SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAVINDRANATH TAGORE COLLEGE OF ARTS SCIENCE AND COMMERCE

DONGARGAON, WARDHA ROAD, NAGPUR (RURAL)
441108
www.rtc.ciiecd.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introductory Note: Rabindranath Tagore College of Arts Science and Commerce is a degree college located in the rural sector of Nagpur Metro Region. The college is being run by the trust, "Central India Institute for Education and Cultural Development, Nagpur, a registered body under Bombay Public Trust Act 1950 bearing Registration No F–13068 (N) in the year 1996.

The college was established in the year 2008, with the permission from the Government of Maharashtra, at village Dongargaon, in Nagpur Tahasil. The college is affiliated to the RTM Nagpur University, a state University established under the UGC Act. Initially the college was started with three graduate degree programs viz Bachelor of Arts, Bachelor of Science and Bachelor of Commerce. Due to non-availability of students for science faculty the faculty could not be continued. However B.A. and B. Com, these two programs are regularly running since beginning. The first final year batches of the students of the B. A. and B. Com. Courses, passed out in the academic year 2010-11.

Earlier college was known as "Vijay College of arts Science and Commerce" and was running under the trust 'Semana Vidya Va Vanvikas Prashikshan Mandal'. In the year 2017 the college was transferred to the present trust vide University notification No. 5442, dated16/02/2017 and also renamed to current name in the year 2019 vide University notification No.5119, dated 21/08/2019.

The college is being setup in the rural sector of Nagpur region and majority of the students are belonging to backward and tribal communities and also having marginal economic condition. They have completed their schooling from the local zilla parishad schools which are having very poor academic and infrastructural conditions, as they could not afford the expensive private schools. Since the student enrolment in the college is from such background, the teaching learning process of the college is having challengeable job to upbring the students to the mainstream of the nation. As a policy of women empowerment, college is focussed on girls students of the area. The admission team visits nearby villages and motivate the girls to go for higher education.

Vision

VISION AND MISSION OF THE INSTITUTE

Vison of the College: The vision of the Rabindranath Tagore College is to create and groom a student community of highly motivated, skilled, technically enlightened, and competent and with high moral value who can meet the challenges of ever-changing demands of global world. Our vision is eternal to cultivate the people to transform the society into the knowledge Society. Rabindranath Tagore the famous Laurette is our inspiration who moulds and motivate us in endless ways. Keeping this perspective, we choose to name our college as Ravindranath Tagore College and thereby we follow his vison as our vison too.

"Where the Vision is one year, Cultivate Flowers,

Where the Vision is ten years, Cultivate Trees,

Where the Vision is eternal, Cultivate People."

Mission

Mission of the College: Our mission is to provide education to various cross sections of the society, especially the underprivileged section of the rural areas and to make them confident and self-reliant. Our aim is to serve the educational needs of these under masses to make them confident and stride ahead with their other counterparts. Hence our mission is to foster education in such a way that the youngsters of the cyber age are enlightened and empowered. As Swami Vivekananda Said: We picked this tag line as our Mission.

"We want an education by which Character is formed,

Strength of mind increased, Intellect is expanded and

by which One can stand on one's own feet."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength:

1. The Chairman, Vice Chairperson and secretary of the management body of the RTC are academicians with more than 25 years of experience in education field.
2. Passionate management body with good academic credentials, expert domain knowledge and experience.
3. The college have its own state of art building and campus.
4. The college having well-furnished classrooms with bright sunlight and well ventilated.
5. The college is located at strategic position connecting number of villages from all directions.
6. The college is located in the vicinity of industrial zone which increased the placement opportunities to the students easily
7. The college is located on national highway and well connected with all transport means.
8. The college has dedicated and passionate staff.
9. Healthy and safe campus
10. Punctuality and discipline.

Institutional Weakness

Institutional Weakness :

1. College does not received salary grants due to which well qualified faculties are reluctant to join college.
2. Faculty recruiting process set by University and State Government is lengthy and time consuming therefore intime recruitment is not possible which disturbs teaching activity.
3. Overall number of faculty holding doctorate degree is less.

4. Research and innovation activities are negligible due to non-availability of good faculty.
5. Non availability of grants from UGC therefore facing limitation in infrastructure development.
6. Presently college is having arts and science faculty providing under graduate programs due to which research and development activities are limited.

Institutional Opportunity

Institutional Opportunities :

1. The college is established in tribal sector of the region to provide quality education to the students belonging to the tribal sector.
2. The Location of the college is in the centre of regions biggest industrial zone which will be helpful to establish institute industry linkage and having opportunities for better and faster placement.
3. The college is having ample space for further expansion and to start various programs.
4. The college is having opportunity to start value added courses and skill development courses.
5. College have opportunity to take advantage of growing trend in ICT enable teaching
6. Over all college is having opportunity to cater the students belonging to tribal and backward sector to achieve the vision and mission of the institute.

Institutional Challenge

Institutional Challenges :

1. The students taking admission in the college are mostly from poor academic and economic background. To inculcate course knowledge in them and make them employable is great challenge before the college.
2. Most of the students works in the nearby industry area and agricultural farms hence they are always in hurry to leave the college. To retain them for long duration to develop them by conducting various personality development and capacity building activities are basically challenging job.
3. The college is running on no grant basis since 15 years. To survive for 15 years without any financial aid and that to providing quality infrastructure and academics to students is challenging job.
4. College facing great challenge to develop research activities for students and staff with limited resources is challenging.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects :

Rabindranath Tagore college (RTC) is affiliated to RTM Nagpur University Nagpur (RTMNU). RTC offers under graduate degree programs leading to B.A. degree in arts faculty and B. Com. Degree in commerce faculty, according to the curriculum prescribed by the RTMNU. Since it's a affiliate college RTC does nothave

liberty to design its own curriculum. However the RTM has developed the effective mechanism and due process and structure for the implementation of the curriculum. Being affiliated college the Academic calendar is provided by the University every year through the notification. RTC developed its institutional calendar in accordance with the University Academic Calendar. Every year college prepare a institutional plan and teaching plans for each subject. The institutional plan outlines the academic and other activities of the college. All the curricular and extra-curricular activities are conducted throughout the academic session as per the plan.

Teachers of RTC ensures effective delivery of the program. They conduct teaching activities as per teaching plan. They conduct internal assessment which includes assignments, unit tests and term test. Teachers conduct two unit tests and one term test in each semester to evaluate the teaching learning performance regularly and maintain the record. Principal of the college monitor all these activities through committees as well as directly.

College organises co-curricular activities like quiz, debates, group discussions, etc to enhance the intellectual level of the students.

College is having teachers evaluation system through students Feedback system and also monitor by the principal regularly and directly. Currently Student feedback system is implemented. The feedbacks obtained and analysed by the designated committee every year. Parents feedback, alumni feedback and stakeholders feedback system will be implemented from the upcoming sessions.

Teaching-learning and Evaluation

Teaching Learning Evaluation :

Since the students enrolled in the college are from poor academic background, they inclined to opt for arts faculty over commerce faculty. The average enrolment percentage of Arts faculty is 49% and commerce faculty is 21%. The reason observed for this situation is that they have to go for earning immediately after completion of their schooling, due to economic background. College located in the midst of two biggest industrial clusters of the state hence they got employment easily. They adopt earn while learn pattern and think Arts is easier than commerce hence inclined to arts faculty over commerce.

The college has policy of recruitment of well qualified and experienced faculties as per UGC and University norms. At present college is having four regular full time university approved teachers out of 12 sanctioned posts. The recruitment of other teachers is delayed due to procedural delay on University and government level. College recruit temporary management sanctioned post to carry out teaching learning activities properly and maintained requisite teacher student ratio.

The Innovative process in teaching learning like ICT tools, and modern pedagogical techniques are adapted by the faculty. Bridge courses are organised for the lateral entry students in the beginning to improve the foundation of the students for smooth entry in the higher education system. Remedial classes are conducted for slow learners and Intensive Classes are conducted intermittently along with regular prescribed classes. The teaching learning activities are conducted as per academic calendar, institutional annual plan and subject wise course plan, prepared and displayed on notice board and on college website. To strengthen students domain knowledge guest lectures, workshops, seminars etc. are organised. As an affiliated college the examinations and evaluation system followed, given by the University. College also implement internal assessment and evaluation system such as class assignments, two Unit tests and one term test in each semester to assess the students course understanding. Systematic procedures have also been devised for assessing the attainment of

POs, PSOs, and Cos. The appropriate corrective measures are implemented based on the attainment levels perceived every year.

Research, Innovations and Extension

Research Innovation and Extension

RTC is newly established undergraduate college. The background of the students enrolled in the college is academically and economically very poor. The research activities as for as students are concerned are not possible. However the college is having policy to promote research activities for working faculties. College encourages faculties to undertake research by providing all the facilities including academic leave for perusing doctoral research, permission and financial support to attend conferences for paper presentation and faculty development programs (FDP). College is having two faculty who are holding Ph.D. degree one is regular approved teacher in geography and another is temporary teacher in Marathi. Two regular teachers are perusing their Ph. D. degrees from RTM Nagpur University. Some teachers are FDP programs and published research papers in the recognised journals and also attended Conferences and seminars in their respective subjects. Faculties are always encouraged and supported for research activities.

