaborating with national institutes, Universities and industries to enhance the research environment

Our college works more effectively and responsibly through its performances for accomplishing the vision. We strive hard to promote quality higher education, to create responsive and qualitative human resources for the country with duly inculcated human, social, democratic, environmental and nationalistic values in tribal area students. Our college meticulously follows norms and procedures as per the directives and policies of state Ministry of Higher and Technical education, the affiliating University, and UGC. Thus,

efforts are made at all levels for successful execution of mission with a view for accomplishment of vision. The management system of the Institution is decentralized and participatory in nature. A considerable autonomy, freedom and support are provided to all stakeholders to create the excellent learning-teaching environment. All levels of administration and academic work on the principles of team work, collective responsibility, cooperation, freedom and participation. All stakeholders work in unity to achieve the vision and mission of the college.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response:

The Principal of the college looks after routine and micro level management and its regular progress and development. The responsibility of administration primarily lies with the Principal. Financial resources are managed by the Principal. Adequate representation of teaching and non-teaching staff, and in some cases, of students and alumni is ensured for decentralization. The college ensures decentralization and thus delegates authority at different levels ensuring good governance. Powers are delegated to the Head of Department (HoD) in conducting seminars, preparation of class work, distribution of work to the faculty, inclusion of new and innovative experiments etc., with the help of various committees. The HoDs prepare the academic schedule in consultation with the faculty members of the department. The administrative department gives certificates like bonafied, attendance, railway concession, etc., independently as per the requirements of the students. The college promotes and benefits from the culture of participative management. Leadership in the institute always recognizes the significance of the views of all the employees and hence practices this culture meticulously. All the faculty members meet, discuss, share their opinion and plan to conduct various events on behalf of the institute and committees are formed to conduct the event smoothly. Faculty members are also involved in providing inputs in framing the course and examinations to be conducted by the institute. At functional level the faculty members participate in sharing the knowledge by discussing on the latest trends in technology during faculty meeting. The head of the institution is responsible for academic and administrative activities of the institution. All the staff members actively participate in implementing the policies, procedures, and framework designed by the Government of Maharashtra in order to maintain and achieve the quality standards. The college is keen on the involvement of staff for improvement of effectiveness and efficiency of the institutional process. The Institute has always been in favor of participative management.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Our college strategically plans activities and executes them in a planned manner. The activities are decentralized at four levels as departmental, administrative, academic and financial. At the departmental level, the strategic plans are prepared with the consent of faculties; the academic strategic plans are made before commencement of academic session by preparing academic calendar of that year taking into consideration the academic calendar of Gondwana University, Gadchiroli. Administrative committees that are formed at the beginning of the session are responsible for all student and staff related activities.

The most successful example of such implementation is the strategic planning done by Internal Quality Assurance Cell (IQAC), with respect to create resources for improving the learning-teaching environment and infrastructure. IQAC submitted the institutional development plan to various funding institutes such as Rashtriya Uchchar Shiksha Abhiyan (RUSA), Department of Higher and Technical Education Maharashtra State Government and District Planning Committee (DPC) Gadchiroli.

Strategic plan: - A vision document based on thrust areas of overall development viz infrastructure, modernization of laboratories, up-gradation of classrooms besides provision and augmentation of various facilities for students was prepared every year and these proposals were submitted to District Planning Committee (DPC) Gadchiroli. The DPC Gadchiroli approved the institutional developmental plans and sanctioned Rs. 100 lakhs 24.63 lakhs, 54 lakhs, 300 lakhs respectively in year 2016-17, 2017-18, 2018-19 and 2019-20.

IMPLEMENTATION:

1. In 2016-17, Rs. 100 lakhs were utilized for purchase of furniture required in Boys hostel, Girls hostel, library, laboratories and classrooms. The grants received from DPC were transferred to PWD Gadchiroli. Purchasing of furniture was carried out using mahatender online tender system.
2. In 2017-18, Rs. 24.63 lakhs were utilized for installation of CCTV and Wifi system in the college campus.
3. In 2018-19, Rs. 54 lakhs were utilized for purchase of instruments such as CO₂ incubator, Gel documentation system, PE hysteresis loop tracer, Impedance analyzer, Fluorescence microscope using GeM portal and mahatender online tender system.

In 2019-20, Rs. 202 lakhs were utilized for development of smart classroom and language laboratory. Similarly instruments such as Scanning electron microscope, stereo microscope, cooling centrifuge, 2D IEF electrophoresis system were purchased.

| File Description | Document |
|--------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| strategic Plan and deployment documents on the website | View Document |
| Paste link for additional information | View Document |

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

Response:

Our college is state government owned organization, which follows the rules and regulations of Ministry of higher and technical education of Government of Maharashtra. The Organizational structure of the Institution, administrative setup and functions of various bodies are enumerated as below-

| Sr.No. | Contents | Functions |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Main Governing body consists of :- <ul style="list-style-type: none"> • Minister of Higher and Technical education • State Minister of Higher and Technical education • Secretary of Higher and Technical education | <ul style="list-style-type: none"> • Policy framing, Academic and financial management. • Overall control. • Overall of administrative and financial authority |
| 2 | <ul style="list-style-type: none"> • Director of Higher Education (DHE) at State level | <ul style="list-style-type: none"> • Overall supervision • Execution of policies • Administrative and financial control |
| 3 | <ul style="list-style-type: none"> • Joint Director (Regional) | <ul style="list-style-type: none"> • Deals the affairs of non-teaching staff of the college |
| 4 | <ul style="list-style-type: none"> • Principal of College | <ul style="list-style-type: none"> • Overall In charge of the Institution • Execution of policies at groundlevel • In charge of Administration and finance of Institute • Responsible for overall academic progress and development of institute • Management of routine day to day affairs of College |
| 5 | <ul style="list-style-type: none"> • Head of Departments, Teaching Staff, non-teaching staff ,various | <ul style="list-style-type: none"> • Head of Department is responsible for smooth functioning of respective |

| | | |
|--|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Committees | departments <ul style="list-style-type: none"> • Teaching and non-teaching staff perform designated functions and duties. • Different Committees look after specific micro level aspects • All the above assist the Principal for efficient management of college. |
|--|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

All teaching and non-teaching staff is appointed by Maharashtra government and they follow rules and regulation laid by Government of Maharashtra. Depending upon the vacancies, Maharashtra State Public Service Commission (MPSC) and Government of Maharashtra recruits the teaching and non teaching staff. Circulars regarding promotions of teaching staff to the next scale/grade are received from the DHE's office from time to time. The faculty members who are due for placement fill the forms according to the CAS guidelines. All such applications are recommended and forwarded by the Director to the higher authorities for placement and promotion. Similarly, circulars regarding promotions of non-teaching staff to the next scale/grade are received from the Joint director's office.

There are committees to deal with particular grievances, for example, anti-ragging committee and Vigilance Committee. Protection against Sexual Harassment at Workplaces. Additionally, there is an Internal Complaints Committee which deals with all kinds of grievances including protection against sexual harassment at workplaces.

| File Description | Document |
|-----------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |
| Paste link for additional information | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

E. None of the above

D. 1 of the above

C. 2 of the above

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

| File Description | Document |
|-------------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |
| Any additional information | View Document |

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:**

Our college follows welfare measures of Maharashtra Civil Service Rules (MCSR) for faculty members. The institution has effective welfare measures for teaching and non-teaching staff which could be broadly classified in two categories as under

- Welfare measures provided by Employer i.e. State Government

Being a state government owned Institute employees are provided the following welfare facilities.

- Provident fund facility
- Group Insurance facility
- Leave Travel Concession within Maharashtra
- Various leave facility i.e. medical leave, casual leave, earned leave etc.
- Duties leave to faculty members for attending national and international conferences/seminars/workshops/ guest lecturers/referee.
- Recreation and sports facilities for staff and faculty on the campus made available to them free of cost
- Special duty leave to staff for participation in sports events held at state, national and international level
- Pension scheme after retirement as per state government norms
- Providing employment to dependent successor of deceased employee on compassionate ground
- Various loan facilities e.g. housing loan, computer, vehicle loan etc.
- Medical reimbursement facility for family of employee.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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: 24.77

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 3 | 0 | 0 |

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Details of teachers provided with financial support to attend conference, 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 Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

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

Response: 26.59

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2 | 5 | 2 | 3 | 0 |

| File Description | Document |
|----------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| IQAC report summary | View Document |
| Details of teachers attending professional development programmes during the last five years | View Document |

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

Response:

The college conducts the performance appraisal of teaching and non-teaching staff every year. For performance assessment of the teaching staff, all faculty members are required to submit a Performance Based Appraisal System (PBAS) each year based on the performance appraisal norms suggested by the UGC.