To inculcate the values and commitment among the students by encouraging them to participate in community services, college have NSS unit through which extension activities are conducted in the college. To incorporate learning activities that encourage the development of sensitivities towards the issues like gender disparities, equity, environment, sustainability etc. These outreach activities are conducted through NSS unit and cells like Women Cell.

Infrastructure and Learning Resources

Infrastructure and Learning Recourses :

College is having its own college building with required classrooms, laboratories, sports facilities and college office, faculty room, library, reading room, NSS room, and other spaces required. The classrooms are well furnished, spacious with good ventilation and well illuminated. They are maintained as per norms for proper visibility and audibility. The college is having seminar hall with PO system. At present college is having two classroom with ICT facility and planning to make all classrooms with ICT facility. College is having computer laboratory with 15 computer sets. The college is having high speed internet facility of 100mbps to enable teachers to conduct online teaching learning activities. The college is having separate library with over 2500 books. College is having NDLI club membership through which number of books and e-journals on various subjects are accessible. Book Bank facility is provided to students to facilitate students from economically weaker section. The admission process, examination process and scholarship systems are online. All the administrative processes are digital hence online. College is having its own active and dynamic website. IT facilities in the college is well maintained with Wi-Fi access points. College is having its own playground for sports activities and provision of stage with PA system to conduct cultural activities every year.

Student Support and Progression

Student Support and Progression :

College provide all scholarship and free ship facilities given by the state and central government to the eligible students. The scholarship and free ship process is fully online and automated. Scholarship amount is directly credited in the accounts of the students. More than 90% of total enrolled students in the college are belongs to the backword class category i.e. SC, ST, OBC, and are eligible and get scholarship and free ship every year. Sincere efforts are initiated towards capacity building through career counselling, soft skill development, Bridge courses and remedial courses. IQAC has introduced a formal mentor system which is effectively functioning for career and personal counselling. Various committees are constituted and are functional for grievance redressal, of students including sexual harassment and ragging as per university norms. Placement cell has have placement record and progression record of outgoing students. Students have participated in inter collegiate competitions and bagged prizes. Student Council is formulated but not functional because of ban from state government. Women development cell conduct activities like self defence classes, gender awareness programs etc. Student representation is visible through academic and administrative committees. Many social outreach programs are conducted through NSS unit of the college every year.

Governance, Leadership and Management

Governance, Leadership and Management :

The college is having well-structured management and Administrative system. The Governing is the supreme authority of the college. The Governing body of the RTC comprises eminent academicians. The chairman, Vice Chairman and Secretary are known academician, having more than 25 years of experience in the field of teaching learning field. The Board of Governing body and specially Chairman actively participate in the formation of the policy statements and action plans for attaining the goals of the institute, disseminating vison and mission in coordination with all stakeholders, faculties and staff to review the implementation of action plans through meetings and functional committees and make necessary changes if required.

College Development Council (CDC) is the second level authority which is constituted as per section 97 (1) of the Maharashtra Public University Act 2016. CDC is the main policy making and monitoring authority of the college, which control the administrative and academic activities of the college and work like bridge between governing body and college. CDC is headed by the Chairman and two to three members from trust, nominated members from social, academic and industrial fields, teachers representatives and representative of admin staff, Students representative and alumni. Principal is ex-officio secretary of the CDC. At least two meetings of CDC are held in the one academic session. Recruitment of faculties and staff, Service regulation and appraisal, budget allocation, fund raising, academic planning institutional planning are basically dealt by the CDC. CDC ensures the smooth running of institute in accordance to the vision and mission of the college.

IQAC is formulated as per the guidelines of NAAC and is functional in the college. IQAC co-ordinate all the academic and administrative activities and ensure the progression of college towards the desired goals. IQAC is headed by the Co-ordinator. Under the IQAC various committees like Internal complaint committee, women cell, antiaging cell, Academic committee, Examination and evaluation committee, Admission committee, screening committee etc. All these committees work under the coordination of IQAC coordinator and report to the Principal and CDC.

Institutional Values and Best Practices

Institutional Values and best Practices :

The college aims at providing higher education to the economically marginalised families. The college is co-education college and promote the gender equality. The average Girl-student enrolment percentage for last five years in the college is 48 %. Bothe Girls and boys are given opportunities be it in sports, Cultural Activities and inside the classroom. Management and college administration ensure to maintain and implement an inclusive and diverse environment in which students are respected and responsibilities are shared by both male and female students. Security is provided to the female students in the campus through faculties and staff. The women Cell is functional in the college and organised various gender sensitisation programs every year and ensure safe environment and educate students on women rights and safety.

A meticulous waste management process which involves regular collection and disposal of waste in proper manner implemented in the college. Environmental ethos is instilled among the students through Walkathons, green week, awareness and environmental promotion programs. The college is set at rural place. Various social cultural and health activities are conducted through NSS and directly. NSS unit provide intensive activities. Students undertake community services to inculcate the compassionate attitude towards society. The cultural activity committee organised cultural activities to provide opportunities to surface the inner talent of students and create a healthy social environment and motivate them to participate in inter collegiate festivals and competitions.

The students and staff are always sanitized towards the constitutional obligations through programs, observance special days of national importance, celebrates the birth and death anniversaries of National heroes.

The college has a plastic free and no tobacco zone campus. Automotive vehicles both two wheels and four wheels vehicles are restricted in the college campus to restrict the carbon emission. LED bulbs and tube lights are installed in the classrooms and corridor to save the energy. West paper bins are kept at all strategic points. To keep the campus clean and green. Every year 1st July is observed as founder's day and tree plantation activities are conducted.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAVINDRANATH TAGORE COLLEGE OF ARTS SCIENCE AND COMMERCE
Address	Dongargaon, Wardha Road, Nagpur (Rural)
City	Nagpur
State	Maharashtra
Pin	441108
Website	www.rtc.ciiecd.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jayant J. Gangrediwar	07122-2959391	9823066155	-	tagorecollege.ngp @gmail.com
IQAC / CIQA coordinator	Nasir Pathan	0712-2959391	9637651331	-	nasirpathan7@gmail.com

Status of the Institution	
Institution Status	Self Financing

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	09-03-2022	View Document
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dongargaon, Wardha Road, Nagpur (Rural)	Semi-urban	0.9183	2400

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi	36	XIITH STANDARD	Marathi	360	167
UG	BA,English	36	XIITH STANDARD	Marathi	360	167
UG	BA,Geography	36	XIITH STANDARD	Marathi	360	41
UG	BA,Economics	36	XIITH STANDARD	Marathi	360	63
UG	BA,History	36	XIITH STANDARD	Marathi	360	143
UG	BA,Pol Science	36	XIITH STANDARD	Marathi	360	107
UG	BA,Sociology	36	XIITH STANDARD	Marathi	360	128
UG	BA,Philosophy	36	XIITH STANDARD	Marathi	360	0
UG	BCom,Commerce	36	XIITH STANDARD	Marathi	360	43
UG	BCom,Accounts And Statistics	36	XIITH STANDARD	Marathi	360	43
UG	BCom,Business Economics	36	XIITH STANDARD	Marathi	360	34
UG	BCom,Language	36	XIITH STANDARD	Marathi	360	27
UG	BCom,Business Management	36	XIITH STANDARD	Marathi	360	27

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				12			
Recruited	0	0	0	0	0	0	0	0	2	2	0	4
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				8			
Recruited	0	0	0	0	0	0	0	0	3	4	0	7
Yet to Recruit	0				0				1			

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	3	3	0	6
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	3	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	1	0	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	114	0	0	0	114
	Female	96	0	0	0	96
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	37	21	21	16
	Female	25	20	19	21
	Others	0	0	0	0
ST	Male	30	22	18	16
	Female	19	13	14	15
	Others	0	0	0	0
OBC	Male	90	72	59	57
	Female	99	69	60	53
	Others	0	0	0	0
General	Male	0	0	1	0
	Female	2	2	2	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		302	219	194	180

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary education is a form of education strategy that brings together multiple disciplines to create a holistic learning experience. It is design to foster an understanding of the interconnectedness of

	various subjects and how they can be integrated for better problem solving. It encourages students to broaden their learning beyond traditional boundaries, explore multiple perspectives, and cultivate new skills. Government of India has prepared a new national Education Policy , popularly known as "NEP" 2020. This policy strongly proposed a Multidisciplinary approach in higher education. Since the college is affiliated college and strictly follow the education pattern design by the University and State Government, the college could not implement its own innovative concepts. However State of Maharashtra recently announced to implement NEP 2020 in education institutes across the state. The implementation of NEP 2020 in professional institutes such as engineering, Medical, Management etc is started from the session 2023-24. The NEP is going to be implemented from the academic session 2024-25. To implement multidisciplinary approach under NEP 2020, college is planning to be ready with following areas by 2024-25. 1. The college will take care to equip the staff capable of delivering such ideas. 2. The college will keep ready reasonable resources and infrastructural support. 3. The college will implement collaboration with different colleges and departments to ensure successful implementation of the approach. 4. The college will provide wider range of learning opportunities for the students. 5. This NEP policy will provide the students with greater flexibility and choices in their studies.
2. Academic bank of credits (ABC):	Academic Bank of Credits (ABC) is a virtual digital store house that contains the credits earned by the students throughout their learning journey. The college registered for ABC as per the directives of University and department of Higher Education Maharashtra State. The students of the college registered for ABC through Digi Locker and NAD (national Academic Depository) from the year 2023-24.
3. Skill development:	As we are moving towards the forth phase of Industrial revolution, employers are hunting for talent that possesses domain expertise along with digital literacy and industry-relevant skills. Government of India under Ministry of skill development initiated skill development drive some year back. Under which college had undertook some skill development training programs. Unfortunately later on government

	department stopped allotting the students for the skill programs for unknown reasons. However Government of India implementing NEP 2020 which is an important step that will change the face of Indian Education system. Government of Maharashtra Planning to implement NEP in traditional Degree programs from the session 2024-25. The college is ready to implement the skill development programs in the college as per government and University directives.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college Is already providing education in Marathi a regional Language with blend of Hindi and English. The students enrolled in the college are almost from local Marathi Speaking region. College also offers subjects, Compulsory Marathi, Marathi literature to promote regional language. Various regional cultural activities and programs are also conducted in the college on various occasion.
5. Focus on Outcome based education (OBE):	The college is running Arts and commerce faculty to provide B. A. and B. Com degree. In B. A. degree program options are available to students from various subjects like Geography, History, Economics, Pol. Science, Literature etc. Which are mostly useful in choose future in civil services. B. Com. Degree provides various subject like accounting, business economic, secretarial practice etc which are helpful in getting immediate jobs in marketing and business firms locally. The college have to follow the education system framed by the affiliating university. However from the session 2024-25 NEP 2020 is going to be implemented. The OBE system would be effectively implemented as per the directives issued by University and State Government.
6. Distance education/online education:	The college is affiliated to the University and University has its own education pattern which the affiliated college has to follow it. The college does not have choice to go beyond the pattern given by the university, However The year 2020-21 and 2021-22 because of CORONA protocol in person teaching process was completely stopped and there were no option than to go online. That situation of COVID-19 pandemic was handled by the institution by taking online classes efficiently. The college continued regular classroom teaching through online modes and study material was also provided to the students through this mode. The college took the initiative as a

positive response and conducted subject-wise lecture series, webinars and various activities for the students. The college took the lead in online activities and thereby will continue the practice in future also as the NEP2020 is going to be implemented from the session 2024-25. the NEP guidelines.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Being world's largest democracy The students of the country must have electoral literacy. Recently government proposes to sensitize the youths of the country on their electoral rights and knowledge of electoral process and motivating them to registered themselves in voter list. The Commission of India, aims at strengthening the culture of electoral participation among young and future voters. An Electoral Literacy Clubs in the college is the best plat form to inculcate all these information in the students. The college is going to form the ELC in the college and planning to make it operational from the coming session 2024-25.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Not Yet Formed
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Since the ELC is not yet formed innovative programmes and initiatives under this drive is at present NIL.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Since the ELC is not yet formed relevant projects survey and drives are at present NIL

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Since ELC is not yet formed the activities under this head is at present NIL.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
210	180	192	220	302

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 4

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.88	3.90	5.02	9.27	5.08

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- The institution has an effective mechanism for curriculum delivery through a well-planned and documented process. The IQAC had taken the initiative of finalizing the planning of teaching, learning and evaluation process well in advance at the beginning of the session based on the institutional Academic Calendar and calendar of affiliating university. The academic terms, teaching days, major events of the University and college level programmes and activities, tentative examination schedules and various committees' meetings involving the students are considered. The institutional Academic calendar is displayed on the notice board and the college website for the stake holders which shows the academic and co-curricular activities in detail. Timetables of Arts and Commerce are prepared along with Orientation, remedial, bridge courses and Intensive classes schedule are displayed prominently.
- The Academic activities of the curriculum are planned by considering the minutest details such as the Annual teaching plan of each subject, remedial coaching, guest lectures, internal evaluation, assignments, industrial visits, presentations through ppts, departmental events, MOU and Linkages for faculty and students exchange, e content development and result analysis. Academic and co- curricular activities are planned to meet PO's, and Co's.
- The Teachers council of the college plays an important part in the effective curriculum planning and delivery. The annual teaching plan is prepared before the commencement of the session and is put forth in the 1st teacher's council meeting which is submitted to the IQAC for approval and is carried out in the scheduled manner which is later approved by the principal. In case of failure of the of completing the planned curriculum in stipulated time extra classes are conducted for the same. The various cells and Committees formed for the subject teachers are carried out as per the schedule provided in the Academic Calendar of the Institute.
- The IQAC monitors that each of the faculty members employs various ICT tools, PPT's, assignments, projects to ensure effective curriculum delivery for teaching and Learning process. It also ensures to conduct and organize webinars, workshops, quiz, debates, and other activities for the students.
- The Principal and the IQAC monitors the entire process from time to time and the students are also provided study material through the What's App groups. The students are shared the syllabus, pattern of question paper etc to make their academic journey easy and worthwhile.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional Ethics: The college has prepared professional Ethics for the teachers and the non- Teaching staff and is placed and posted at the important junctions of the college. curriculum of Arts and commerce

itself deals with human values and professional ethics. The Prose and poetry in Compulsory languages provide the necessary milk of human kindness, the gender Equity is well described in Sociology. The institution encourages students to exhibit fairness, respect, and responsible conduct throughout their educational journey and prepares students to become morally upright professionals in their chosen fields.

Ethical values- To inculcate morality and ethics among the students' national festivals re celebrated with zest and enthusiasm to awaken the patriotic fervour amongst the students. Azadi ka Amrut Mahotsav was celebrated and seven decades of Independent India was celebrated to bring out the journey of Independence.

The birth and death Anniversary of the national heroes are marked to encourage the students to emulate their traits in their daily lives.

Gender Equality sensitization: Gender equality is another area where the college excels. The institution promotes gender sensitization through webinars and NSS awareness campaigns. Women cell of the college organizes various progrmmes related to women and girls' issues by eminent women personalities of the city to highlight the role of women in the society. Regular webinars are arranged to sensitize the staff and students on the issues of gender equity.

The college strongly emphasizes human values, aiming to shape well rounded individuals who contribute positively to society. The value-based education into the curriculum imparts qualities like compassion, empathy, and social responsibility. Institution encourages students to engage in community service activities, promoting a sense of citizenship and active participation in societal development. By instilling these principles in its students, the college prepares them to become ethical professionals, advocates for gender equality, and responsible citizens who contribute meaningfully to society.

Environment Conservation Sensitization- Environment studies is made compulsory by the University for its 2nd year students to create awareness about the Environment. Students are given assignments on varied topics to make them more aware on the issues related to environment.

Tree plantation drives are conducted on regular basis.

Cleanliness drive is conducted by NSS to spread the message of Cleanliness. The NSS Unit of the college takes initiative to spread all these values during its residential camps where the students are made aware of various aspects like ethics, human values, gender equality, health, hygiene, nutrition social, moral, and ethical principles of life. The students are also motivated through various lectures to instil moral and ethical values in them.

Human Values- The college believes to spread human values amongst its staff and the students, and all possible efforts are made to create the feeling of harmony irrespective of the varied beliefs, faith, race, religion, and culture amongst the social strata. The college celebrates the birthdays of the staff and occasional get together are organized to create a healthy and happy atmosphere. Felicitations are done from time to time to encourage and motivate the members.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 0

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 42.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	69	56	109	179

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	240	240

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 31.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	35	28	55	25

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 52.5

2.3 Teaching- Learning Process

2.3.1

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

Response:

In the beginning of the academic session the students are apprised of the academic calendar and displayed on the notice board and at strategic locations of the college. Only the head of the institution can incorporate minor changes in the academic calendar considering the unforeseen changes. The academic annual teaching plan is prepared and followed each academic year and similarly the continuous Internal evaluation is carried out by each department. Assignments are given to the students in each subject and evaluated. Month wise teaching plan is made and implemented. Regular Unit tests and surprise tests are conducted to know the capacity of the students PPT's are made by the teachers in their respective subjects for better understanding of the concepts. Regular tests and term exams are conducted at regular intervals for the advanced Learners and slow learners as per the Institutional calendar. Remedial classes are conducted for slow learners. The videos of lectures by different resource persons in colleges YouTube, helps the students to conveniently access it anytime anywhere. The following methods are employed to enhance the learning experiences of the students to provide them with experience.

The Institution employs Experiential learning by involving the students in assignments, Projects, PPt, Field visits, industrial visits, Educational tours, and visits to the Nagpur assembly parliament. Sometimes screenings of films, short interviews, documentaries, motivational talks are arranged for the students for better understanding of the concepts in learning.

Participative learning- The faculty members use the techniques of quizzes in order to encourage the student's participation in the process of learning. Students are divided into small groups to discuss the topics which is being taught in the classroom. The extracurricular activities provide them with the extra edge to excel and help them to access it anytime and anywhere which makes their study convenient and worthwhile. Quizzes, debates, slogans, poster competitions are arranged for widening their horizon of studies.

Interactive Learning- The college employs this approach to actively engage the students in the learning process through hands on activities, discussions, and group work. It encourages active participation and collaboration**.**

Project Based method- The students are given projects on their choice of topics that require the students to apply their knowledge and skills to solve real world problems. It promotes active Learning, critical thinking, collaboration, and problem-solving abilities preparing them for practical challenges they may face in their future careers. The students undertook such a survey in sociology and Economics in the nearby locality which helped them their understanding of social issues .