Circulars regarding placements to next scale/grade are received from the DHE's office from time to time. Similarly the proposals of all eligible faculties are forwarded to DHE office, Pune through IQAC and Principal for placement and promotion. Many of the staff members have received their due placements after fulfilling necessary requirements.

The data submitted to the above committee by individual faculty members is also used as one of the measures of performance assessment. The work of teachers on various committees on which they are members is also taken into consideration while assessing their performance. The Principal also contributes personal observations and interactions with the faculty members as a measure of performance assessment. In this way, the college tries to make a holistic and multi-source appraisal of the performance of the teaching staff.

Like the teaching staff, the college also strictly follows the systematic procedure for performance appraisal of the non-teaching staff. Annual Confidential Reports (CR) is filled by the office considering their performance and compliance to the orders of the administration. The Heads of the departments with

which the non-teaching staff are associated are taken into confidence while preparing the CRs. These CRs are verified by the Principal with his prudence and sent to the Joint director for further procedure.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- a government college, audit is conducted by Accountant General (A.G.). The utilization of current year approved budget along with the budget projected for the forthcoming year is submitted to Director higher education, Pune every four months. Unless Account statement is verified, the budget for forthcoming year is not sanctioned by Director higher education. So it is in way similar to internal audit.
 - A. G. audit is done once in five years.
 - The audit of funds received from various funding agencies, like DPC & RUSA is done by A.G.
 - The utilization certificate for all the grants is submitted to the respective agencies.
 - For any audit objection, the mechanism for settlement is as under
1. Personnel from Office, Nagpur are deputed for carrying out audit work.
 2. On conclusion of audit of a particular period, EAP (A. G.) inform their final objections/queries (if any) to the Head of the Administrative Unit i.e. Principal of our college in the form of an Audit Report.
 3. EAP specify the control issues i.e. they comment on the points where the controls are required to be established or tightened to avoid repeating the same mistakes in future.
 4. On receiving information of audit objections/queries, remedial actions are immediately initiated regarding the monitoring of internal controls to avoid repetition of the objection. Follow up is carried out regularly so that compliance of the observations is done within shortest possible time.
 5. EAP provides a time limit for settlement of objections if there are major pending audit objections. Such matters are followed up and monitored periodically to ensure timely compliance. Although we try to comply with the audit objections within time frame, there are certain issues which can only be settled by the higher authorities. In such cases higher authorities are informed and requested to sort out the discrepancies at their earliest.
 6. The Audit objections are settled with proper compliance and communicated to the A. G. by Principal of the college.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |
| Any additional information | View Document |

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

The following resource mobilization policy is implemented meticulously in our college.

- We prepare strategic plans aimed at upgradation of our college on thrust areas of overall development viz infrastructure, modernization of laboratories, upgradation of classrooms and augmentation of various facilities for students and submit the same to various agencies like State Government, RUSA and DPC.

At the commencement of every academic session, the strategic budget plan is prepared for optimal utilization of resources.

1. Every year, the budget prepared by the college for carrying out construction, repair and renovation of the college building and premises besides purchase of instruments and chemicals is submitted to state government and other agencies such as RUSA and DPC for sanction.
2. After receiving the grants, the Principal who is the Drawing and Disbursing Officer, in consultation with the technical Committee and the Purchase Committee process the procurement of goods.
3. All the purchases are carried out according to the rules and regulation set by Central Government (GeM portal) and Maharashtra Government Resolution (Mahatender).
4. The utilization of the budget is monitored regularly by the college as per the guidelines of the funding agencies.
5. RUSA coordination committee, internal audit committee plays important role in monitoring of fund mobilization and utilization.
6. RUSA fundtracker, PFMS portals are used by college for utilization and management of cash flow.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.5 Internal Quality Assurance System

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

Response:

Internal quality Assurance Cell (IQAC) is the most significant cell of our college. It has immensely contributed towards development of Institute. Various initiatives taken by the cell during the past five years have brought laurels to our college directly and indirectly. IQAC takes a lead in organising various academic, co-curricular and extracurricular activities for the overall development of students and faculty members. The Cell strenuously strives to maintain high academic standards, and towards this end, evolves and implements appropriate innovations. The Cell meets regularly, deliberates upon relevant issues and takes decisions which, after approval, are vigorously implemented. The following are two illustrations of IQAC initiatives which have been implemented successfully:

Feedback mechanism:

Besides interclass /intercollegiate competitions, Seminars /Workshops /Conferences, the Institution annually conducts Annual Day, Sports Day and National Day celebrations. With the aim of continually improving the conduct of activities, a serious review exercise is undertaken to comprehend the successes and shortcomings of each event. This is done through a formal review meeting and, also, through participant feedback which is collected via Feedback Forms. The responses are collated and, also, discussed at the review meeting. The suggestions are noted and duly implemented. As a result of longstanding experience from such reviews, a set of standing instructions has been evolved which have largely eased the process of organizing Institutional events.

Another significant contribution of Internal Quality Assurance Cell (IQAC) is creating resources for improving the learning-teaching environment and infrastructure. IQAC submitted the institutional development plan to various funding institutes such as Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Department of Higher and Technical Education Maharashtra State Government and District Planning Committee (DPC) Gadchiroli.

A vision document based on thrust areas of overall development viz infrastructure, modernization of laboratories, up-gradation of classrooms besides provision and augmentation of various facilities for students was prepared every year and these proposals were submitted to District Planning Committee (DPC) Gadchiroli. The DPC Gadchiroli approved the institutional developmental plans and sanctioned Rs. 100 lakhs, 24.63 lakhs, 54 lakhs, 300 lakhs respectively in year 2016-17, 2017-18, 2018-19 and 2019-20.

The grant was utilized as follows:

1. In 2016-17, Rs. 100 lakhs were utilized for purchase of furniture required in Boys hostel, Girls

- hostel, library, laboratories and classrooms. The grants received from DPC were transferred to PWD Gadchiroli. Purchasing of furniture was carried out using mahatender online tender system.
2. In 2017-18, Rs. 24.63 lakhs were utilized for installation of CCTV and Wifi system in the college campus.
 3. In 2018-19, Rs. 54 lakhs were utilized for purchase of instruments such as CO2 incubator, Gel documentation system, PE hysteresis loop tracer, Impedance analyzer, Fluorescence microscope using GeM portal and mahatender online tender system.
 4. In 2019-20, Rs. 202 lakhs were utilized for development of smart classroom and language laboratory. Similarly instruments such as Scanning electron microscope, stereo microscope, cooling centrifuge, 2D IEF electrophoresis system were purchased.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

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

- The seminars and workshops conducted for the faculty
- Seminars are compulsory for PG students
- Examining students by conducting internal tests assessments
- Taking extra classes for course completion on time.
- Arrangement of remedial classes, doubt clearing classes for slow learners
- Establishment of research cell in order to encourage research activities
- Appointment of part –time faculty to teaching posts lying vacant in the department
- Automation and digitalization of library
- Provision of Wi-fi facility and smart classes
- Increased usage of ICT tools in teaching learning process MOODLE, PIAZZA SPOKEN Tutorial.

Methodologies of operations-IQAC collects feedback from students in a specially designed format questionnaires annually. Feed back is collected on curricular aspects, teaching-learning methods, faculty programs and institutional programs. Steps are taken to improve over all performance of the college by analyzing the feedback from the students. The principal and senior faculty monitors and reviews teaching-learning and other activities of the institution. The suggestion/complain box are placed in every sections to get the feedback of the students. Suggestions are considered while framing policies related to the

institution. The staff council meeting is held in the beginning of the session to discuss the plan for the session. A daily teaching diary of each faculty members, signed by the HODs is presented every month to the principal for the approval.