 The faculty members use ICT tools using power point Presentations , videos, etc for making the process of teaching and Learning more effective. The faculty members along with the faculty members of other colleges of the University form collaboration subject wise for making the teaching learning interesting and effective. The live streaming on the college's You tube enables the students to study anytime anywhere, enhancing engagements. This creates a dynamic and immersive learning environment that caters to the diverse needs and preferences.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 33.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The internal assessment is evaluated subject wise through assignments, tests, surprise tests, viva etc, other factors like attendance, participation in class and co-curricular activities is also considered.

At the commencement of each session the teachers make them aware of the mechanism that would be followed for the students like external and internal assessment of the students. The students are made to understand the pattern of University examinations.

Internal assessment carries 20 marks which are divided into 3 parts.

10 marks are allotted for assignments subject wise given by the concerned teachers.

5 marks are given for viva on the assignments.

5 marks are allotted for their attentiveness in the class discussions and participation in extracurricular activities.

Internal assessments- Four-unit tests and one term exam are conducted strictly based on the University exam pattern.

At the college level the institute strictly adheres to the fair and just treatment of the students in all its assessment and evaluation. The Grievance Redressal cell takes care of the Grievances of the students related to examinations and are sorted out within a week.

The teachers evaluate the papers as soon as the exams are over. Checked answer sheets are distributed back to the students explaining their mistakes and scope for improvement in the University examination. There are no exam related Grievances of the students so far due to the transparent and robust examination system.

Due to Covid 19 all the exams including the University exams were conducted in Online mode.

 The students who faced technical glitches during their exams applied to the college which was forwarded to the University. The aggrieved students got an opportunity to appear in the re exams conducted by the University in the Online mode and thus the problem was sorted out.

At the University level- RTM, Nagpur University has the redressal mechanism of showing the evaluated copy to the students if they have any grievances related to the evaluation of the papers i. e the students can challenge the valuation if they find it is undervalued. The Grievance Committee of the college helps the students to resolve their Grievances systematically and, in a time, bound manner at the college as

well as the University level.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program outcomes (POs) are the statements about the knowledge, skill and attributes the student should have obtain at the end of program or graduation. Program Specific outcome (PSOs) are the statements of learning outcomes which will help the teacher to check the understanding and learning achieved by the students inside and outside the class. The Course outcomes (Cos) are the statement that relates to the skill, knowledge and behaviour the student acquires through the specific course within the program. Each course is designed to meet the course outcomes. Cos are set by the college, by consulting with the departmental heads, faculties, students and the stakeholders.

All the outcomes can also operate at a more granular scale within an individual course. Teachers divide their courses into smaller units such as modules or weeks, and establish learning outcomes for these smaller units that map onto the larger course-level outcomes. The outcomes tend to be more specific and easily quantifiable.

At the beginning of the sessions, the students are made aware of the POs, PSOs and Cos, during the subject orientation programme. The POs, PSOs and Cos, are also reflected in the prospectus of the college and college website. When the regular classes begin the subject teacher makes the students aware of the course outcomes of their respective subject's semester wise. The college has also adopted formative and summative approaches to evaluate the learning Outcomes and attainment level of the students and before their University exam. They are given intensive training to improve their performance in the final exams. The formative approach is as follows: unit test and surprise are conducted from time to time keeping an eye on the learning outcomes of the course. assignments and projects are given which are designed to align the learning outcomes of the course. Group discussions, debates and quiz, competitions are organized to evaluate the learning outcomes of the students, field visits, excursions, and study tours are held to give first-hand knowledge and experience to the Students. Classroom interactions is the focal point of evaluating the learning outcomes of the students. The students are actively involved in college activities to allow them to go through the process of learning outcomes and simultaneously they are evaluated. Various inter-class competitions are organized like Essay writing, poster and debate competitions to assess the various learning outcomes. The Summative approach is as follows. The Summative assessment are held in the form of four-unit test and two term exams which are based on the university pattern through which the programme of comes and Course outcomes are evaluated. The progression of the students to higher education also helps to evaluate the programmes Outcomes. The placement of the students also helps to evaluate the learning outcomes of the students.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Course outcomes and Programme Outcomes.

Outcomes (POs) for student is crucial for assessing their academic progress and effectiveness of the educational programs they are enrolled in. it is specific and measurable statements that define what students are expected to learn and achieve at end of a particular course or subject. These outcomes are designed to align with the overall objectives of the course and reflect the knowledge, skills, and competencies that students should have acquired.

Regular assessments and examinations are conducted to evaluate how well students have achieved the specific COs of each course. Assignments and projects provide opportunities for students to demonstrate their understanding and application of Course outcomes Collecting feedback on their learning experiences provide insights into the effectiveness of the curriculum and whether Programme outcomes are being met. Experiential learning through small projects and industrial visits are conducted to allow students to apply knowledge and skills gained throughout their program to real-world situations, supporting the achievement of Course outcomes and Programme outcomes. By regularly evaluating the attainment of Programme outcomes and identify areas for improvement, enhanced teaching methodologies are utilized. This process helps ensure that the students receive a well-rounded education that prepares them and fosters lifelong learning. The attainment of program outcomes and course outcomes involves a systematic and comprehensive approach that includes:

The curriculum is structured to cover a range of disciplines within arts and commerce which the students have the liberty to choose, ensuring a balanced and holistic educational experience for students. The curriculum is basically designed by the University so no changes can be done but effective measures like collaboration and linkages aids the learning outcomes of the curriculum.

Student Support Services are provided and offer academic advising, counselling, and support services to help students overcome challenges and stay on track to achieve outcomes. Individual needs are addressed to contribute to overall success.

Celebrating Achievements is one of the best outcomes guaranteed effort as we Recognize and celebrate students' achievements in attaining Course outcomes and Program outcomes. Positive reinforcement and acknowledgment motivate students to consistently strive for excellence.

Teaching Methods also contributes as Faculty members play a pivotal role in helping students achieve the desired outcomes. Engaging and innovative teaching methods are employed to facilitate active

learning and critical thinking. These methods include lectures, discussions, group projects, case studies, experiential learning, and technology-enhanced instruction. By adopting diverse teaching approaches, educators cater to different learning styles and enhance students' grasp of the subject matter.

Assessment Strategies: Assessment is a key component in measuring the attainment of both Course outcomes. Formative and summative assessments are strategically integrated into the curriculum. Formative assessments, such as quizzes, assignments, and class participation, provide ongoing feedback to students and instructors, enabling timely adjustments to the teaching and learning process.

Continuous Improvement are noticed during Regular assessment data analysis. By aligning curriculum, teaching methods, and assessment strategies, we equip students with the knowledge, skills, and competencies necessary to succeed in their academic journey and future careers through a holistic approach.

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 76.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	66	55	41	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	68	60	41	40

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.45

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

College do not have activities under this criteria

3.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document]()

3.3 Research Publications and Awards

3.3.1

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

Response: 1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	2	2	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document]()
Link to re-directing to journal source-cite website in case of digital journals	[View Document]()
Institutional data in the prescribed format	[View Document]()

3.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

NSS is a popular youth-oriented program in India aimed at instilling the values of community service and social responsibility among college students. In the year 2020, when the world was grappling with the COVID-19 pandemic, NSS played a crucial role in organizing various activities to support communities and create awareness among students. One of the significant initiatives undertaken by NSS during pandemic was tree plantation drives. Despite the challenges posed by the lockdown, NSS volunteers actively participated in planting trees to promote environmental sustainability and combat climate change. They recognized the importance of preserving nature and worked towards creating a greener and healthier future. Another key activity was the cleanliness drive. Volunteers engaged in cleaning localities, public spaces, and educational institutions to ensure hygiene and sanitation. Volunteers collected and distributed essential food items to economically vulnerable families, ensuring that no one went hungry during the challenging times. Volunteers organized awareness campaigns, conducted online seminars and workshops, and disseminated information on preventive measures such as wearing masks and using sanitizers. NSS played a significant role in supporting communities and creating a sense of social responsibility among the youth.

Nss unit of the college was established in 2014. as self-financing Unit onwards. The NSS unit in our college is very active and indulges in a wide range of activities and headed by a contributory teacher, Mr. Tejram Dhawale due to lack of full-time teachers. NSS of the college aims at developing amongst the students a sense of participation in nation building through social work. This process of learning is not only a desirable supplement to classroom education but develops in the student a sense of responsibility, tolerance, and co-operation. The college carries out various activities all year round to promote community network and sensitize the students about the various social issues prevalent in society for holistic development. Shramdaan and cleanliness drive inculcated awareness of cleanliness as they learn to understand themselves in relation to the community in which they live to attain exposure to real life situations. They gain skills in mobilizing community participation as they acquire leadership. The students are thus taught to practice national integration and social harmony, as they learn to think beyond themselves and develop competence to share responsibilities. The college organizes various activities in order to achieve its vision and mission by involving the students in various activities so as to inculcate among them a sense of discipline and social responsibility.