The Institution has implemented most of the recommendations of the Peer Team made during the Third Cycle of Re-accreditation. Besides, the Institution has also made the following incremental improvements during the past five years:

1. The number of students seeking admissions has significantly increased.
2. Chemistry and Zoology departments have been renovated.
3. Construction work of Auditorium, Canteen, boys and girls hostels completed .
4. Botany, Chemistry, Physics and Zoology Research Laboratories has been established.
5. Classrooms have been upgraded. Technology such as smart classroom, learning management system has been introduced, in larger measure, in the teaching-learning process.
6. The use of case studies, field work, industry/institutional visits, internships, documentaries and films has increased.
7. Substantial monetary assistance has been received from RUSA (2.0 crore Rupees) and DPC Gadchiroli. The DPC Gadchiroli approved the institutional developmental plans and sanctioned Rs. 100 lakhs 24.63 lakhs, 54 lakhs, 300 lakhs respectively in year 2016-17, 2017-18, 2018-19 and 2019-20.
8. Security at the campus has been enhanced through 70 CCTV cameras which have been installed in classrooms and strategic locations.
9. The Department of Botany has started the practice of converting biodegradable waste into manure which is used in the gardens on campus.
10. Online learning management facilities have been introduced for learning such as Spoken tutorials, Piazza and Moodle.
11. All courses are CBCS and students are permitted to make choices regarding elective courses.
12. Faculty members and students are provided free and firewall-protected Wi-Fi and internet access on campus.
13. Access is provided to academic resources through INFLIBNET. MOOCs are used in some programmes.
14. Flat-bed and bar code scanners, servers, scanners and laser printer are now available.
15. The College Library has been automated. Access to DELNET, INFLIBNET is also subscribed.
16. Separate offices have been established for Accounts and Examination-related matters.

17. Online feedback system introduced and feedbacks were evaluated.

18. Proposals were submitted to RUSA and State Government for new M.Sc. courses.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: D. 1 of the above

| File Description | Document |
|--------------------------------------------------------------------|-------------------------------|
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |
| Paste web link of Annual reports of Institution | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Ever since the college is established by the state government, it's a co-educational one, meant to provide the education without a gender bias. In curricular and co-curricular activities we always ensure the equal participation of girls and boys representation in each and every event. In sports we have taken care that both should get the participation in different games and tournaments either at college level or University level, thus separate teams are made and they are equally coached by our Physical education teacher.

To sensitize our students at gender level we have organized the fashion show, Rangoli competition and a One Day National level workshop was organized on "women empowerment and gender equality".

College shows gender sensitivity in providing facilities such as:

1. **Safety and Security:** A safe learning environment is essential for students of all ages. Without it they are unable to focus on learning the skills needed for a successful education and future. Government science college Gadchiroli is the only Maharashtra Government run college available in this remote and tribal area catering the educational needs since 11th September 1987. Our college is much cautious about students safety specially girls students. The college premise, laboratories, classrooms, library, administrative office, corridors etc. are under the constant CCTV camera surveillance which assures the proper safety of students and staff. The central TV monitor is placed in the Principals office which provides her access to the events taking place in the college throughout the day. Besides this security guards are outsourced and deputed at the entry gate to keep eye on the trespassers. Apart from this constant in-house monitoring is also carried out by teaching and non-teaching staff. Committees like internal complaint committee, the **Anti-Ragging Committee** and the **Grievance Redressal Committee** look after grievances of all kinds. Under the aegis of Women Development Cell Internal Complaint committee is also formed for protection of students and staff against sexual harassment.
2. **Counseling:** The internal complaint committee and Women's Cell ensure that the girl students are made aware of issues related to the gender sensibility. Various programs and group discussions are organized on a regular basis to create awareness among the students about gender balance and equality. Women's cell and NSS unit conducts programs for students such as 'Save the girl child', Women and their rights, Hb level testing etc.
3. **Common Room:** In our college, a spacious common room with attached toilets has been provided specially for the girl students. The common room is well furnished with good seating arrangement. A sanitary napkin vending machine is also installed in the common room. For proper disposal off the used pads an incineration machine is also kept.
4. **Day care center for young children:** we do not have the day care centre in the college however; we have the separate room for feeding the infants named "**Hirkani kakshya**".

In all activities of the college, boys and girls work together for success of each program so that gender equity can be seen in all activities.

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Link for annual gender sensitization action plan | View Document |

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: C. 2 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |

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

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

Response:

A-Solid waste management: The college is committed to maintain the cleanliness in the campus. For collecting the solid wastes dustbins are kept in every nook and corner as well as in between the corridors of the college. Students and faculties are encouraged to use these dustbins for throwing the wastes. The all solid waste is collected and disposed off on each day to maintain the cleanliness. The disposed solid waste is further collected, managed and processed by the Nagar Parishad Gadchiroli. The college has also installed a Sanitary Napkin Incineration machine in girl's common room for proper disposal of used sanitary napkins.