The NSS unit of the college has adopted dongargao village and it regularly organizes its special camp at the village where students perform skits on road safety, cleanliness drive and other evil practices prevalent in society to create awareness and eradicate social evils from society. Blood donation and covid vaccination camps, awareness programmes, Free grocery kit distribution, Tree plantation programmes, cleanliness drives, Road safety awareness, anti-drug and alcohol abuse, to give exposure and platform to the students for their holistic development.

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

3.4.2

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

Response:

- Community service fosters a sense of unity and responsibility among its members. The National Service Scheme (NSS) has been instrumental in nurturing this spirit of volunteerism and collective well-being. This report aims to shed light on the impactful community services conducted by the NSS team in the adjoining village of Dongargaon, which have garnered recognition and appreciation from the Gram Panchayat. The initiatives encompass a range of activities, including tree plantation, yoga sessions, distribution of nutritional kits, awareness campaigns, and pandemic response efforts, all of which have contributed to the holistic development of the village and its residents.
- The NSS team of our college took the initiative to address pressing environmental concerns through a series of tree plantation drives. By planting a variety of native trees, the team not only enhanced the village's green cover but also promoted sustainable living practices. Additionally, yoga sessions were organized to emphasize the significance of physical and mental well-being, encouraging villagers to adopt a healthier lifestyle. The most significant achievement of our NSS Team was the recognition achieved from Village Kanoli, two kms away from our institute, where street play on Female foeticide and Save Girl child adding to the distinctiveness of NSS team. NSS team undertook cleanliness drive and street play on eradication of superstition In village Bothali, for the villagers.
- Recognizing the importance of education and nutrition, the NSS team embarked on distributing nutritional kits to the village school of Dongargao. This initiative aimed to improve the nutritional intake of young minds, ensuring their overall growth and development. Such acts of kindness go beyond immediate impact, fostering a culture of care and concern within the community.
- In line with their commitment to education, the NSS team organized rallies and street plays to raise awareness on critical social issues. "Say No to Plastic" campaigns echoed the global call to reduce plastic waste, while "Save the Girl Child" awareness programs aimed to address gender bias and promote gender equality. These campaigns ignited conversations and inspired positive change in societal attitudes, helping to move towards inclusive and responsible future.
- When the COVID-19 pandemic struck, the NSS team swiftly adapted to the new challenges. They distributed masks and sanitizers to ensure the safety of villagers and provided much-needed

support during the period. This humanitarian response demonstrated the NSS team's unwavering commitment to the well-being of the community, showcasing the true essence of volunteerism.

- The NSS team of our college has showcased an exceptional dedication to community service through their diverse and impactful initiatives. From environmental conservation and education to addressing critical social issues and pandemic response, their efforts have touched every aspect of village life. The recognition bestowed upon them by the Gram Panchayat is a testament to their unwavering commitment and the positive transformations they have facilitated. By fostering a culture of compassion, responsibility, and unity, the NSS team has become a beacon of hope for the community, inspiring others to join hands and work towards a brighter future.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

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

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	0	08	09

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 5

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Rabindranath Tagore college has adequate infrastructure and learning resources. College has its own well designed college building on around one acres land on the national Highway. The built-up area of college building is 2200Sqf. 11000 sqf on ground floor and 11000 Sqf on First Floor. Building has adequate Classrooms, well ventilated and full with sunlight. College has separate Principal chamber, staff room, office, library, reading room, laboratories, NSS room, Seminar hall etc.

The infrastructure of the college is suitably designed and well furnished with separate and adequate structure for classrooms, admin office, library with reading room, geography laboratory, Computer laboratory, staff room, Seminar hall and other utility rooms such as NAAC room, Examination room, NSS/NCC Room, Sports Room, store, medical aid room, and Principal chamber etc. all the sizes are as per University norms. College has 6 classrooms. All classrooms are well furnished airy and with full of sunlight. At present one classroom is ICT enable and college is planning to convert all classrooms in to ICT enabled classrooms. Teachers use ICT tools in their teaching learning activities. College main office is well furnished and user-friendly with all ICT facilities like computer sets printing and xeroxing facility and almost all office work is done on online and digital form. All documents are maintained in digital form, to encourage paperless documentation. Well furnished and Principal chamber, staff rooms, girls common rooms, boys common room are maintained in the college building. Separate clean and hygienic washroom for male Female staff, for girls and boys are maintained.

The college campus has its own play ground In front of the college building where all sports activities are conducted. College has a dais on front gate facing towards the play ground which is used for conducting cultural activities, and programs, College has its own PA system.

The college is located on a junction place well connected with public transport system from the surrounding villages. The college is well connected with city bus serves from the nearest Nagpur City, a second capital of the state of Maharashtra.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 19.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.86	0.49	0.26	2.95	1.36

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

A college Library is a dedicated space within a college that serves as a hub of knowledge and information. It houses a vast collection of books, journals, periodicals and other resources carefully curated to support the academic pursuits of students and faculty. Rabindranath Tagore college has a library with dedicated adequate place. A well-stocked library with around 2500 books serves as a treasure trove for academic and personal growth. To ensure optimal utilization of this resource, our college have adopted semi-automated systems that enhance the efficiency of library operations and offer students a seamless experience. One of the key features that make this library setup effective is its semi-automated nature. With the integration of specialized library management software, tasks such as cataloguing, issuing, and returning books have become streamlined and hassle-free. This automation allows us to focus more on assisting students, curating relevant collections, and organizing events that promote reading and learning.

A notable initiative within this library is the Book Bank Scheme. This innovative program offers students access to essential textbooks and reference materials for the duration of their courses. This not only alleviates the financial burden on students who may find it challenging to afford all the required textbooks but also ensures equitable access to resources, enhancing the overall learning experience. The library's extensive collection covers a wide range of subjects, catering to the diverse academic interests of the student body. From literature to arts, from history to commerce, students can explore a multitude of topics beyond their curriculum, fostering a well-rounded and curious mindset. This exposure to varied subjects encourages independent reading, critical thinking, and a broader perspective.

The impact of such a comprehensive library setup on students is immeasurable. It empowers them to delve into subjects beyond their academic requirements, nurtures a lifelong love for learning, and equips them with the skills needed to thrive in a rapidly evolving world. The library becomes a sanctuary where students can escape the digital distractions of the modern age and immerse themselves in the written word, igniting their imagination and creativity.

The college library, boasting a collection of over 2500 books and bolstered by semi-automated systems, stands as a beacon of knowledge and enlightenment for students. Through innovative programs like the Book Bank Scheme and a diverse range of resources, the library provides indispensable support to students' academic pursuits. Its role extends beyond textbooks, shaping well-rounded individuals equipped with intellectual curiosity and critical thinking abilities. As colleges continue to invest in enriching their libraries, they ensure that students are prepared not only for academic success but also for a lifelong journey of learning and exploration.

The college aims to develop a fully automated library with all the relevant software in near future At present the college has limitations as the college does not receive any grants from the Government.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The enhancement of IT facilities and the provision of ample bandwidth for internet connection in Our college are transformative measures that have far-reaching implications for both academic and administrative functions. The modernization of these facilities represents a commitment to staying at the forefront of technological advancements and fostering an environment conducive to effective learning,

teaching and communication. By investing in upgraded IT facilities, the college positions itself as a hub for innovation and knowledge dissemination. The availability of interactive learning platforms empowers students and faculty members alike to engage in a wide array of academic pursuits, the upgraded IT facilities offer the tools necessary to bring ideas to life.

Crucially, the provision of sufficient bandwidth for internet connectivity is a game-changer in the digital age. A robust and high-speed internet connection has become an indispensable resource, enabling seamless access to online databases multimedia resources. This availability of information at students' fingertips facilitates independent work enriches coursework, and expands the horizons of learning beyond the confines of traditional classroom settings

Administratively, the modernized IT facilities streamline various processes, leading to improved efficiency and accuracy. Student registration during admissions, course enrolment, and fee payment are seamlessly managed through dedicated portals, reducing paperwork and minimizing administrative bottlenecks. Faculty members upload course materials, assignments, and assessment criteria online, ensuring easy access for students and promoting transparency in the learning process.

Furthermore, an upgraded IT infrastructure supports the college's commitment to sustainability and eco-friendliness. The reduced reliance on printed materials through digital resources contributes to a greener campus, aligning with contemporary environmental concerns. Our college believes in paperless administrative processes to reduce waste and contribute to a more environmentally conscious operation. The impact of these advancements is not limited to the academic realm. They also extend to the college's reputation and appeal. A well-equipped IT infrastructure and robust internet connectivity attract tech-savvy students and forward-thinking faculty, contributing to a vibrant and dynamic academic community.

Thus, the college's decision to upgrade its IT facilities and provide sufficient bandwidth for internet connection is a visionary move with multifaceted benefits. It empowers students, faculty, and administrative staff to harness the full potential of technology for learning, research, communication, and administrative processes. By embracing these advancements, the college cements its position as a modern educational institution that prioritizes innovation, collaboration, and holistic development.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 14

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

Response: 15

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 59.8

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.99	1.59	1.73	7.62	4.1

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 74.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
149	144	128	186	213

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 43.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	26	28	9	7

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	66	55	41	14

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 2

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	02	01	03

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni are a crucial part of an educational institution's ecosystem and plays a significant role in the progress of the institution. Alumni events and reunions are organized as it fosters a sense of community

and belonging. These gatherings allow former classmates to reconnect, reminisce, and maintain lifelong friendships.