Besides this, compost pits have been prepared which are filled with leaf litter and inoculated with earthworms. The debris undergoes degradation by worms. The compost generated from pits is collected and used as bio-fertilizers for plants in our premises.

An important aspect of waste management is to reduce the amount of waste as much as possible and easily dispose it rather than to produce large amount of waste and make its disposal difficult.

B- Biomedical waste management: the college is a pure basic science one therefore we don't produce any biomedical wastes.

C- Liquid waste management: The liquid waste generated in all the laboratories especially chemistry laboratory is disposed by following the prescribed regulations.

D- Waste management: As part of its eco-friendly practices, our College tries to manage all types of waste as efficiently as possible. Being a government organization, e-Waste is disposed through write-off procedure after coupling with necessary Government rules.

E-Hazardous chemicals and radioactive waste management: We strive hard to minimize the use of hazardous chemicals in the regular practicals. However we have prepared the soak pits for proper disposal off of various hazardous chemicals keeping in view the safety of students, staff and environment.

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: C. 2 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

| File Description | Document |
|--------------------------------------------------------------------|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: C. 2 of the above

| File Description | Document |
|--------------------------------------------------|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

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

Response:

We believe in unity and diversity that's why our students respect the different religion, language and culture. We feel the college is our second home and all faculties like a family member. We greet and wish each other at different festivals and invite them to have a feast to get introduced with ones culture to have amicable relations and to maintain the religious, social and communal harmony.

Similarly our students also celebrate the different festivals with joy and enthusiasm which help them to implant the social and religious harmony.

The diversity in India is unique. Being a large country with large population. India presents endless varieties of physical features and cultural patterns. It is the land of many languages it is only in India people professes all the major religions of the world. To represent our Indian culture, on the eve of our college annual gathering we organize a traditional dress competition and fashion show. In this competition students wore the different attire representing the different states, religions and cultures. Through this activity students get acquainted with the different culture of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. This also creates the inclusive environment in the college and society.

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link for any other relevant information | View Document |
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

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

Response:

Every year on 26th of November College celebrates the National Constitution Day. The students, teaching and non-teaching faculties gather together and take the mass oath we will obey the rules and acts of our constitution for maintaining peace, harmony in the society. We read the preamble of constitution to understand the rights, duties and responsibilities as a citizen of this nation.

1. Apart from this college celebrates the birth and death ceremonies of different legends of our nation.
2. College celebrates Gandhi Jayanti as a Swachata Divas. Guest lecture is organized on the Gandhian thoughts.
3. National constitution day is celebrated on 26th November to understand the duties and rights of citizens of India, to remember the efforts taken by the Dr. B. R. Ambedkar and other members associated of constitution drafting committee.
4. On 14th April students pay the homage to Dr. Babasaheb Ambedkar by organising blood donation camp.
5. International Yoga Day is also Celebrated on 21st June of every year to spread awareness about the importance and effects of Yoga on health of people to maintain physical and mental health as well. Similarly the group of people from nearby area, students and staff comes in the college every morning to practice the Yoga.
6. Celebration of Independence and Republic day is done every year enthusiastically by students and staff of our college. From the year 2020 on the eve of Republic day on 26th January we have started to mass read of preamble of Indian Constitution to maintain the peace and harmony as per the guidelines laid by government of Maharashtra.

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link for any other relevant information | View Document |
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Code of ethics policy document | View Document |
| Any other relevant information | View Document |

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

Response:

Under the aegis of college NSS unit our college always celebrates the birth and death anniversaries of various social reformers, freedom fighters etc. of our country in commemoration of sacrifice done by these great personalities and to inculcate moral, ethical, patriotic, socialistic, holistic and cultural values in the students.

1. **Independence Day:** The programs of national importance are celebrated regularly.
2. **Republic Day:** The programs of national importance are celebrated regularly.
3. **Birth Anniversary of Mahatma Gandhi:** 2nd October is celebrated as Swacchata Divas under Swaccha Bharat Abhiyan.

4. **Birth anniversary of A. P. J. Abdul Kalam:** To mark the birth anniversary of A. P. J. Abdul Kalam, “Wachan Prerana Din” is celebrated, where students are motivated to practice the habit of reading by eminent speakers.
5. **Birth anniversary of Lal Bahadur Shastri-** 02nd October
6. **Birth anniversary of Savitribai Phule-**03rd January
7. **Birth anniversary of Dr. S. Radhakrishnan: Teachers’ Day-** 05th September
8. **Birth anniversary of Chhatrapati Shivaji Maharaj-**19th February
9. **Birth anniversary of Swami Vivekanand: Youth day**
10. **Birth and death anniversary of Dr. B.R. Ambedkar**
11. **Constitution Day-** 26th November
12. **International Day of peace** on 21st september
13. **NSS Day-** 24th September
14. **National Sports Day**
15. **Marathi Bhasha Gaurav day-** on 27th of February
16. **International Yoga Day-** 21st June
17. **National Science Day-** is celebrated in India on 28 February each year to mark the discovery of the Raman effect by Indian physicist Sir C. V. Raman on 28 February 1928.

All the above events are celebrated with the active participation and contribution of the faculty, guest speakers and students.

| File Description | Document |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Link for Geotagged photographs of some of the events | View Document |
| Link for any other relevant information | View Document |
| Link for Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

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

Response:

Practice 1: No Vehicle Day

1. Goal:

To raise environmental sensitivity and awareness among students about the vehicular pollution.

To create awareness about global warming caused by fossil fuel burn and its impact on Indian economy.

To encourage for using the bicycles and public transportation system in reducing the carbon footprints.

1. **The context:** our college is just outside the vicinity of Gadchiroli city. The Municipal Corporation and college doesn't provide the public transportation facility and the other efficient modes of commuting aren't available to reach the college. So most of the students and faculties rely on their personal bikes and vehicles.

Environmentalists all over the world are raising concerns over the global warming and impact of motor vehicles in emission of poisonous gases. We, at the college level, are doing our own small act by abstain the vehicles on every Saturday in our premise.

- It's became a fashion and trend to use the vehicles even for small distance by the society, mostly by the youngster. It feels ashamed and embarrassing to them to walk or use the bicycle.
- Being a science students we must understand the negative impact of fossil fuel on our planet and ultimately on our health. Therefore we should try to avoid the vehicles for small distance.
- To inculcate this habit college has made a rule for every student and faculties not to come in the college by vehicle on every Saturday. It will help somehow to reduce the poisonous gases exhausted in the atmosphere by the motor vehicles.
- We are mostly relying on the fossil fuel imported from the gulf countries to cater our energy requirements and our country is spending a handsome foreign currency for buying it. By practicing we can bring down our fuel consumption and save some bucks. This will help us to reduce the air pollution, keep us active, healthy and boost our economy.

Evidence of success:

1. On every Saturday no one use to bring their vehicles in the college.
2. Students and staff enjoying using the bicycles and having a walk to come in the college.
3. Students are having the self-satisfaction and patriotic feelings is developed as they are contributing to conserve the nature and saving the governments money for which they need not to go at border.
4. They become aware about bad impact of vehicles on the nature and encouraging their friends and neighbors to use bicycle or electric bike for travelling in the city.

Practice 2: NET SET and Competitive exam guidance

- 1.: Promotion of academic development of students is the prime motive of our college. To encourage our students prepare and appear in Net, Set and competitive examination. To groom them properly through a question bank and mock examination.
2. **The context:** Our College is mainly established to provide the education to socially and economically deprived students of this remote district. Most of the students are the first generation learners and they don't know much about the different carrier opportunities after completing their education. In this regard college library is made enriched with lots of books for competitive examination and along with this we have prepared a question bank for the NET and SET examination aspirants.

- Gadchiroli is well known for the tribal communities and dense forest. Most of the population lives in small villages and hamlets. They rely mainly on monsoon agriculture and forest resources for their livelihood.
- Since most of the communities are socially deprived most of them don't afford to take education in private schools and colleges. Government has started the residential schools for them in their localities and Zilha Parishad also take cares that none of the student should remain destitute from taking the education.
- After completing their school and intermediate studies they come for graduation without keeping any aim. By the end of graduation they decide to appear for various competitive examination and post graduate students prepares for NET and SET examination.
- By keeping this in mind we have prepared a question bank for NET and SET examination and the same are uploaded on the college server for conducting the mock examination.
- The question bank is also shared with the students for initial preparation. Each student will get the random question through server this will help them to understand the pattern of examination.