The significance of alumni lies in their role as a bridge between the past, present, and future of an educational institution as they are a valuable asset to college for several reasons and one of the most prominent one is offering valuable networking opportunities for current students and recent graduates They contribute to its growth, provide support and guidance to current students, and uphold the institution's values and reputation. The significance of alumni extends beyond graduation, as their involvement creates a strong sense of community and legacy for generations to come. They are invited to attend all the programmes of the college and also as resource persons to guide them during NSS, sports day and cultural programmes. Connecting with experienced professionals in various fields can lead to mentorship, guidance, and even job opportunities.

Alumni of our institute serve as brand ambassadors for their alma mater, as their achievements and success stories reflect the quality of education and opportunities offered by the institution, which attracts prospective students and faculty. The current students are greatly benefitted by it. The alumni have contributed some amount in the form of donations which help the poor students in education. Sets of books are donated to the Library by the Alumni in order to motivate them to read. They give feedback which is valuable for the college to improve their academic programs, services, and campus environment. They provide insights into the effectiveness of the curriculum and suggest ways to enhance the student experience. The Alumni are also included in the committees of the college especially the college Development committee and IQAC where various educational policies are made and implemented.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institutional Governance and leadership in the college is a system that Refers to the internal structure, organization, and management of the college. Governance always concerned to governing body. The governing body of a degree college plays a vital role in ensuring the effective functioning, growth, and success of the college, while providing a supportive and enriching environment for students and faculty members.

It ensures that the college operates within the guidelines and regulations set by the educational authorities. They oversee the appointment and evaluation of faculty, ensuring that they possess the necessary qualifications and expertise. They also ensures effective implementation of curriculum given by the university. Governing body is responsible for monitoring financial health of the college, approving budgets, ensuring proper utilisation of funds and organise fundraising activities for the growth and development of the college in accordance with the vision and mission.

RTC has well-structured governing and administrative system. RTC is governed by the trust 'Central India Institute for Education and Cultural Development Nagpur, (CIIECD) duly registered under Maharashtra Public Trust Act. The management of the RTC is closely monitored by the trusties, who are well experienced academicians. There is a College Development Committee (CDC) formed as per the Maharashtra Public University Act 2016. The tenure of the committee is five years and reformed after every five years. The members of the CDC are from within the trust and college as well as some experts are nominated by the management from the fields social, industrial, academic and stakeholder. RTC is functioning under the able guidance of these expert CDC members. The CDC of the RTC is responsible for framing policies regarding planning and implementation of the academic and administrative activities of the college. CDC acts as a bridge between college and community it serves. It establishes partnerships and collaborations with external organizations, facilitating internships, placements, and research collaborations for the students and faculty.

Leadership is one of the most talked phenomena of the higher education framework. The leader needs to manage enhanced accomplices of individuals establishing academic, administrative, technical, and other supporting staff understudies and needs to manage the complexities of organization, fund, and academic and many different issues in dealing with the college. RTC has a well-defined independent and decentralized leadership structure. Each head is responsible for his/her activities at his/her disposal. Governing body is headed by the Chairman of the trust who is main faciliatory and responsible for overall development of the RTC. The CDC is also headed by the chairman of the trust. The Principal of the RTC is ex-officio Secretary of the CDC and head of the college. There are Departmental heads who look after the departmental academic and administrative activities and report to Principal day to day

basis. Principal reports the management directly as well as through CDC periodically. Each head as leader of his area of working has been progressively perceived the issues of vital concern of his area and trying to deliver optimum to reach the vision and mission of the institute.

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The IQAC of Rabindranath Tagore college (RTC) has proposed an institutional perspective plan for the period 2023-2028 in accordance with the vision and mission of the college. All the suggestions from stake holders (Management, Principal, Heads of Department, faculties, staff, students, alumni, parents, and associate industry). The perspective plan is prepared, based on a SWOT analysis.

The perspective plan is basically focusses on the key indicators suggested in the NAAC analysis. The college is on no grant basis and does not receiving any grants from government, hence with limited recourses and manpower college suggested a temporary perspective plan at present. A detail and comprehensive institutional plan will be prepared in coming days which can be a road map to achieve the aims and objectives of the RTC.

The Principal along with college Development council and other team member will be the custodian for the perspective plan and its deployment. The inhouse committees, cells departmental heads, faculties and staff shall be the functionaries of this perspective plan. The benchmarking of quality standards and its monitoring, evaluation of attainment will be carried out by the IQAC independently. The IQAC will report the findings to the College Development Council and Governing Body periodically.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college RTC is being the affiliated to the state University, the recruitment, career development and progression criteria for the faculties are framed by the UGC, University and State government directives. The UGC and State government has fixed the academic criteria for the recruitment of faculties in the college. The appointment of the teachers in the college are done through the selection committee constituted by the University, which comprises some subject experts nominated by the University and members nominated by the governing body of the college. After selectin and appointment of the teacher University provide the Approval to his appointment. Every approved teacher in the college is entitle for the progression under Career Advancement Scheme (CAS) through a placement committee constituted by the University as per state government Norms. College has its own internal screening committee which asses the performance of teacher and recommend to the principal and governing body for the placement in higher grade. Non-teaching staff also closely monitor by the internal committee of the college and recommend the names of staff for promotion in higher rank as per the norms of State Government. Thus, the mechanism of performance appraisal/ promotion of employees and teachers is a well-defined, approved and transparent policy adopted by the college in accordance with the University, UGC and state government norms and directives. Sice the college is new, therefore no case of progression under CAS is performed in the college.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 70

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**

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	2	4

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

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

Response: 12.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	4	0	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	**View Document**
Institutional data in the prescribed format	**View Document**
Copy of the certificates of the program attended by teachers.	**View Document**

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Resource mobilization policy and procedures are key factors in ensuring sustainability and growth of institution that are employed to achieve the objectives: The institute follows an efficient financial management system and practices to optimize the utilization of Resources. The institution has a very transparent and frequently audited system of managing and mobilising its financial resources. The Resource mobilization policy of the college focuses on achieving the goals and target of the institution ensuring accountability and transparency. The college is on No Grant basis hence do not receive any kind of grants from the government. All the activities are conducted on college's own revenue and the fundings from the trusties.

The main sources of revenue in the college are

1. Tuition fee received from students under scholarship and free ship schemes.
2. College Development Fund received from students under scholarship and free ship schemes.
3. Financial Support and donation from trusties

Since the college does not received salary grants from the government, all the receipts are used to meet out the salary requirement of the staff. Management has provide the college its own building and infrastructures.

However college has a transparent resource management system which includes budget plan, monitoring and controlling expenses by its internal and external audit system. This helps in allocating resources to

those areas that need them the most and eliminates redundant programmes. The college follows the modern concept of digitalization of education and uses wats app, Facebook, and other social media to keep the students abreast with the latest information. This type of collaboration initiates eminent faculties of other colleges who are experts in their own chosen field, who do not charge their fees and thus helps in mobilization of funds and optimizes the utilization of Resources to achieve strategic objectives and ensure long time sustainability and

Internal Audit: The college has a systematic mechanism of internal audit for all the financial activities which take place from time to time. After getting the requirements from different corners and subsequent approval of the principal, the funds are utilised rationally. The principal keeps a strict vigil on the purchase system to make the system more robust and transparent. College maintains finance and accounts systematically. External audit is conducted after end of accounting period. Audit report and audited statements of accounts are discussed in College Development Committee and submitted to Governing Council. The NSS unit of the college is a self-financing unit, but some grants are released by the NSS unit at the end of the year and audit is carried out by chartered Accountant outsourced by the college and the audited statement is submitted to the University as and when required. Queries and suggestions are resolved satisfactorily.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

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

The Internal Quality Assurance Cell (IQAC) of the college takes initiative in preparing the quality assurance strategies by collecting inputs from all stakeholders, their expectations, management policies and the goals and objectives of the college. Therefore the following steps have been taken to institutionalize quality processes.

Organized regular meetings of the Internal Quality Assurance Cell Conducted Academic and Administrative Audit in 2018, 2019 and 2020, 21 22 and 23 to ensure the quality of the teaching-learning process and its outcomes through external audits conducted every year by the committee deputed by the

University.

IQAC organised various cultural programs, yoga programs and guidance for competitive exams for final year students.

Encouraged Faculty members to publish at least one research paper in a year in UGC CARE-listed Journal resulting research papers have been published in CARE Journal

The syllabus of SEM II, III and IV in all subjects was conducted by our Institute forming collaboration of cluster colleges.

Online Shakespeare certificate course under MOU with Shakespeare society organized 2 weeklong national certificate course for the student as collaborative activity.

The IQAC of the institution has encouraged all the faculty members to prepare the videos on their syllabus and provide it to the students on what's app group. Encourage staff to take the step to conduct various programmes and events in online mode. Motivated the faculty members to conduct the online exams through google quiz.

The IQAC has made arrangements for the faculty exchange programme. Reviews teaching-learning process, structures & methodologies of operations and learning outcomes

IQAC takes efforts for incremental improvement in various activities including improvement in the results.

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Audit of educational institutions is a process for organisational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of institutions to ensure a 'safe and secure' ambience for women and girl students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-a?-vis gender related issues. According to an ILO Manifesto gender auditing helps institutions to focus on such areas as:

Though the college not yet conducted gender audit from the out side agency but planning to conduct the gender audit periodically hence forth. However RTC as an institution is committed to equity and equality of opportunity. It also aims to offer quality education to all students irrespective of disparities in background.

Gender wise Representation of Students:

The enrolment data for the period of last five years as shown in above table and chart shows that overall number of girls enrolment is almost equal. To be precisely average girls students enrolment in the college for last five year is 48% over 52% of male students. It shows that college meet out the gender equality in enrolment in the college. In general there is equal representation of female students and male students. All the cocurricular activities and cultural activities are witnesses equal representation and very healthy cohesive environment. It shows that there is safe environment for the female students in the college. Apart from this college has separate girls common room and clean and hygienic separate washroom. College staff always take care of girls in college campus.

Gender Sensitization:

Rabindranath Tagore College has consistently facilitated maintain the enrolment of women students. There is a healthy cooperation between male and female students. RTC never observed any type of gender issues since its inception. RTC has Women Cell as per the guidelines issued by the UGC and University. The Cell consists faculty members, Students representative, staff members and a nominated counsellor or Gynaecologist from an NGO In order to ensure an inclusive and a safe campus. the Women Cell at RTC implements the guide lines to address sexual harassment, violence, discrimination and ragging. The cell is proactive in developing a conducive environment on college campus for all members

of the community.

The objectives of the committee are:

- To undertake the awareness programs on gender sensitisation, women's rights and women empowerment in the college.
- To prevent sexual harassments at the college campus.
- To conduct Gender Audit on regular basis.

Faculty and Staff

There is good representation in teaching as well as non-teaching staff. The male female ratio in teaching and nonteaching staff is almost 50:50.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document

7.1.4

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

Response:

In recent years, our college has taken significant initiatives to cultivate an inclusive environment that fosters tolerance, harmony, and understanding among their diverse student and employees. These efforts encompass a range of dimensions, spanning cultural, regional, linguistic, communal, and socioeconomic backgrounds. Furthermore, there has been a concerted focus on sensitizing students and employees to their constitutional obligations, rights, values, and duties as responsible citizens through various awareness programmes.

One key facet of these initiatives involves the promotion of cultural diversity and appreciation. College has organized events, and cultural programmes that celebrate various traditions and customs, allowing students from different backgrounds to intermingle. These platforms create opportunities for interactions and encourage mutual respect and understanding.

Regional and linguistic inclusivity have also been at the forefront of college initiatives. Marathi is the regional language and state language also. College use Marathi as a reginal language in all teaching learning activities and in administration. All the communications with university and government authorities are done in Marathi language only. The compulsory second language as per curriculum for both the degree programs is opted Marathi by 100% students. College also conducted one of the course for B.A. program is Marathi Literature to boost the regional language. By breaking down language barriers, college conduct maximum programs in regional Marathi Language. These efforts contribute to a more cohesive and integrated community where individuals can communicate effectively and empathetically. In fostering communal harmony, college have facilitated competitions and discussions on sensitive topics, encouraging students to engage in open conversations about social, religious, and political differences. These platforms enable participants to develop critical thinking skills and empathy, ultimately contributing to a more harmonious campus atmosphere.

Socioeconomic inclusivity is addressed through scholarship programs, financial literacy programs. By providing opportunities for underprivileged students to access higher education with focus on girls specially, colleges actively work towards bridging the socioeconomic gap and creating a more equitable learning environment.

Constitutional obligations: Our college, sensitizes the students and the employees of the institution to the

constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct as a responsible citizen. As per Preamble of our constitution. The Preamble of the our constitution displayed on the strategic position in the college to sensitise everyone. College conducts awareness programmes, webinars by eminent speakers are organized to educate students and employees about their responsibilities as citizens and the principles that underpin a democratic society.

Harmony is also maintained by organizing birthday celebrations, retirement programmes, picnics of the teaching and non-teaching staff to maintain a conducive and congenial atmosphere in the college.

Thus, we have tried to create an inclusive atmosphere on multifaceted initiatives aimed at establishing an inclusive, tolerant, and harmonious environment. By emphasizing cultural, regional, linguistic, communal, and socioeconomic inclusivity, as well as sensitizing individuals to their constitutional obligations and values. Thus trying to achieve our eternal vision to 'cultivate people'. These efforts reflect a commitment to fostering a diverse and cohesive campus community that values the rich tapestry of human experiences.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

MOTTO- Our Institute rightly believes that by investing in the education of rural girls, we unlock a powerful force for positive transformation, enriching societies with resilience, inclusivity, and lasting change.

CONTEXT -. In today's scenario, girls' education holds paramount significance. It not only bridges gender disparities but also fuels social and economic progress. Educated girls are better equipped to make informed decisions about their health, family, and future. They contribute to a skilled workforce, driving innovation and economic growth. It is the main motto of our institute at RTC and keeping this perspective of educating girls, we unlock their potential to become leaders, entrepreneurs, and role models, thus shaping a more inclusive, just, and prosperous world for all. Empowered by knowledge, these girls become advocates for health, gender equality, and sustainable development within their communities. As future mothers and leaders educated rural girls influence family and community practices, breaking cycles of poverty and fostering economic growth.

Goals-

Empowerment: Foster self-confidence and skills among rural female students, enabling them to become self-reliant and active participants in various spheres of life.

Awareness: Increase understanding of gender-related challenges, biases, and inequalities, promoting a more inclusive and equitable campus environment.

Societal Impact: Cultivate informed and socially responsible citizens who can drive positive change in their communities, contributing to a more gender-sensitive and progressive society.

The practice- More than 50 percent of its student body comprising girls from neighbouring rural villages, get admitted in our college due to its far and wide impact through its gender sensitization program. Since, this initiative is aimed at nurturing and empowering these young women, fostering self-reliance, and dismantling societal barriers, they find it a secure place to turn their dreams into reality. By promoting awareness about gender issues and encouraging critical thinking, the college's effort not only enhances the girls' personal growth but also contributes to a more inclusive and progressive society.

Evidence of Success- The success of our gender sensitization initiative is evidenced by increased female student engagement in leadership roles, extracurricular activities, and academic pursuits. Every year more and more girl students from our program have demonstrated enhanced self-confidence and skill, improved awareness of gender issues among students, leading to more respectful interactions and reduced instances of gender-based discrimination on campus. Additionally, our college's positive reputation as a hub for empowering rural women has attracted increased enrolment. These outcomes collectively showcase the effectiveness of our initiative in fostering gender equality, empowerment, and societal change.

BEST PRACTICES 2-SCHOLARSHIP

Title of the Practice- Scholarship Scheme Implementation.

MOTTO-: Empowering Underprivileged Students Through Education.''

CONTEXT- The context surrounding the practice of "**Empowering Underprivileged Students Through Education''** is rooted in the pressing need to address entrenched educational disparities that persist in our society. The underprivileged students who form the focus of this practice come from marginalized backgrounds of nearby villages of Dongargao, kanoli, Dhanoli, Bothli, Dhutee and Gumgao etc who are often hindered by limited access to quality education, resources, and opportunities.

The practice- acknowledges that education is not merely an academic pursuit, but a vehicle for empowerment, social mobility, and the realization of untapped potential. Recognizing this context, our institution RTC has taken a proactive stance to instigate positive change. By providing a platform that facilitates equitable access to education, mentorship, and skill development, we aim to create a transformative context for these students.

Our practice seeks to redress the balance and ensure that underprivileged students are not denied the opportunities they deserve. By addressing the context of systemic inequality and economic disparity, it endeavours to rewrite the narratives of our underprivileged students, guiding them towards a future characterized by empowerment, achievement, and meaningful contributions to society. resolute commitment to bridging educational disparities and uplifting the marginalized. This practice envisions a

future where underprivileged students are equipped with the tools to transcend limitations and chart their own destinies.

Goals-

Equitable Access: Provide underprivileged students with equal opportunities for quality education, breaking socio-economic barriers and fostering inclusivity.

Holistic Empowerment: Empower students through mentorship, skill-building, and confidence-building initiatives, enabling them to thrive academically and personally.

Societal Transformation: Inspire a generation of educated and self-assured individuals who contribute positively to their communities.

Central to this practice is a multi-faceted approach that addresses the diverse challenges faced by underprivileged students. The practice doesn't just focus on academic excellence; it extends its reach to cultivate essential life skills, leadership qualities, and a sense of social responsibility.

The impact of this practice reverberates beyond academic institutions and by investing in education, we at RTC are sowing the seeds of transformation, nurturing a generation of empowered citizens who contribute meaningfully to society and pave the way for a more equitable and just future. It embodies our unwavering dedication to dismantling barriers and cultivating a culture of empowerment. It stands as a beacon of hope, lighting the way for underprivileged students to overcome adversity, unlock their potential, and become catalysts for positive change in an ever-evolving world.

is the resounding success of practice is evident in tapestry of remarkable achievements that have redefined the trajectories of countless lives. Academic data reveals a substantial increase in graduation rates among underprivileged students, showcasing tangible impact of the comprehensive support provided by this practice.

Alumni stories further illuminate the transformative journey of these underprivileged students who could make their life successful due to the scholarship initiative. Many graduates have seamlessly transitioned into higher education, embarking on paths that were once distant dreams.