1. Evidence of success:

1. Whenever students wish to appear for examination we arrange the mock examination for them.
2. The question bank helped them to understand the type of questions usually asked in the examination and also help them to do self analysis for better preparation.
3. In the mock examination students can get the result soon after submitting the paper.
4. This kind of tool developed the confidence in students, so that they can appear for the examination fearlessly.
5. The outcome of this software base examination is some students have cracked the NET and SET examination.

| File Description | Document |
|-------------------------------------------------------|-------------------------------|
| Link for Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

Performance- Government Science College in shaping and strengthening its constituent post graduate and research center has been quite encouraging and noteworthy. The PG Centers constitute an integral part of the academic structure of college. The establishment of Government Science College Gadchiroli, as a state run Institution is in furtherance of enhancing the access to Higher Education in predominantly backward and tribal areas of Gadchiroli District in Maharashtra State, with equal emphasis on equity. In accordance with this strategic thrust, Government Science College Gadchiroli has embarked upon nurturing its three PG Centres as leading Centers of Learning. The college had set out with the creation of basic infrastructure and introduction of three PG Courses, M.Sc. Botany Zoology and Chemistry. Through proper planning and

strategies, the institution focuses at delivering to its best to support the vision of the college. College goal is to emerge as a Centre of Academic Excellence in creating and disseminating knowledge and providing students a unique learning experience in basic Sciences. The college wishes to emerge as a Centre of Academic Excellence by providing students opportunities for learning the subjects to earn the desired degree and also help them to gain knowledge and skills in subjects beyond the course to make the students ready for the present global job market and mould them to skilled professionals. The college promotes research and development for the faculty and students. College encourages teacher to publish research articles and papers and membership of professional bodies. This has resulted in good number of publications to direct the college to achieve its goal to become a centre of excellence. The college also creates an enabling environment to foster research culture. The college makes information related to research and innovation available by circulating related notices. Students who wish to pursue higher studies are given free GATE, NET/SET and competitive examination classes. Some students have emerged as a professional of high level and they are pursuing successful career in Government and semi Government institutes. Few of our students have qualified in competitive exams and are working in Govt. organizations. Some of the students have qualified GATE and NET-JRF examination and pursue higher studies like Ph.D in premier institutes. Some students have become entrepreneurs and established their own business. SEM and instruments available in the college.

| File Description | Document |
|-------------------------------------------------------|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |
| Link for any other relevant information | View Document |

5. CONCLUSION

Additional Information :

During the second Cycle of NAAC Re-accreditation, the Peer Team had identified some of the weaknesses and challenges of the Institution and had made suitable recommendations. Through focused efforts, most of these have been addressed by the Institution viz.,

- New reference books and text books are added in library (books more than 20 lakhs has been purchased in library). E resource centre has been established. Library digitalization started.
- A greater amount of funding has been mobilized for research.
- An Instrumentation Centre/ research laboratories have been established in all departments.
- Study tours, field trips, industrial visits and collaborative activities are now routine practices.
- Robust counselling, during the admission process, has resulted in a more equitable distribution of students across the various programmes.
- M.Sc. programmes, which previously had a relatively lower number of students, have experienced a marked increase in student strength.
- Practical-oriented training is imparted in routine teaching in order to develop global competencies in students.
- Smart Classrooms, CCTV, Wifi facilities are established in the college.
- Learning management system has been established in college. Spoken tutorial courses of IIT Bombay are also started in college.
- Sports and cultural activities are improved in college.

Concluding Remarks :

In conclusion, Government Science College provides a dynamic and stimulating environment for the intellectual and all around personal growth of its students, faculty and non-teaching staff. College is trying to build thriving and sustainable infrastructure facilities to create a community for addressing the various basic and fundamental issues of tribal society. For this purpose, college taking extra efforts to strengthen the infrastructure facilities for providing better education and research facilities. Excellence and equity initiative of the Government Science College support learning, teaching, sports and ethical culture in tribal population. Thus, the Government Science College is integrating academic rigor with technically sound and socially relevant research for tribal communities.