The ripple effect extends beyond individual success stories. Alumni have become advocates for change, championing the cause of education and empowerment within their communities. Their endeavours have inspired cycle of positivity, motivating younger generations to believe in their potential and strive for excellence.

As underprivileged students evolve into empowered individuals, our institution's vision of equitable education finds fulfilment, proving that with the right support, determination, and opportunity, even the most challenging contexts can be transformed into stories of triumph and inspiration.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

INSTITUTIONAL DISTINCTIVENESS- GENDER SENSITIZATION

In a landscape of educational institutions, our college stands apart with a distinct thrust on gender sensitization, particularly in rural areas. Rooted in a vision of empowerment and equity, this initiative encompasses a range of policies, programs, and practices aimed at uplifting girl students and transforming their lives. This essay delves into the multifaceted dimensions of this distinctive college thrust, exploring its objectives, motto, policies, programs, benefits for nearby villages, and its overarching significance.

Objective:

At the heart of our college's distinctiveness thrust is the resolute objective of fostering gender sensitization and equality in rural contexts. We recognize that traditional gender norms can perpetuate inequality and restrict opportunities, particularly for girls in rural areas. Our mission is to dismantle these barriers through education and awareness, enabling girls to realize their potential and contribute meaningfully to society.

Motto:

Our motto, "Empowering Minds, Transforming Communities," encapsulates the essence of our gender sensitization initiative. It reflects our commitment to nurturing empowered individuals who, in turn, drive positive change within their communities. By empowering girls through education and sensitization, we aim to create a ripple effect that transforms societal norms and uplifts entire villages.

Policies:

Our college has formulated a comprehensive set of policies designed to create a conducive environment for the empowerment of girl students. These policies encompass aspects such as equal access to education, zero tolerance for gender-based discrimination, and promoting leadership opportunities for girls in both academic and extracurricular spheres.

College in Rural Area:

Located in the heart of a rural area, our college recognizes unique challenges and opportunities presented by this context. We view our presence as an opportunity to bridge the urban-rural divide and channel resources towards transforming the lives of girls who often face limited access to quality education and exposure.

Uplifting Girl Students:

Central to our distinctiveness thrust is focused effort to uplift girl students. Through targeted scholarships, mentorship programs, and workshops, we aim to create an environment where girls feel valued, supported, and inspired to reach their full potential. By acknowledging and addressing their specific needs, we create pathways for them to break free from traditional **constraints.**

Empowering Them:

Empowerment is at the core of our approach. We believe that education alone is not enough; it must be complemented by sensitization and skill development. Our initiatives focus on building girls' self-esteem, critical thinking, and leadership skills, empowering them to challenge norms and become agents of change.

Various Programs Conducted:

Our college consistently conducts a range of programs to realize its gender sensitization objectives, programmes on gender equality, life skills, and career guidance equip girls with tools to navigate challenges. Mentorship programs provide a support system, nurturing their growth. Awareness campaigns within the college and neighbouring villages raise consciousness about gender-related issues.

Beneficial for Nearby Villages:

The positive impact of our initiative ripples beyond the college walls, extending to nearby villages. Through our empowered graduates, knowledge and awareness of gender equality are disseminated, challenging regressive mindsets and practices. As our students return to their communities as change agents, they contribute to creating a more inclusive and equitable social fabric.

The gender sensitization initiative has proven to be a game changer for girl students in the nearby villages. Its transformative impact has acted as a catalyst for profound change, altering the trajectory of these girls' lives and reshaping their aspirations. Through access to education, empowerment workshops, and mentorship programs, these students have undergone a remarkable metamorphosis.

The initiative has not only equipped them with knowledge and skills but has also ignited a sense of self-belief and agency. As they break free from traditional constraints and challenge societal norms, these empowered girls have emerged as beacons of hope, inspiring their peers and instigating a ripple effect of change within their communities.

This initiative has shifted the narrative surrounding girls in rural areas, elevating their status from passive observers to active participants in their own growth. By nurturing leadership qualities and fostering critical thinking, the initiative has enabled these girls to spearhead community initiatives, promote gender equality, and champion education.

This initiative has transcended being a mere program; it has become a powerful force of transformation. As these empowered girls step confidently into the spotlight, they showcase the profound benefits of gender sensitization, not only for themselves but as a game-changing catalyst for progress, equality, and

sustainable development in the nearby villages.

with girl students comprising the maximum enrolment, our college's commitment to gender sensitization has yielded remarkable outcomes. Scholarships have emerged as a pivotal tool, unlocking opportunities, and enabling girls from diverse backgrounds to access quality education. The impact of these scholarships extends beyond financial assistance; they serve as empowerment catalysts, fostering confidence and ambition among recipients.

Moreover, the engagement in extracurricular activities has flourished because of our gender sensitization initiatives. Girls who once hesitated to participate have embraced opportunities in sports, arts, leadership roles, and community service. These activities contribute to their holistic development, nurturing skills that extend beyond the classroom and fostering a sense of self-assuredness.

The synergy of these components is emblematic of our all-encompassing approach. The enrolment surge of girl students reflects the success of our sensitization efforts, while scholarships amplify their potential. Participation in extracurricular activities creates a dynamic environment where girls thrive, challenging stereotypes and broadening horizons. Collectively, these elements underscore our commitment to transforming lives of girl students, empowering them to overcome barriers, embrace leadership, and become change agents not only within the college but also in their communities at large.

Thus, our college's distinctiveness thrust of gender sensitization in rural areas is a testament to our unwavering commitment to creating a more just and equitable society. By uplifting and empowering girl students, we envision a future where gender norms are redefined, barriers are dismantled, and rural communities thrive through the transformative power of education and awareness. Through our motto of "Empowering Minds, Transforming Communities," we aspire to catalyse a far-reaching societal transformation that celebrates diversity, fosters inclusion, and paves the way for a brighter, more equitable future.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Additional Information :

The college is governed by the trusties who are experienced academician. Their vision and mission is to provide education to the students belonging to the poor and backward strata of the society. Though the college is located close to the urban centre, but the peripheral area comprises of small villages accessed by the students. Those who were economically strong shifted to the city area, but large segment of the village population still adheres to these villages. Naturally, these students belong to the farmers or labourers family working in nearby industries who are still poor and find it hard to meet both the ends meet. They don't have enough money to send their wards to good and expensive schools. Local government schools with inadequate teaching learning facilities remain the only option to them to acquire the education. Most of the population in surrounding comprises of ST SC categories. Almost 99% students enrolled in the college belongs to the SC,ST and OBC communities With very poor academic background. The Mission of vision of the RTC is to support them by providing quality education in healthy and supportive environment.

College is on no grant basis. Government does not provide any grants to the college. Management have provided state of art building to the college with all amenities. The academic background of the Management of RTC always strives hard to provide quality and well defined environment of teaching learning system, to create and groom a student community belonging to the underprivileged section of the rural areas and to make them confident and self-reliant.

But due to financial constrains this dream has not been realized to a larger extent and much needs to be done for these students who should also get an opportunity to excel in life like their urban counterparts.

Concluding Remarks :

Conclusion :

Rabindranath Tagore College is establish in the location for the upliftment of local tribal and backward class society. College enrolled more than 80% of students from this section of society. The mission and vision of the college is make to provide an education by which character is formed, strength of mind increased, intellect is expanded and by which one can stand on one's own feet. The mission is inspired by Swami Vivekanand the idol of the wisdom and the vision of the RTC is to cultivate people for the healthy society. Though the college is far away to achieve these vison and mission due to many hurdles. But the management and college team is determined cover the hard path to reach the destination. College is new and functioning by only 4 full time teachers who are new in the field and they themselves need the grooming. Thus facing difficulties to conduct the required activities as per quality indicators. However College running B.A. and B. Com. Programs, IQAC is formed and functional and All the curriculum, extra curriculum and other activities are restructured, Array of student centric activities were started student support mechanism is widened, training and welfare schemes for staff are enhanced, genuine attempts have been made towards quality sustenance and to create an ambience responsive to stakeholder's expectation.

We feel proud that we have placed our leading footprints while marching ached towards quality enhancement.

We are recognised as a fast growing institution having grate potential to grow further.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
93	69	56	110	179 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
95	69	56	109	179 | 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
240	240	240	240	240 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
240	240	240	240	240	 Remark : DVV has made changes as per report shared by HEI.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
201	178	191	211	250 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
48	35	28	55	25	 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
250	250	250	250	250

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

Remark : DVV has made changes as per report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	7	0	17	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	0	08	09

Remark : DVV has made changes as per report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	26	28	9	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	26	28	9	7

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

Answer before DVV Verification:

16-09-2023 12:22:10

2022-23	2021-22	2020-21	2019-20	2018-19
11	66	55	41	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	66	55	41	14

Remark : DVV has made changes as per the prescribed format provided by the HEI as the supporting documents are unclear.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	1

Remark : DVV has made changes as per the prescribed format provided by the HEI as the supporting documents are unclear.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	1	7	25	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	02	01	03

Remark : DVV has made changes as per report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	2	4

Remark : DVV has made changes as per report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	4	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	4	0	2

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

16-09-2023 12:22:10

7	7	7	7	7

Remark : DVV has made changes as per report shared by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations