



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**KRANTIVEER VASANTRAO NARAYANRAO NAIK  
SHIKSHAN PRASARAK SANSTHAS ARTS AND  
COMMERCE COLLEGE DINDORI DIST NASHIK  
MAHARASHTRA**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Krantiveer Vasantryao Narayanrao Naik Shikshan Prasarak Sanstha's Arts & Commerce College, Dindori was established in 2001 with a great vision to meet the higher educational needs of students in the tribal area. The great freedom fighter Krantiveer Vasantryao Naik has been the fountain of inspiration to the institute and the management follows the path he has shown in working for economically and socially weaker sections of society. The college been providing education to economically and socially underprivileged sections of society with the objective of bringing about economic and social transformation in their lives.. The reason behind starting a college in the tribal area was to promote education to people in rural, tribal and backward areas and prepare them to improve their own lives, economic condition and social awareness . Around 60% of the students of the college belong to scheduled tribes. Lack of educational facilities has been one of the barriers in their economic and social development resulting into poverty and inequality. In tune with the vision and mission of the Institute, the management decided to provide the platform of higher education to such weaker sections of society. The vision of the institute 'Duritance timir jawo (Let the darkness form the life of downtrodden disappear) is the guiding principle for the management and the staff of institute to bring transformations in life of the marginalized people.

The college offers courses in the Faculty of Humanities and Commerce and Management both at undergraduate and post graduate level. The B.A. programme offers the option of choosing special subjects from English Marathi , Hindi, Economics, Political Science, Geography and History. The postgraduate courses in Marathi and Economics are conducted in the college. The Faculty of Commerce and Management offers special courses in Accounting, Banking and Management. The skill based advance diploma courses under the financial support of UGC in Accounting and Taxation, Computer Applications and IT are conducted since 2018. The skill based certificate courses provide options of acquiring various skills through these courses. The college has also started the distance education programme in Bachelor of Arts of Yashwantrao Chavan Maharashtra Open University.

### Vision

Duritanche Timir Jawo (????????? ????? ????). "Let the darkness of ignorance disappear".

### Mission

1. To empower the rural students with all the information, knowledge and skills to make them employable, socially responsible and truly global citizen by providing access , equity and excellence in education.
2. To provide quality education through the use of technology to socially and economically disadvantaged sections of society.
3. To use student centric approach and optimize the use of technology and new methods of teaching and learning.
4. To inculcate the sense of gender equity and social and cultural inclusiveness.
5. To develop the quality culture in all academic and extension activities.
6. To focus on the holistic development of the students through the curricular, co-curricular, extra-

curricular and research activities.

7. To provide skill-based education to students with a view to make them employable.
8. To inculcate the sense of social, ethical, cultural values, a sense of harmony and moral obligation for social and national integration.
9. To develop an awareness about the issues related to gender equity, human rights, environment, professional ethics and democratic values.
10. To develop the creative and critical thinking and create scientific temperament among the students.
11. To prepare the students for entrepreneurship, self-employment and tapping the local advantages in terms of career development with the help of experiential learning.
12. To provide a platform to the students for cultural, sports, literary and social activities.
13. To create an ecosystem for excellence in academics, governance and leadership and teamwork.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Adequate infrastructure for academic, co-curricular and extra-curricular activities

Well qualified, committed staff

Well equipped labs, departments and library

Recognized under 2F and 12 B of UGC Act 1956

Good number of student centric activities

Skill based courses under National Skill Quality Framework(NSQF)

Value added certificate courses

Student support to applying for scholarships

Periodical academic and administrative audits are conducted

MOUs with knowledge partners

Periodic meetings of Alumni and parents

Received funds from UGC, ICSSR,NCW, NHRC, MSCW ,SPPU etc

Clean, green and ragging free campus

Good mentoring system for the overall development of the students

Soft Skills Development Programmes

Excellent outreach activities conducted in the college

Arrangement of seminars, conferences ,workshops, field trips and industrial visits

Active and registered alumni association

Government hostel for the tribal students is very close to the college

### **Institutional Weakness**

Research centre is yet to be established

Only Arts and Commerce streams available

Limited availability options in selection of programmes

Faculty and student exchange programmes yet to be initiated

Financial constraints on students for further progression to higher studies

Conservative approach of the parents in sending children in college.

Alumni is not financially strong and hence financial support is very weak

Mandatory to follow university curriculum and examination pattern

Limited options in choice based credit pattern

### **Institutional Opportunity**

Programmes in science faculty

Tribal Research Centre can be developed

To establish more number of linkages and collaborations with industries, banks and other institutes.

Exploring different financial resources for development of the college

Skill development for entrepreneurship

Maximum students receive government scholarships

Research centre in a few subjects

Programmes in management sciences like BBA/BCA

### **Institutional Challenge**

Dropout due to early marriages of the tribal students

Limited financial resources of the parents of the students

Parents unwilling to send their children to college regularly due to financial constraints

Financial constraints on tribal students for education

Lack of sufficient public transport facilities for the students

Limited placement options due to conventional courses and curriculum.

Providing skill based education through conventional curriculum and affiliation system

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The teaching -learning activities in the college are student-centred. The curriculum delivery and academic planning is systematically managed through the hierarchical and decentralized administrative set up. The IQAC prepares the academic calendar in consultation with all heads of the departments which includes the action plan for teaching, learning , evaluation, co-curricular and extension activities. The regular meetings of the heads of the departments and the faculty with the Principal, Vice -Principal are conducted to plan and discuss the course of action and strategies to be followed for the effective curriculum delivery and implementation. The college provides flexibility and options in choice of courses at undergraduate and postgraduate levels. The diploma and certificate courses further cater to the needs of students for skill based education. The faculty also keep in touch with the members of the board of studies in suggesting the revisions in syllabus. They send their suggestions to the member of the board of studies. Two members from the faculty have been nominated as the members of Board of Studies of Savitribai Phule Pune University. The syllabus of the programmes is designed by the affiliating university. However, the teachers design the syllabus for the certificate courses conducted in the college. The curriculum also integrates the issues of gender sensitization , human values, professional ethics, and environmental issues. The feedback of students on curriculum, teachers and facilities is collected, analysed and the necessary changes are made on the basis of the feedback.

### **Teaching-learning and Evaluation**

The teaching , learning and evaluation methods are followed in accordance with the needs of the changing scenario of the education. The college endeavours to improve and strengthen the teaching , learning and evaluation methods. The modern tools of ICT are used in teaching -learning. The IQAC prepares the academic calendar after discussions and deliberation with the Heads of the departments and the chairpersons of the working committees in the institute. All the events, programmes and activities to be arranged are included in the academic calendar. The main purpose of the in academic calendar is to improve the teaching-learning quality, to ensure effective implementation of a programme or an activity and to finish the assigned tasks within the given deadlines. It also helps to bring about discipline in the implementation of academic and extension

activities.

The admission process is completed as per the university and government rules. The students apply for academic programmes through online portal and the reservation policies in admission process are followed as per government rules. Since the college is situated in tribal area, majority of the students admitted in the college belong to Scheduled Tribes. The faculty members take special efforts to cater to the needs of these students by providing personal guidance and counselling.

The teachers use ICT tools to make teaching and learning more effective. The use of ICT helps the students to get engaged in the learning process actively and create interest in their personal learning. The college has set up the well equipped computer lab with computers of recent version and broadband internet connection. The departments have also been provided with computer and internet connections. Group discussions, interactive teaching, debates, class presentations, the field visits, village surveys, workshops, industrial visits and student seminars are regularly organized to offer the experience of active and participative learning. The skill development programmes and skill oriented courses mainly focus on hands-on training and experiential learning. The student-centric methods and participative learning is an important part of curriculum implementation and enough care is taken to make experiential and participative learning effective.

### **Research, Innovations and Extension**

The teaching and learning inclusive of research enables the teachers to provide the students with appropriate and exciting learning opportunities. The research committee under the chairmanship of the principal is created to facilitate the process of research activities. The teachers are guided and encourages to undertake research activities including research projects, research papers and involvement of students and teachers in various research and innovation activities. The faculty members apply to the different agencies for research projects. They have received the grants for research grants from the UGC, Indian Council of Social Science Research and Savitribai Phule Pune University. The teachers have also presented their research papers in state, national and international seminars and conferences. The teachers are also motivated to publish their research papers in national and international journals.

The post graduate students are assigned the projects and the teachers concerned guide the students to complete the research projects. In order to discuss the recent trends in research areas of the different subjects the seminars, conferences, workshops are arranged every year. The management also provides financial assistance to organize workshops for the training purposes. The workshops for non-teaching staffs are arranged to provide them better administrative skills. The workshops on Research Methodology are organized under the aegis of IQAC to enable the faculty to pursue research in their respective fields. The faculty members are encouraged to pursue Ph.D. degrees. They are given duty leaves to complete their course work for Ph.D.

The college very extensively conducts the extension activities for the holistic development of the students. These activities are conducted under the aegis of National Service Scheme, Student Welfare Board, Cultural Committee, Women's Cell, Extra-Mural Board, Life Long Learning and Extension . The extension activities have played a very significant role in creating a sense of social responsibility, citizenship, communal harmony among the students. The activities related gender equity, voter awareness, constitutional values, dignity of work, social service, traffic safety, AIDS Awareness, women empowerment, community service are , cleanliness, tree plantation, environment conservation, water conservation, human rights, and other such topics

are given priorities under extension activities.

### **Infrastructure and Learning Resources**

The college infrastructure is created in accordance with the needs of the programmes and courses conducted. The college campus has sprawled over 2 acre land. All the required infrastructural facilities are provided in the college. The college has established well equipped computer lab with broadband internet connection. Each department is equipped with computer, printer and internet. The smart classroom is created for better use of ICT in teaching. The classrooms are provided with LCT projectors, computers and internet. The power back up is provided to all the departments and office including class rooms, laboratories, library, study room , seminar and conference halls, academic departments. The college library, study room and access to online Nlist journals adds to the academic development of the students and the staff. The seminar halls , IQAC, NSS office , Student Welfare Board office, gymnasium , playground, ladies common room and other necessary facilities are made available to the students and the staff. The infrastructural facilities are well maintained and the required agencies are hired time to time to maintain the same. The IT infrastructure of the college has been improved consistently . The cleanliness of campus, conservation of plants and maintenance of the facilities is taken care of by the administration.

### **Student Support and Progression**

The college conducts a good number of co-curricular and extra-curricular activities throughout the year. The college facilitates the process of applying for the scholarship provided by the government of Maharashtra. The financially weaker students are provided with the bicycles for travel. The student mentoring is implemented to provide them proper guidance in academic and personal matters. The college very assertively conducts the student-centric activities for the for their overall development. Special care is also taken towards slow learners by conducting remedial classes and bridge courses . The principal and heads of the students look into the grievances of the students and they are immediately addressed. .It includes group discussion, and interview skills , emotional intelligence, goal setting , team work and communication skills . Students' Grievance Redressal Committee, Anti-Ragging Committee, and Prevention of Sexual Harassment Committee have been established for timely redressal of their grievances. The Alumni Association meets are conducted every year and the alumni also participate in activities of the college. The college facilitates the process of applying for the scholarships of the government. The majority of the students receive scholarships of the government. The Student Welfare Board has arranged many student-centric activities for the overall development of the students. The students council is also formed according the guidelines of the affiliating university.

### **Governance, Leadership and Management**

The Management of the institute has a very progressive outlook for evolving and sustaining the quality policy and plans for running the institution. The Management functions according to the vision and mission of the institute. The college has hierarchical administrative setup with functional autonomy. The management decides the broad policies of the institute and the College Development Committee , the Principal, IQAC, heads of the departments and chairpersons of the various committees along with the administrative staff work cohesively to implement the policies of the management.

The Principal executes the policy decisions taken by the Management through its staff to maintain and achieve the goals and objectives as laid down by the management. The decision making takes place through process of consensus and decisions are taken collectively. The heads of the departments and the committees are autonomous to conduct the activities in the respective departments. The leadership of the institution has involved the representatives of various stakeholders at various levels to ensure the interaction with stakeholders, protection of their interests and constructive contribution by the stakeholders. The Management, the Principal, teaching staff, the administrative staff, the students, the parents, alumni, local members, and other stakeholders together contribute for the overall development of the college. The management approves the expenditures on maintenance of the laboratories, library, gymnasium, departments and other infrastructural facilities. The internal and external audit of the college is conducted regularly. The performance appraisal of the staff is maintained and the staff is promoted on the basis of this performance appraisal.

### **Institutional Values and Best Practices**

K.V.N.Naik Shikshan Prasarak Sanstha's Arts and Commerce is committed to serve the educational needs of tribal and marginalized communities in the tribal Dindori Taluka. A wide range of activities are conducted for promoting institutional values and best practices. The college takes into account the socioeconomic, regional and linguistic and other diversities of the students while planning academic, co-curricular and extension activities. The efforts are taken to imbibe the human values and professional ethics among the students. The students are sensitized about gender equity, social responsibility, , citizenship, constitutional obligations etc. The celebrations of national and international days and events in the college help in orienting the students towards national and international perspectives. The institute promotes the human values through celebrating international Yoga Day, Constitution Day, Human Rights Day, Environment Day, Social Justice Day and many other such events of national importance. The activities conducted under various departments and committees work together in realizing the vision and mission of the institute. The staff takes efforts to imbibe the moral and human values among the students. The activities organized on the campus focus on institutional values to be transferred towards the student community. The college creates awareness about the professional ethics, social responsibility and citizenship through a number of activities. The best practices like plastic free campus, movie club and Marathi language improvement initiative are implemented. The college takes efforts to keep the campus green and clean. The best practices followed in the college include Nirbhay Kanya Abhiyan, Soft Skills , Marathi Orthography and Grammar Workshops, Movie club, plastic free campus, birthday celebrations of the faculty and many other such activities.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KRANTIVEER VASANTRAO NARAYANRAO NAIK SHIKSHAN PRASARAK SANSTHAS ARTS AND COMMERCE COLLEGE DINDORI DIST NASHIK MAHARASHTRA
Address	Dindori, Near Government ITI, Umrade Road, Dindori
City	Dindori
State	Maharashtra
Pin	422202
Website	<a href="http://kvnacs.com">kvnacs.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sanap Sanjay Madahv	02557-222434	9975937371	02557-25572 22434	kvnnaikcollegedin dori@gmail.com
IQAC / CIQA coordinator	Ugale Sunil Pandharinath	02557-222435	9657467901	02557-25572 22435	iqacdindori@gmail .com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

### Establishment Details

Date of establishment of the college	27-06-2001
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**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

### Details of UGC recognition

Under Section	Date	View Document
2f of UGC	22-08-2016	<a href="#">View Document</a>
12B of UGC	22-08-2016	<a href="#">View Document</a>

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

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

### Details of autonomy

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Dindori, Near Government ITI, Umrade Road, Dindori	Tribal	2.026264	2191.08

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,English	36	HSC	Marathi	35	35
UG	BA,Marathi	36	HSC	Marathi	35	35
UG	BA,Economics	36	HSC	Marathi	36	36
UG	BA,History	36	HSC	Marathi	35	35
UG	BA,Political Science	36	HSC	Marathi	36	36
UG	BA,Geography	36	HSC	Marathi	35	35
UG	BCom,Commerce	36	HSC	Marathi	132	132
UG	BA,Hindi	36	HSC	Marathi	35	35
PG	MA,Marathi	24	BA	Marathi	60	6
PG	MA,Economics	24	BA	Marathi	60	26
PG	MCom,Commerce	24	BCom	Marathi	60	55

### Position Details of Faculty & Staff in the College

**Self Study Report of KRANTIVEER VASANTRAO NARAYANRAO NAIK SHIKSHAN PRASARAK SANSTHAS  
ARTS AND COMMERCE COLLEGE DINDORI DIST NASHIK MAHARASHTRA**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				11			
Recruited	0	0	0	0	5	0	0	5	6	3	0	9
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				14			
Recruited	0	0	0	0	0	0	0	0	9	5	0	14
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	7	1	0	8
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	11	3	0	14
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	9	5	0	14
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	2	0	0	3	1	0	8
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	1	0	0	2	1	0	4

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	9	5	0	14

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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

**Self Study Report of KRANTIVEER VASANTRAO NARAYANRAO NAIK SHIKSHAN PRASARAK SANSTHAS  
ARTS AND COMMERCE COLLEGE DINDORI DIST NASHIK MAHARASHTRA**

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	622	0	0	0	622
	Female	277	0	0	0	277
	Others	0	0	0	0	0
PG	Male	87	0	0	0	87
	Female	44	0	0	0	44
	Others	0	0	0	0	0
Diploma	Male	107	0	0	0	107
	Female	53	0	0	0	53
	Others	0	0	0	0	0
Certificate / Awareness	Male	167	0	0	0	167
	Female	93	0	0	0	93
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	66	59	62	48
	Female	26	24	22	27
	Others	0	0	0	0
ST	Male	405	359	355	356
	Female	129	142	161	150
	Others	0	0	0	0
OBC	Male	118	121	130	123
	Female	56	36	34	32
	Others	0	0	0	0
General	Male	96	109	67	72
	Female	30	23	21	13
	Others	0	0	0	0
Others	Male	7	3	1	0
	Female	1	1	1	0
	Others	0	0	0	0
Total		934	877	854	821



## Extended Profile

### 1 Program

#### 1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
113	113	113	104	96
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	4

### 2 Students

#### 2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
869	821	854	877	934
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
280	280	280	280	249

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
168	193	195	183	221

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
26	26	24	23	21

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

#### Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
27	27	25	26	22

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 13**

**4.2**

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

2019-20	2018-19	2017-18	2016-17	2015-16
324.22583	309.35643	182.75763	130.11733	220.29296

**4.3**

**Number of Computers**

**Response: 27**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

The college is affiliated to Savitribai Phule Pune University and it is required to follow the curriculum designed by the affiliating University. The effective curriculum delivery is ensured through well planned documented process. The IQAC plans teaching, learning and evaluation activities for every academic year and a detailed academic calendar is prepared at the beginning of the academic year. The Heads of the departments conduct academic planning meetings to plan and organize the schedule of lectures and distribute the syllabus among the faculty members of their respective departments. The faculty members are expected to complete the teaching of their syllabus within stipulated time. If any faculty member fails to complete the syllabus within stipulated time, he/she is asked to take extra classes to complete the syllabus. Each department has to prepare the teaching plans and chalk out the academic activities at the beginning of every academic year. The courses are distributed in the department meetings and the teaching strategies and methods are also discussed there. The curriculum delivery is ensured with course and programme outcomes in mind. The Programme objectives are also reflected in course objectives. Effective curriculum delivery is also ensured through proper utility and availability of ITC tools and teaching-learning process completed with interactive methods and use of ICT technologies. This culminated in enhancement of skills and the learning ability of the students. In order to compete with the increasing technological needs of the modern era, faculty members are insisted to follow innovative pedagogy of teaching methods like internet, smart class, LCD projectors apart from mere chalk and blackboard. The orientation or induction programmes for the first year students are organized to inform them about the curriculum, evaluation process, co-curricular and extra-curricular activities to be organized throughout the academic year.

For effective classroom teaching and curriculum delivery through a well-planned and documented process, the following effective measures are taken.

- Academic calendar lays out the action plan for the whole year
- Teaching plans are prepared by each teacher
- Interactive classroom teaching with the help of smart classroom.
- Student-centred class presentations where papers are presented only by students mostly through PPT mode for all departments.
- Interactions with students which include counselling, discussions, question-answer method, home assignments, group discussion etc.
- Mentoring of students through tutorial classes, remedial classes for slow learners.
- Field study-based project reports and dissertations, industrial visits
- Educational excursions/tours
- The use of computer lab/Language Lab
- Digital media support through computer lab

The students are informed about details of the beginning and conclusions of the semester, the teaching plans, and examinations schedules at the beginning of the academic year. The compliance of the syllabus is communicated to the Principal through the Heads of the Department and at the end of the semester. There is sufficient flexibility in the teaching plans, so as to adopt the changes if any. The evaluation of the students is carried out periodically as per the norms of the affiliating University.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

The academic calendar plays a significant role in monitoring and smooth and effective planning of curricular, co-curricular, extra-curricular and extension activities. The IQAC prepares the academic calendar after discussions and deliberation with the Heads of the departments and the chairpersons of the working committees in the institute. All the events, programmes and activities to be arranged are included in the academic calendar. The main purpose of the academic calendar is to improve the teaching-learning quality, to ensure effective implementation of a programme or an activity and to finish the assigned tasks within the given deadlines. It also helps to bring about discipline in the implementation of academic and extension activities.

The academic calendar also helps to monitor the students' academic progress regularly by adopting the strategy of continuous internal evaluation through assignments, tests, student seminars, project work, and group discussions and so on. The Principal takes the review of internal assessment regularly. The Chief Examination Officer and examination committee monitors and ensures the smooth and effective internal evaluation of the students.

Examinations play an important role in evaluating and monitoring the student progress and the knowledge he/she has acquired. The Examination Committee in consultation with the heads of the departments and the faculty prepares the academic calendar for the internal evaluation. The affiliating university prepares its own academic calendar for the examinations and the affiliated colleges are required to follow the same. The academic calendar for examinations is shared with the students at the beginning of the academic year and it is also displayed on the college website.

The following strategies are used for the continuous internal evaluation.

#### Preliminary Tests -

The course-wise preliminary tests are held to assess the entry level performance of the students. The tests are arranged at the beginning of the academic session. They help the teachers to understand the academic profile of the students so that they can accordingly plan their course of the action to be taken.

### Tutorials -

The students are supposed to write tutorials or assignments on the units/lessons/ topics taught over a period of time. The semester system has recently been introduced where the institutes are required to monitor the internal evaluation of the students for 30 Marks. At the end of the semester, the students appear for the examination conducted by the affiliating university.

### Tests, Assignments and Class Presentations -

For the choice based credit system programmes at UG and PG level internal evaluation is for 50 marks and the external evaluation for the remaining 50 marks is carried out by the university. Regular tests, assignments and presentations are arranged in the departments for ensuring effective continuous internal evaluation.

The schedule of the continuous evaluation is shared with the students at the beginning of the academic year/semester. The academic performance of the students is assessed on the basis of the system of CIE as well as external evaluation at the university level.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

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

**Response:** C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

**Response:** 100

#### 1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 5

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.2.2 Number of Add on /Certificate programs offered during the last five years

**Response:** 30

#### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
11	9	5	3	2

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

**Response:** 23.15

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

2019-20	2018-19	2017-18	2016-17	2015-16
360	307	164	100	59

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

Since the aim of education is to make students responsible citizens, the college integrates cross cutting issues like Gender, Environment and Sustainability, Human Values and Professional Ethics through curricular, co-curricular and extracurricular activities organized in the college.

#### Gender Sensitization -

Gender sensitization is an attempt to modify the behaviour by creating awareness of gender equality concerns among the students. Gender sensitivity helps to generate respect for an individual regardless of his/her sex. The educational institute can play a significant role in breaking the gender stereotypes. Our college has conducted several gender sensitization programmes in association with National Commission for Women, Maharashtra State Commission for Women, Savitribai Phule Pune University and NGO's. The street plays organized by the college students related to gender sensitization had good impact on rural people. The Legal awareness Programme of National Commission for Women is regularly arranged in the college. The Seminars on 'Women Empowerment through Economic Development' and 'Women Empowerment through Gender Sensitization in Rural Area sponsored by National Commission for Women and Maharashtra State Commission for Women respectively, have contributed significantly in creating gender sensitization among the students and other participants.

#### Environment and Sustainability -

Environmental awareness is to recognize the importance of our environment preservation and life on the planet. The educational institutes can play a crucial role in creating awareness about environment and sustainability. The course in Environmental Awareness is designed to play an important role in creating awareness about the ill-health of our environment. The field projects and assignments about the issues of environment conservation are given to the students so that they can feel and think of its importance. The workshops on the conservation of environment are organized in the college and experts are invited to offer their valuable guidance in those workshops. The college focuses on the following aspects of the protection of environment in the workshops and actual teaching of the course on Environment awareness.



**Plastic free earth -**

Plantation of trees /Awareness about hazards of plastic Water conservation

Vermi-compost / eco- friendly disposal of waste adopting nature friendly behaviour Minimal use of paper in the office

**Human Values -**

The different universal human values such as truth, righteous conduct, peace, love and non- violence are related to physical, intellectual, emotional psyche and spiritual aspects of human life. There is need and urgency to emphasize these values for a better human society. The activities in the college and the lectures of renowned experts on human rights, social responsibilities, democracy, constitutional values, mutual respect and many other topics related to human values are organized to imbibe the human values among the students. The true aim Higher education is to inculcate their human values and human dignity amongst our students.

The professional ethics of the teaching profession are standards of personal and social behaviour, values and guiding principles. Code of professional ethics is established by the college and the affiliating University to guide the members in performing their duties according to sound and consistent ethical principles in the institute.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>

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

**Response:** 6.43

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	7	5	5

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 42.69

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

Response: 371

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

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

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

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

**1.Feedback collected, analysed and action taken and feedback available on website**

2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

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

File Description	Document
URL for feedback report	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 86.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
460	464	453	457	457

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

2019-20	2018-19	2017-18	2016-17	2015-16
540	540	540	540	480

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 59.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
139	177	170	163	168

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

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

#### Response:

#### Identifying slow learners -

At the beginning of academic year groups of students are formed and allotted to the mentors. The interactions of the mentor with the mentees help them to understand the level of their learning and understand the difficulties faced by the mentees. Similarly the teachers also give subject specific tests to the students at the beginning of the first semester and the slow learners and advanced learners are identified on the basis of their performance in such tests.

#### Action plan for slow learners -

The mentor identifies the slow learners and takes the steps to improve their academic performance. Most of the students admitted in the college come from tribal and economically and socially disadvantaged communities and hence they face challenges in learning. The slow learners receive individual guidance from the teachers. Remedial classes are arranged for the students who face problems in coping with the syllabus. Bridge courses are also conducted to bridge the gaps of learning and provide confidence in the students. The slow learners also receive individual guidance of the teachers. The teachers suggest them different measures to improve their academic performance. They are also encouraged to participate in different co-curricular and extra-curricular activities. The participation of slow learners in the curricular activities also helps to improve their academic performance.

#### Action plan for the advanced learners -

Advanced learners are identified through the preliminary tests arranged at the beginning of the academic year. The advanced learners are given more opportunities to explore their potential. They are encouraged to participate in research activities like 'Avikshkar' where they can prepare research projects and participate in the competition arranged by the affiliating university. The teachers provide them special guidance. The advanced learners are also given the opportunity to participate in various cultural, sports, literary and extension activities organized by the various departments and committees like NSS, Student Development Board, Women Empowerment Cell, etc. They are also given the opportunity to compere/host various programmes, workshops, seminars and other functions. The advanced learners in the college participate in all departmental activities and get opportunities to explore their potential in different activities and shape their leadership qualities. They actively participate in field visits, field projects and other activities of the departments. The teachers encourage them to read reference books. Advance learners to read books besides prescribed text books.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

File Description	Document
<b>2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)</b>	
<b>Response:</b> 33.42	
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

<p><b>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b></p> <p><b>Response:</b></p> <p>The college makes an attempt focus on experiential learning. The focus of teaching is mainly on practical use of knowledge and skills to real-life experiences. It helps in increasing the learner's knowledge and develops competence in various skills. The learners actively reflect on that experience through individual thinking, group discussion, questioning or writing assignments or journals. The students participate in activities like group discussions, debates, class presentations, brainstorming etc. The needs of training areas and desired outcomes are identified, conducive and appropriate learning environment is created and participants carry out a sequence of activities that intend to give the actual experience of learning. When the participants are engaged in activities they feel motivated, and then they are assigned the various tasks and situations where they get actual experience. An attempt is also made to arrange activities that follow low order thinking skills to high order thinking skills. After every activity the teacher encourages the participants to take part in a discussion where she/ he is supposed to relate his/her experiences. The student participants are expected to work to find a solution individually and together as a team, and suggested to communicate and learn from each other in order to be successful. The students are not expected to be just the passive learners but they need to actively participate in the learning process.</p> <p>Paper reading competitions for undergraduate and postgraduate students are organized to offer them the opportunity to work with teachers for preparing their research papers for presentations. The teachers personally guide the students in preparing the research papers. This activity provides them a very good opportunity in experiential learning. Experiential learning is basically learning by doing. Group discussions, interactive teaching, debates, class presentations, the field visits, village surveys, workshops, industrial visits and student seminars are regularly organized to offer the experience of active and participative learning. The skill development programmes and skill oriented courses mainly focus on hands-on training and experiential learning. The students are given assignments where they have to critically think about the topic and find solutions to the problems. The student-centric methods and participative learning is an important part of curriculum implementation and enough care is taken to make experiential and participative learning effective.</p>
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File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

The use of ICT in the classroom is very important and useful as it offers a number of opportunities for teachers and students to use new technologies and techniques for effective teaching and learning. The use of ICT helps the students to get engaged in the learning process actively and create interest in their personal learning. By integrating ICT into the classroom, students are assisted to develop their ability to learn more effectively, cooperate with each other, and explore the world around them. Anytime, anywhere access to internet-based tools is necessary to encourage students inside and outside the classrooms. The Information and Communication Technology presents a wide range of tools that teachers can use to present and display knowledge and skill as a part of their teaching and help the students to get engaged in a more meaningful learning process. Moreover, a large amount of data, visuals available on any topic can be easily brought to the classroom from all over the world. That is why ICT has been considered an emerging area with lots of potential for making educational process more effective and meaningful. It extends advanced knowledge by increasing and broadening access to learning resources, by cultivating the quality of education and reducing its cost.

The institution has installed smart board, LCD Projectors and Computer Lab for the use of ICT in teaching learning. Computers, LCD projectors and internet are made available to all the students. The use of computers, LCD Projects, Smart class and the internet has proved to be very useful in enhancing the quality of education. It has made learning more relevant to life and it enables the students to acquire skills. Better ICT has the potential to make learning more experiential. Along with power point presentations (PPTs), the audio-visuals can be used to facilitate the teaching -learning process. The movies/plays based on literary works are also shown to the students for better understanding of literature. The documentaries, short films, and other knowledge content available on internet are shared through the ICT tools to enhance the learning experience of the students. The use of ICT has proved beneficial in the following ways:

- Increases the motivation and interest of the students in the subject/topic
- Develops independent learning among the students
- Brings creativity in teaching and learning
- Develops collaborative and team work
- Saves time in lesson planning
- Offers new way of teaching the subject
- Brings variety in content and presentation
- Makes teaching-learning interactive and student centric
- Develops reference skills and brings current knowledge in class
- Increases student engagement in teaching and learning activities
- Removes spatial and temporal disadvantages in terms of availability of teaching learning resources.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

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

**Response:** 36:1

#### 2.3.3.1 Number of mentors

Response: 24

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 94.5

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

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

**Response:** 23.74

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



2019-20	2018-19	2017-18	2016-17	2015-16
8	7	6	5	3

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 5.31

#### 2.4.3.1 Total experience of full-time teachers

Response: 138

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:**

Students are informed about the evaluation pattern during the orientation programmes/ induction programmes arranged at the beginning of the academic year. The Principal/Vice-Principal/CEO and, Heads of the departments guide the students regarding the internal assessment, question paper patterns and university examinations. The teachers arrange different kinds of tests to evaluate the performance of the students continuously. The internal examinations are also conducted for practical courses. The exam schedule, evaluation pattern and question paper pattern are communicated to the students through college website and notice boards. The circulars received from the university in this regard are communicated to the faculty members and administrative staff from time to time and are also displayed on the notice boards for students. The internal assessment for semester end examination and credit-based courses is very transparent and robust. The attendance sheets of the students appearing for such internal term end examinations, home or other tests assignments and continuous assessment sheets are maintained and the students' grievances are also addressed quickly and transparently. The examination committee is

constituted every year to coordinate the internal and external examination activities and communicate to the students, teachers and administrative staff any information regarding examinations. For effective understanding of the evaluation process, the faculty members give class-wise/ course-wise instructions about unique features of internal/external evaluation of that course. Changes in schedules, patterns, methods if any, are immediately brought to the notice of the students through notice boards, messages and website notifications and also through classroom interactions by the subject teachers. Internal examination schedule is displayed on notice boards in advance. Two internal examinations are held per semester for choice based UG and PG courses and one internal semester end examination is held for other courses. Tutorials, assignments and projects are also given to the students for internal evaluation. The internal assessment mark lists are displayed on the notice boards. The subject teacher briefs the students in the classroom about their attendance and performance in the internal examinations. It is a practice of the college to show internal examination answer books to students if demanded. Students are free to interact with the teachers to resolve their grievances if any, regarding the assessment.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### **Response:**

The grievances of the students regarding the examinations are mainly related to filling the examinations forms; admit cards, wrong entries of the marks, corrections in the names, and evaluation of answer sheets etc.

#### **Grievance Before the examination -**

The common grievances of students before the examination are late submission of application forms, non-receipt of admit card, or wrong entries in the same. The internal examination grievances are immediately redressed at the level of the Principal and college Examination officer. The university examinations grievances are communicated to University Examination Section and are resolved at the earliest. The heads of the departments and examination committee helps the students in filing the application forms and other related matters.

#### **Grievances during Examination -**

In the internal or university examinations, if the students complain about the framing of questions or options of the answers or issues related to allocation of marks to each question, the Examination committee tries to resolve the issue immediately.

#### **Grievances regarding marks and mark sheets -**

The students who have grievances regarding the marks, or verification of marks or revaluation, the college receives the applications from the students and the issues related to internal examinations are addressed immediately and for the issues related to university examinations, the college forwards the applications of the students to the university through portal made available to the college by the university. The grievances of the students for internal and external examinations are addressed in time bound and transparent manner. The university has also maintained a very transparent and robust system for addressing the grievances of the students. The students often have grievances regarding the corrections in their names on the mark sheets. Such grievances are also addressed at the college level through the web portal of the university. The examinations section of the college adopts a very systematic approach to examinations where transparency, speed and accuracy are maintained at all levels.

### Supervision and CCTV Surveillance -

The university also appoints the Custodian/Observer and Senior Supervisor for the vigilance of the examinations for each session of the examination. The Institute has taken an additional measure to avoid malpractices during examination by fixing CCTV in each examination hall. The internal as well as external vigilance committee is appointed to curb the malpractices in the examinations.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

### Programme Outcomes -

The Programme and Course Outcomes are defined and communicated to students and teachers and made available on college website. The students are informed about the programme and course outcomes through the orientation /induction programmes. Education serves as a means to bring about the desired and useful change in society, to develop a new generation of very good individuals and thus contribute to nation building. The fundamental purpose of education is to gain knowledge, to infuse the forms of proper conduct and to attain practical skills. Therefore, the basic and universal aim of education is to transfer excellent methods into the youngsters in such a way that they consciously adopt good habits and choices, do away with bad ones. The programme and course specific outcomes are displayed on the college website. The Programme outcomes of BA and B. Com are as follows.

### Critical Thinking -

The chief aim of education is to develop critical thinking among the students. Critical thinking involves

logic as well as creativity. It also involves inductive and deductive reasoning, analysis and problem-solving as well as creative, innovative and complex approaches to the resolution of issues and challenges. The ability to think logically about a problem in order to solve it is a valuable and necessary soft skill.

### **Effective Communication -**

The effective communication skills have a lot many advantages in the life the students. Good communication skills improve the sense of teamwork, improve efficiency and productivity, increase innovations and help resolve the problems. Good communication skills are essential to understand information more accurately and quickly.

### **Social Interaction -**

Developing social interaction is also one of the core objectives of the educations. The success or failure of a person solely depends upon her or his abilities to deal with people. The role of social interactions in modifying individual behaviour is vital to many fields of social science.

### **Effective Citizenship -**

Education encourages an individual's to become aware of civic, political moral aspects of citizenship in them. It makes them to come forward to perform for community around. It instils in them a sense that they are part of the community and that it is his/her responsibility to take society on the good direction. The most important goal of education is preparation of young people for their roles as good citizens. The Programme outcomes of education in humanities and commerce are to create well informed citizens who participate in decision making processes.

### **Entrepreneurship -**

The present education at the present time needs to develop the entrepreneurship among the youth so that they can contribute significantly in the development of the society and the country. The students should also be able to develop self-employability and generate employment for others.

### **Leadership -**

The social and emotional development of student's is achieved through the process of education and leadership qualities are also developed. The pro-active approach of the students in personal as well social life is the result of the positive impact of education.

<b>File Description</b>	<b>Document</b>
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

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

### Response:

Education serves as a means to bring about the required and worthy change in society, to develop a new generation of admirable individuals and thus cause the growth of good and accountable citizens. The college assesses the performance of the students in theory and practical examinations, group discussions, debates, class presentations, home assignments and participation in curricular and co-curricular, cultural, sports and extension activities. The attainment of academic achievement is evaluated on the basis of the marks obtained by the students in the examination and the participation of students in various co-curricular, extra-curricular, cultural activities and sports activities. The attainment of outcomes by the students is also evaluated on the basis of the performance of the students in diverse kinds of activities organized throughout the academic year. Programme outcomes listed below are evaluated at the various stages of academic programmes by the institute.

Academic excellence

Critical Thinking

Effective Communication

Social skills/Life Skills

Leadership qualities

Responsible Citizenship

Scientific temperament

Environmental Awareness

The methods of evaluating the attainment of the programme and course outcomes can be summarized as follows.

- Continuous internal evaluation and university examination results
- Engagement of students in curricular, co-curricular and extracurricular activities
- Information regarding the details of student progression
- The examination results and feedback reports are analysed by the IQAC and steps for improvement are initiated.
- Performance of students in practical sessions and field trips, industrial visits
- Involvement of students in doing UG and PG Project
- Performance through mock interviews and interaction with the students
- Paper presentations of UG and PG students, at different levels of seminars, participation in workshops and student-centric activities organised by the College
- The student feedback in prescribed formats at the end semester/academic year
- The Feedback from parents, teachers and alumni and other stakeholders
- Departmental student-oriented seminar presentations and classroom discussions/group discussions etc.

- Performance of students in extra-curricular activities is observed in various activities and the best performances are rewarded.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 61

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	125	150	56	100

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

2019-20	2018-19	2017-18	2016-17	2015-16
160	179	177	155	193

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.24

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 6.14

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.50	3.49	0.0	2.15	0.0

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

**Response:** 19.23

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 5

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 10.26

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



2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	2	0

### 3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	8	8	7

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

The IQAC, Research Committee, and various other committees work together cohesively for the better performance in the academic, research and extension activities. The teaching and learning activities are conducted with a view to create and transfer knowledge, information and skills to the students. The teachers are encouraged to undertake research projects, present research papers in national and international seminars and conferences. The postgraduate students are guided to prepare their projects. The subscription to research journals including online Nlist journals help in getting access to the best research publications. The skill based certificate and diploma courses help in enhancing the skill levels of the students. The field visits, industrial visits and study tours contribute in enhancing the skills and knowledge of the students. The expert guidance is sought from the knowledge partners associated through MOUs. The IPR workshops, seminars and conferences, training programmes, participation in AvishkarSoft Skills Development Programmes, Nirbhay Kanya Abhiyan, Marathi Orthograhya and Grammar workshops, debates, elocutions, disaster management workshops and many such activities are arranged by the college help to create an ecosystem for creation and transfer of the knowledge. All these activities are conducted for human resource development which is the core aim of the education. The Management, the principal, the IQAC co-ordinator, heads of the departments, and chairpersons of various committees, teachers, students alumni and parents work together to provide the conducive environment for teaching-learning, research, and extension activities. All activities and programmes are conducted uniquely and innovatively for the benefits of the students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response: 61

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	11	14	9	12

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 8.33

##### 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 25

##### 3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 3

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

### 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 4.54

#### 3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
24	44	27	13	1

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 1.79

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	5	4	10	6

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Extension Activities

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

##### Response:

The true aim of education is providing good knowledge, skills and creating a sense of social responsibility among the students. Understanding social problems, diversities, local communities and contributing to the wellbeing of society can be obtained through the social or extension activities conducted by the college. The college has contributed significantly through the extension activities thereby sensitizing the students about social, gender, environmental, development, and sustainability issues. Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule, voter awareness, blood donations etc.

**Gender sensitization/ Street plays on social issues** - The issue of gender discrimination is quite old and serious. The college should provide equal opportunity to girl students and also conduct activities in local community to create awareness about gender equality. The Women's Cell conducts various activities to sensitize the students about the gender issues. The legal awareness, workshops and seminars of National Commission for Women, Maharashtra State Commission for Women and are conducted to address the gender issues. The street plays, Nirbhay Kanya Abhiyan, and self-defence workshops for girl students play a very crucial role in empowering the girl students and developing their personality.

**HIV/AIDS awareness** - The NSS volunteers actively participate in the rallies on HIV/AIDS awareness. Lectures of medical experts on HIV/AIDS are also organized in the campus to create health awareness among the students.

**Collection of Flood Relief Funds** - The NSS volunteers along with teachers organize rallies in the town to collect funds for various kinds of natural disasters like flood and cyclones. The funds are directly deposited in Chief Ministers Relief Fund or University Relief Fund Account.

**Voter Awareness Rally** - The democracy can function well only when the voters do use their franchise right to vote. The college students are the new voters and awareness about the importance of their vote is very important. The NSS volunteers in association with the local government administration arrange rallies in the town and adopted villages for voter awareness. Such awareness programmes do help in strengthening democratic values.

**Collection of POP Ganesh Idols** - The NSS volunteers create the environment awareness by a campaign to collect plaster of paris Ganesh idols on the last day of the festival. An appeal is also made to local people to not to immerse the Ganesha idols in the river. The efforts are also supported by Nagarpanchayat by providing vehicles to collect idols. General public is appealed and they are persuaded to donate the idols

to college NSS unit or directly to Nagarpanchayat.

**Tree Plantation/Special Camps and Health Awareness** - The NSS volunteers conduct plantation programmes in campus as well as outside the campus. Health Awareness, water conservation, anti-alcohol and de-addiction campaigns as well as construction of earthen stop dams in adopted villages to tackle the scarcity of water are some of the important extension activities conducted by the college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response:** 51

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	12	10	11	10

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>

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

**Response:** 76.49

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

2019-20	2018-19	2017-18	2016-17	2015-16
640	740	794	540	599

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

## 3.5 Collaboration

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

**Response:** 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>

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

**Response:** 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	0	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institute has sufficient infrastructural facilities to conduct the academic, co-curricular, extra-curricular, sports and cultural activities effectively. The management of the institute makes an attempt to provide good infrastructure so that quality of all activities improves further. Adequate numbers of classrooms for each programme are provided with ICT facilities. The optimum utilization of infrastructure and physical facilities is ensured through encouraging the teachers to use ICT tools for teaching and learning. The infrastructure facilities according to the requirements of the programmes and courses are upgraded time to time. Sufficient numbers of classrooms with ICT facilities are available in the college. There are 7 ICT enabled classrooms and seminar halls. The separate IQAC, Examination Cell, NSS and Student Welfare room, Ladies Common room provided for the students and teachers. The library and study room cater to the needs of the students and teachers. The ICT facilities including computers, LCD projectors and internet facilities are upgraded as per the changing needs of education. Each department in the college is equipped with computer, printer and internet connection. The well-equipped gymnasium and playground for the sports activities is well maintained. The storeroom is maintained for the record keeping. Although the college provides education in Arts and Commerce Faculty, the well equipped computer laboratory is provided to the students so that they can catch up with the recent development in education. The seminar halls, conference room, computer laboratory, spaces in the departments are all used for the purpose of effective curriculum delivery and holistic development of the students through various activities. The following physical facilities are available in the college.

Seminar and conference halls

Well equipped classrooms

Computer Lab with internet facilities

Classrooms with LCD projects and Smart Board

Library with Nlist online resources

Well equipped gymnasium and playground for outdoor games

Facilities for cultural activities

Separate cabins for each department with computer internet

Ladies Common room

Administrative block , IQAC Office, Examination Section



NSS and Student Welfare Board Office

Store room

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

The sports and cultural activities shape the body and the mind. Various sports activities are organised in the institute to make our students stronger and healthier physically.

**Sports activities -**

- Ø College provides sports facilities for outdoor games as well as indoor games.
- Ø The games like Kabbadi, Kho-kho, Cricket, Volleyball, Table Tennis, Weight lifting, Judo, athletics and other such sports activities are conducted throughout the year.
- Ø The college has a big playground to provide outdoor sports facilities
- Ø Various kinds of competitions are organized to provide the students an opportunity to participate in sports activities.
- Ø Well-equipped sports office with adequate sports material.
- Ø The players are provided Track suits, T- shirts and shorts for practice.
- Ø Provision for providing TA/DA to players for participation in inter-collegiate, university and State Level Competitions.
- Ø Winners are felicitated with mementos/ medals/certificates.
- Ø The college has well equipped gymnasium that provides facilities for good health and fitness.
- Ø The regular and annual sports activities provide good opportunities to the students to display their physical and mental abilities

**Cultural activities -**

- Ø Cultural activities are organized under the guidance of the co-ordinator appointed for the cultural committee.
- Ø The *Talent Search* activity is organized for the search and promotion of talents among the students. The students performing well in cultural activities are identified through this activity.
- Ø The adequate space, equipments and musical instruments are made available.
- Ø The Experts are invited to judge the performance of the students in cultural activities. Faculty members help the students in grooming their artistic talents for cultural activities.
- Ø Those students who are selected to represent college at university level, state and national level competitions are financially supported by the college by providing them TA/ DA besides other facilities.
- Ø Students are motivated to participate and display their talents on various occasions and annual cultural festival *Vasant Mahotsav* arranged at the end of academic session.
- Ø Refreshments are provided to students and staffs during festival celebrations.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 61.54

**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

**Response:** 8

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**Response:** 4.3

**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five**

years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
11.45621	12.37631	2.93324	4.32529	19.91011

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

Response:

Year	Name of the ILMS Software	Nature of automation Partially/Fully	Version	Year of
2015-16	Vruddhi Software	Partially	2.0	
2016-17	Vruddhi Software	Partially	2.0	
2017-18	Vruddhi Software	Partially	2.0	
2018-19	Vruddhi Software	Fully	2.0 Build:257.5	
2019-20	Vruddhi Software	Fully	2.0 Build:260	

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

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

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

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

**Response:** 0.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.84949	0.49587	0.90975	0.99166	0.91153

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 1.01

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

Response: 9

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

#### Response:

The college reviews the need for upgrading ICT facilities every year. New upgraded computers, laptops, projectors and other ICT related accessories are purchased on the basis of requirements. The good infrastructural facilities significantly contribute in achieving the programme and course outcomes. The principal and heads of the department take the review of the IT facilities. The heads of the departments through the principal demand the equipments and gadgets required to use ICT in teaching. The management provides the necessary IT facilities to the college through the Purchase Committee. The computers, printers, LCD projectors, internet connections are upgraded in accordance with the growing needs of the college..Earlier most of the desktop computers were Pentium IV, but considering the need for bringing effectiveness in teaching and learning and dynamism in administrative work, the new desktop computers with Windows 8 and subsequently Windows 10 were purchased.

Similarly, the college upgraded the broadband internet connection from 40 Mbps to 100 Mbps.

The computer lab is functional with 19 computers and internet connection. It has been upgraded to Windows 10 computers with internet speed of 100 Mbps.

The new LCD projectors as well as smart boards have been added to upgrade the ICT infrastructure to improve the teaching and learning. The power back up is provided to the computer lab, all departments and office to avoid the disturbances created by power failure in departments, classes and laboratories. The departments are provided with computers with good configuration, internet and printers.

The students are given the facility to get admission through the Vrudhhi software. The student data is also maintained in the same software and further used for examination and other purposes. The limited WiFi facility is provided to the faculty only. The students are free to access computer lab and internet facility.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response: 32.19

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 11.41

**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)**

2019-20	2018-19	2017-18	2016-17	2015-16
29.01022	27.50547	19.62654	13.05549	40.57316

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

The college administration and the Management have formulated the systems and procedures for effective utilization of these facilities. A purchase committee is constituted by the management that is expected to

take a review of the requirement of equipments, gadgets, apparatus and other physical facilities. The Principal regularly takes review of the utilization and maintenance of the infrastructural facilities made available to the students. The requirements of the procurement or maintenance are informed to the management of the institute. The management has constituted the purchase committee for timely purchase or maintenance of the equipments. The purchase committee is supposed to recommend to the management necessary purchase of these facilities. The purchase committee of the management meets and takes necessary actions for the purchase as recommended by the institute. Systems and procedures have been established for effective maintenance of all these physical facilities. Timely repairing, servicing or maintenance is necessary for smooth and effective utilization. Some agencies or technicians are identified and instructed to look after necessary repairs or maintenance. Besides this technical support the peons or attendants in the institute also help in the cleaning and maintenance of these facilities.

As per the guidelines of the affiliating university the institute is required to have the CDC (College Development Committee). The CDC consists of teacher representatives and experts from various fields of life. The CDC plays a significant role in the smooth and effective administration and proceedings of the institute. It is delegated with certain powers of recommendations regarding appointments, budgetary provisions and purchase of necessary facilities. The detailed record of these equipments / facilities is maintained in the stock register of the institute and various other Departments and sections are also supposed to maintain stock registers in their respective offices. Thus, the policies and procedures established in the institute greatly help in ensuring effective utilization of physical facilities and resources.

The library, study room, computer lab, the smart board, the gymnasium and seminar halls are utilized optimally for the benefits of the students. The management and college administration ensure the effective utilization of these resources and facilities. The institution provides various student support facilities such as sports facilities, library facilities, internet, smart classrooms, student facility centre etc. These facilities and physical resources greatly contribute to students' overall development. The facilities also help in the smooth and effective conduct of teaching learning process.

All the Departments, Examination Section, NSS Office, Student Development Board, and Administrative Section have been provided with computers, scanners/ printers and internet facility. Necessary software's have been procured and installed to ensure dynamism in academics, administration and various other activities. All these physical facilities and resources significantly contribute to overall student's development. The college library, gymnasium, seminar halls, computer lab and other facilities are utilized optimally under the guidance of the heads of the departments, librarian, Physical Director and other administrative staff.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 55.9

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
494	459	457	502	523

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

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

[View Document](#)

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

Response: 0

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

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

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

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

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 82.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
899	770	768	749	386

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 4.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	10	4	8	14

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

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

**Response:** 55.95

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

Response: 94

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

#### 5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

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

**Response: 41**

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	18	4	4	2

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

**Response:**

The college maintains a good representation of students in almost all the academic, co-curricular and extra-curricular activities conducted in the college under the Student Welfare Board. The Student Development Officer is appointed at the beginning of the academic year to facilitate the participation and representation of the students in administrative, co-curricular and extra-curricular activities. As per the university guidelines the students council is established where students ranking first from each previous class become members. One student each from National Service Scheme, Sports and Vidyarthini Manch is nominated by the SDO in consultation with the Principal. The student representative is also nominated as the member Student Development Board. Student feedback on curriculum, performance of teacher s is also taken so that they are provided an opportunity to participate in the academic and administrative decisions of the institute. The IQAC also has a student representative and a representative from alumni. The students are thus engaged in decision making processes. They get an opportunity to participate in the administrative activities of the institute.

The students are encouraged to participate in curricular, co-curricular, sports and cultural activities. The responsibility of arranging the activities, programmes and functions is also assigned to the students under the guidance of the head of the departments or the co-ordinators of various committees. The students very actively participate in all the activities of National Service Scheme, Student Development Board, Vdyarthini Manch, Cultural Committee and Physical Education Department. The sports, cultural and NSS activities are mostly managed and arranged by the students under the guidance of the teachers. The students also actively participate in seminars and also help the teachers in arranging the sessions and

managing other things for the departments. Similarly, the students actively participate in many national and international days, celebration of anniversaries of great national heroes/ leaders, the teachers days, women's day etc. The students working in the college under the Earn and Learn scheme also help the office staff in administrative work.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 17.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	17	19	17	16

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 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 association of the college is functional and actively participates in various activities of the college. The alumni association is registered with the Charity Commissioner and its regular meetings are held every year. The members of alumni association contribute in various activities of the college. The members of alumni from villages also cooperate with the faculty and students in organizing the Special

Camp of National Service Scheme in these villages. They help the students in conducting different kinds of surveys in their villages.

They also participate in cultural activities of the college organized under *VasantMahotsav*. They share their views and also offer suggestions regarding the courses, activities and facilities. The support and suggestions of the alumni association are received as follows:

Alumni association has donated a Water Purifier to the college.

- The health check up programmes are also arranged by the alumni in their own villages.
- The members of alumni association suggest the students in their villages to seek admission in this college.
- The members of Alumni association expressed the need to provide the facilities of internet to the students on the campus.
- The members of alumni association suggested that the facility of filling online examination forms and photocopies be made available on the campus, and immediately the students were permitted to use computer and internet facility for their exam related activities
- Alumni association also suggested to start some add-on courses which can help the students to achieve certain skills which are useful after completion of their education.
- The institute has started a few certificates, Diploma courses to enhance the employability of students.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** E. <1 Lakhs

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

The IQAC has prepared the document for its vision, mission and objectives in consultation with the management of the institute. It is intended that the college will function as an ecosystem of education leading towards holistic development thereby making students skilful, employable, morally and socially responsible citizens.

##### Vision

Duritanche Timir Jawo (????????? ????? ????). “Let the darkness of ignorance disappear”.

##### Mission

- 1.To empower the rural students with all the information, knowledge and skills to make them employable, socially responsible and truly global citizen by providing access , equity and excellence in education.
- 2.To provide quality education through the use of technology to socially and economically disadvantaged sections of society.
- 3.To use student centric approach and optimize the use of technology and new methods of teaching and learning.
- 4.To inculcate the sense of gender equity and social and cultural inclusiveness.
- 5.To develop the quality culture in all academic and extension activities.
- 6.To focus on the holistic development of the students through the curricular, co-curricular, extra-curricular and research activities.
- 7.To provide skill-based education to students with a view to make them employable.
- 8.To inculcate the sense of social, ethical, cultural values, a sense of harmony and moral obligation for social and national integration.
- 9.To develop an awareness about the issues related to human rights, environment, professional ethics and democratic values.
- 10.To develop the creative and critical thinking and create scientific temperament among the students.
- 11.To prepare the students for entrepreneurship, self-employment and tapping the local advantages in terms of career development with the help of experiential learning.
- 12.To provide a platform to the students for cultural, sports, literary and social activities.
- 13.To create an ecosystem for excellence in academics, governance and leadership and teamwork.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



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

#### **Response:**

The effective leadership is visible in various practices and overall working of the institution. The decentralization of decisions and responsibilities and autonomy are important in dynamic administration of an institution. Various programmes and activities are organized and successfully carried out in the institution. At the beginning of Academic Session a meeting of Teaching and Non- Teaching staff is called by the Principal. He communicates to the staff how discipline, quality and transparency would lead to the overall healthy growth of the institution. The Heads of the Departments are given optimum autonomy to carry out their duties and responsibilities in a better way. The Heads are supposed to monitor the teaching learning process in their respective departments. They are also given freedom to organize various curricular, departmental activities.

Various extension activities successfully carried out in the college. The working committees are constituted by the Principal. The chair persons of the committees are responsible for organizing various activities related to their committees. The policy of participative management is adopted by the administration. The administrative staff establishes good coordination with the teaching staff in the organization of various academic and extension activities. Some statutory committees are also constituted in the institution. In accordance with Universities Act, the College Development Committee is constituted. An office bearer or a director from the Governing Council/ Management is the Chairman of the CDC. Experts and peers from various fields are nominated on the CDC so that the principle of community engagement and participation is followed. The academia and experts from various other fields get an opportunity to work together. Some teachers and a member of non- teaching staff are also nominated or elected on the CDC. Thus, the teachers are given enough freedom in the decision making process of the institution. The management representatives also interact with the teaching and non – Teaching staff from time to time and insist on quality, discipline and transparency in various academic and extension activities. Students can also become representatives on certain bodies/committees of the institution. The college exam officer, the NSS Programme officer and the Student Development Officers are appointed according to Universities Act or statute.

The institution follows a democratic, collective and participatory approach of governance with all stakeholders actively participating in the policy making process. The Management delegates authority to the Principal who, in turn shares it with the different levels of functionaries in the college. The IQAC Co-ordinator, the Heads of Departments, the Chairpersons of various committees and cells along with the members of administrative staff and student representatives work in team and play an important role in the administration of the college. All the members of the team are aware of the vision mission and objectives of the institute and consciously work to realize the same.

#### **Administrative Setup**

Management/Governing Body

College Development Committee

Principal



Vice Principal

Internal Quality Assurance Cell

Heads of the Departments

Chairpersons of various Committees /Cells

Office Staff

Student Representatives

Alumni Association

Parents and other stakeholders

Team work

Decentralization

Consultations with stakeholders

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The perspective plan of the college is a roadmap for the development of the institute. It integrates the visions, mission, objectives and strategies for the gradual growth of the institute to attain quality and excellence. The perspective plan helps in bringing the vision, mission and objectives of the institute in reality. It is a guide to the institution's progress in future. While dealing with the immediate challenges, the institute need to work continuously towards realizing plan of action. It ensures that each major statement is actually translated into action through a deliberate process. The skill development is one of the most systematically conducted activities for capacity building of the students. The students in rural and tribal areas need to be equipped with in several skills like presentations, group discussions, interviews, personality development, communication skills and public speaking. With the growing need of skill development, the college has been systematically conducting activities to develop the soft skills of the students for capacity building and holistic development. These skills are required in every walk of life.

Under the soft skills development programme, the college has organized various activities which include group discussions, presentation skills, interview techniques, computer skills, debates, emotional intelligence, team work etc. The students are encouraged to participate in the skill development activities. They are enrolled for various skill-based courses and given additional skills along with the skills involved in regular curriculum. The activities organized by Student Development Board, Avishkar, Commerce Association, Literary Association; Women Empowerment Cell etc offer the platforms to the students to develop their skills and personality. The skill development is a multi-faceted activity and hence conducted differently under various committees and cells. The change in the students due to the skill development activity is very much visible and the students express themselves confidently at various platforms. Few skill – based courses have been recently introduced in the institute. Besides regular curricular, students are encouraged to participate in various activities that eventually help in their holistic development.

File Description	Document
strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

The college is affiliated to Savitribai Phule Pune University, Pune. The selection and appointments of teachers are governed by the Act and Statutes of the affiliating University. The procedures for appointments and service rules are stated in the statutes and also in the government resolutions issued from time to time. The qualifications and the Pay Scales of the Principal, Assistant Professors, Librarians and Directors of Physical Education are prescribed and determined by the UGC and the Government of Maharashtra.

The rules of service, appointments and superannuation are stated and revised by the Government of Maharashtra from time to time in concurrence with the policy of UGC. However, the management of the institution is delegated with the powers of appointment of teachers, continuation of services, suspension or dismissal of the employees. The chairperson or the secretary of the management is vested with such powers and responsibilities. The principal is the head of the institute and he is supposed to be accountable and responsible for the working and proceedings of academic and extra- academic affairs in the institute. He works as the management representative; however he is also accountable to the affiliating university and the joint director, regional office, Higher Education of the State Government. The appointments and service rules of Non- Teaching employees are prescribed by the Government of Maharashtra. The management of the institution has got the sole powers of the appointment, promotion, suspension and dismissal of the employees. The management is also vested with the powers of promotion or demotion of the employees as the case maybe according to his/ her work, efficiency, discipline, conduct etc.

At the institute level the Principal is the officer issuing orders regarding academic or administrative matters. The teachers and the Non- Teaching Staff are held accountable to the Principal. His powers, duties

and responsibilities are defined and formally stated in the statutes of the affiliating university. However, the management is vested with powers to withdraw or remove the rights and powers of the Principal as the case maybe.

In accordance with the statutes of the affiliating university, it is obligatory for the institute to have a CDC (College Development Committee). The chairman of the institution or his nominee is nominated as the chairperson/ President of the CDC. Teachers and Non- Teaching employees are also given representation on the CDC. Thus, the teachers are also involved in the decision making process or policy framing of the institute. The functioning of the CDC is clearly stated in the statutes and it has been vested with certain powers of recommendations. Some experts from various fields are also given representation on the CDC and thus, the institute and the community might work together.

The overall functioning in the institution is effective and efficient as the duties, responsibilities and powers are defined and stated in the statutes or Government Resolutions of the Government .Due to the policy of decentralization and participative management the functioning of the institution is proved to be effective and efficient.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The teachers and non teaching employees are an asset to the institute. Vision and mission of the institute could only be realized with the active and sincere involvement of the staff in the activities or process of the institute. We have a team of competent skilled and efficient teaching and non teaching staff. All of them have contributed to holistic development of the institute. The management and administration is aware that certain welfare activities need to be employed in order to boost the morale and faith in the employees. Therefore some positive welfare measures have been employed for both teaching and non teaching staff. These positive measures help in motivating the staff to work efficiently. Good infrastructural facilities are provided to both teaching and non teaching employees.

Departments sections are equipped with advanced computers internet facilities and required furniture. Secondly teachers are encouraged to participate in various professional development programs organized by other colleges or universities. Financial assistance in terms of TA and DA is also extended to teaching and non teaching staff. Various kinds of leaves are also granted to the Employees. For example duty leave and special leave are granted to teachers to enable them to participate in various teacher enrichment programs. Concession in admission fees are given to the wards or children of the employees. The employees can avail of the facility of quick loans credit at reasonable rates from Cooperative credit society established in the Institution.

Teaching and non teaching staff is felicitated in order to appreciate their achievements efficiency discipline and overall conduct. Career advancement schemes and promotions are permissible to eligible teachers and non teaching staff. General provident fund, gratuity and pension facilities are granted by the Government of Maharashtra which are useful for their stable, safe and secure future. Non- teaching staff are provided with uniforms and washing allowance by the Institution. Tours and excursions trips are occasionally arranged . Health check up camps is also organized on the campus for the employees and they can avail of this facility at affordable rates. Group Insurance scheme introduced by the state Government is also applicable to the employees in care of accidental death; he/she is entitled to receive 10 lakh rupees.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 8.63

**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**

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	0	2	4

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

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

**Response:** 2.6

**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	6	1	0	3

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

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

**Response:** 19.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	2	3	1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

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

#### Response:

Good and impartial performance management system is very useful for the improvement of the overall organisational performance of the teaching and non-teaching staff which subsequently helps in achievements of the overall organisational mission and vision. It plays a crucial role in managing the organization in an efficient manner and utilization of the human capital at the most. The institution follows performance-based appraisal system for the assessment of teaching and non-teaching staff. The Appraisal report is based on the annual performance of the employees on the basis of their academic, research and other extra-curricular extension activities. Each faculty submits the Self Appraisal Form to the Principal through the Head of the department. The overall report is further reviewed by the Principal. The recommendations of the teachers for promotion under Career Advancement Scheme (CAS) are made on the basis of the Self Appraisal forms received from the teachers.

The evaluation of teachers is done with reference to the following parameters.

- Ø Teaching and learning
- Ø Research Publications
- Ø Extension activities

The feedback forms of the students on the teaching performance of the teachers are also collected. The Principal and IQAC co-ordinator suggest suitable measures to improve the teaching-learning process.

The Self Appraisal forms of non-teaching forms are filled at the end of every calendar year. The performance of the non-teaching staff in terms of their team spirit, behaviour with the staff, students and parents, work performance and responsibilities assigned is evaluated and the changes in their work are made according to their skill level.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>



## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Audits are the internal or external reviews of the institute's financial operations. The institute conducts the audits to ensure fulfilment of accounting standards and policies. Audits ensure that financial transactions are recorded properly in the institute's books. The audited financial statements are important because they provide an outside look at accounting operations and the overall financial status of the institute. The management appoints the committee for the internal audit to be conducted after each quarter of the financial year. The following details are verified the internal audit.

- Examine the bank pass books of all accounts
- Fees and scholarships received
- Examine the salary register.
- Whether collected fees is deposited in bank on a daily basis.
- Confirmation of statutory compliance i.e. P.F., Income Tax etc.
- Verification of separate statements of accounts for different funds.
- Checking of calculation of salary payable and deductions.
- Bills and vouchers for various kinds of expenditures
- Verification of fees receipt with fees received.
  
- Whether waiver of fees is properly sanctioned by appropriate authorities.
- Whether the transparency is followed in the financial transactions or not.
- Whether control system for payment is adequate or not.
  
- Prescribed conditions by the affiliating university, State Government and the University Grants Commission for the grants received under various schemes.
- TDS deduction and GST bills
- Utilization of grants received from UGC, affiliating university, and other government agencies for various purposes.

The external financial audit of the college is done by the Chartered Accountant at the end of each financial year. The internal audit is very much supportive to the external audit. These audits are primarily for management review to ensure compliance of operational and financial functions. The external audit of the college is done by Chartered Accountants appointed by the management. The Charter Accountants finalize the audit according to the government norms after verification of all documents, norms and guidelines for expenditure for government and UGC grants. The Charter Accountants submit the final report to the college with suggestions and recommendations. The suggestions and recommendations in the audit report are implemented from the next financial year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>

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

**Response:**

The Principal constitutes various committees at the beginning of the academic year. The Research Committee, UGC Committee, Women Empowerment Cell, National Service Scheme, Student Development Board, Extra-Mural Board, Life Long Learning Committee, Examination Committee and other such committees prepare proposals to tap funds from different government agencies, NGO's and the affiliating university. Under the guidance o the Principal, the funds under National Skills Qualifications Framework (NSQF) and Travel Grants are mobilized for the purpose of skill education , seminars and workshops. The National Service Scheme and Student Welfare Board prepare the proposals for financial assistance get funds from Savitribai Phule Pune University for different student related activities every year. The research grants are also tapped from ICSSR and the affiliating university. The college also receives funds for infrastructure development, research grants, seminars, conferences and workshops etc. from various Govt. agencies, the UGC and the affiliating University.

The college has also tapped funds from the government agencies

Ø University Grants Commission (UGC)

Ø Indian Council of Social Science Research (ICSSR)

Ø National Commission for Women (NCW)



- Ø National Human Rights Commission(NHRC)
- Ø Maharashtra State Commission for Women (MSCW)
- Ø District Sports Office
- Ø Savitribai Phule Pune University
- Ø Maharashtra Language Directorate
- Ø Funds for Red Ribbon Club
- Ø District Sport Officer –Directorate of Youth Affairs and Sports.

The funds are also raised through self-finance courses like certificate courses, Diploma Courses at undergraduate and postgraduate levels.

The Principal and the co-ordinators of the committees ensure optimum utilization of the resources received from the different government and non-government agencies. The allocated funds are utilized to upgrade infrastructure, promote research, skill development, seminars, conferences, workshops, publications, equipment etc. The maximum amount of the funds is utilized for student-centric activities. The College Development Committee reviews the utilization of financial resources through audit, budgets and accounts. They make recommendations for better handling of resources and effective mobilization of available funds. All the funds are utilized as per the guidelines of the respective agency and the norms regarding utilization and audits are strictly followed as per the financial rules of the Government. The Public Finance Management System is followed by the college for all the funds received from the central government agencies.

The funds received from various government non non-government agencies are utilized mainly for the following needs.

- Ø Infrastructure up gradation
- Ø Research and innovation
- Ø Creation of ICT facilities
- Ø Salaries of employees/project fellows for specific funded courses/projects
- Ø Seminars, conferences, workshops
- Ø Library enhancement

- Ø Student activities
- Ø Social activities
- Ø Gender sensitization programmes
- Ø Soft Skills Development Programmes
- Ø Competitive examination preparation
- Ø Employment and Entrepreneurship workshops
- Ø Orientation/Induction Programmes
- Ø Publication of proceeding/journals
- Ø Earn and Learn Schemes
- Ø Faculty Training Programmes
- Ø Maintenance of infrastructure and campus
- Ø Disaster Management/ Environment workshops
- Ø Cultural and sports activities

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

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

#### Response:

The IQAC plays a vital role in monitoring the curricular, co-curricular, extra-curricular, research and extension activities. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall quality performance of the college. It monitors all the activities ensuring the quality assurance in all aspects of academics and administration. The functional Internal Quality Assurance Cell is responsible for the following activities & processes.

- . Curriculum design for skill based certificate courses
- . Collection and analysis of feedback from students, faculty and alumni and other stakeholders
- . Monitors mentoring of the students
- . To organize orientation programmes/ workshops for students
- . To motivates teachers to use ICT in teaching and learning
- . Review of teaching learning process during the meetings
- . To conducts academic and administrative audit by the external experts Encourage departments to conduct seminars, conferences and workshops
- . Guidance for seeking financial assistance for research projects/seminars /conferences
- . Conduct workshops on quality enhancement and research methodology
- . Planning workshops for skill development/soft Skills for the students
- . Guide faculty to present and publish research papers
- . Review of the performance of teaching and non-teaching staff
- . To suggest the student centric activities for the better performance of the students
- . Faculty development programmes for the teaching and non-teaching staff
- . Performance Appraisal reports of the teachers collected at the end of each academic year.
- . To prepare various policy documents, designs strategies for quality initiatives
- . To signs MOUs with knowledge partners
- . Participation in NIRF/AISHE/MIS of State government
- . Initiative taken for Green Audit/gender audit

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

The Internal Quality Assurance Cell of the college has been monitoring the academic, co-curricular and extension and research activities in the college. The teaching-learning is a very dynamic process and hence needs to be reviewed consistently. The college has taken necessary steps after the first accreditation to improve the performance in teaching-learning. The IQAC take review of the teaching-learning process periodically and suggests modifications and improvements in teaching and learning and other activities accordingly. The periodic meetings of IQAC takes the review of all such activities and improvements are suggested through such meetings. The IQAC has taken several steps after the first accreditation of the college for the incremental improvements in teaching, learning and student centric activities.

**Skill Development Courses**

During the IQAC meetings the need for introducing the skill based courses was discussed. The college has

assertively taken the task of skill development of the students. Under the aegis of University Grants Commission the college started skill based advance diploma courses in Accounting and Taxation, Travel and Tourism and Computer Applications and IT. The skill based certificate courses in different subjects have been contributing to the skill development of the students.

### **ICT in teaching**

The IQAC recommended the extensive use of ITC in teaching and also the need of increasing ITC facilities in the college. Hence, the college has set up the well equipped computer lab with computers of recent version and broadband internet connection. The departments have also been provided with computer and internet connections. The teachers have increased the use of ICT in teaching. The students are also encouraged to make presentation with the help of ICT tools. It has a very positive impact on the learning of the students.

### **Workshops and Seminars for students**

The college has organized workshops for the students where the major focus has been on the holistic development of the students. The IQAC tapped funds from different agencies for the workshops and seminars. The seminars and workshops supported by National Commission for Women, National Human Rights Commission, Indian Council of Social Science Research, Maharashtra State Commission for Women, Savitribai Phule Pune University and the management of the institute have very crucial role in for the overall development of the students.

The college has been consistently bringing incremental improvements in teaching, learning and student centric activities.. The main emphasis of IQAC has been on the designing teaching and learning activities for the holistic development of the students. The students have been given exposure to a variety of activities which contribute in enhancing their learning and skill levels.

A number of activities including class presentations, field visits, study tours, research paper competitions, various workshops on a number of topics have been arranged by the college. The soft skills training programmes, the guidance on competitive examinations, and entrepreneurship development programmes have been organized to increase the employability of the students. The IQAC also seeks the feedback on these activities from the students and other stakeholders for further improvements in implementing them.

<b>File Description</b>	<b>Document</b>
Paste link for additional information	<a href="#">View Document</a>

### **6.5.3 Quality assurance initiatives of the institution include:**

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

**Response:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable society. Gender equality does not require that girls and boys, or women and men, be the same, or be treated exactly alike, but rather implies an absence of bias or discrimination. There has been a lot of progress over the last several decades in terms of promotion of gender equity. Women have succeeded in several challenging fields of life and careers. They have contributed significantly in the economic, social, political, and cultural avenues of the country. However, the bias of gender discrimination is not completely removed. Women face a lot of challenges which are mainly related to gender issues which often deprive them of the opportunities of making their life better. With a view to bring gender equity, the college consciously has taken a lot of efforts to maintain gender equity in the campus. A lot of activities and programmes are organized to cherish the culture of gender equity among the students and the faculty. Under the aegis of Vidyarthini Manch, National Service Scheme and Student Development Board, the college undertakes activities in sensitizing the students regarding gender equity.

##### Nirbhay Kanya Abhiyan -

Every academic year the college arranges workshops and lectures for girl students to improve their confidence, self-respect, and empowering them to achieve self development and self identity.

##### Self Defense Programme for Girl Students -

The college organizes workshops on Self Defense for girl students. The aim of such programmes is to boost the confidence of the girl students and develop the feeling of fearlessness among them. The experts in the field are invited as resource persons for the workshops.

##### Seminars and Workshops -

In association with National Commission for Women, New Delhi and Maharashtra State Commission for Women, Mumbai, the Women Empowerment Cell of the College conducted national and state level seminars on the themes Women Empowerment through Entrepreneurship, Gender Equality and Legal Awareness Programme (LAP) .It has helped in creating awareness about

##### NCW examinations on legal awareness programmes on laws related to women -

Under the aegis of the National Commission for Women, the examinations on Legal Awareness about laws related to women were held in the college.

##### Street Plays -

The street plays on the themes like Beti Bachawo, Beti Padhawo (Save the Girl, Educate the Girl), Female

feticide, Child Marriages, Girls's Education, Evils of Dowry, and many other issues related to women are arranged in the college campus and also in villages and towns to create awareness and sensitivity about the gender issues. It has a very good impact on the students as well as people in villages.

### Special Workshops Lectures for Girls students on Gynaecological issues -

The Women Empowerment Cell of the college organized seminars on various topics such as stress management, Menopause and dealing with it, Gynaecological issues, Health and Diet, etc.

### Gender audit -

The college has conducted the gender audit.

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

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

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

**Response:** D. 1 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

- Solid waste management
- Liquid waste management
- Biomedical waste management



- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

The college has a sprawling green campus and the priority is given to green clean and eco friendly campus. The faculty and students are regularly advised to reduce and recycle the waste produced on the campus. Students are instructed to drop the waste in the separate bins kept at different places on the college campus. The solid waste is regularly collected by the Municipal council. The college has a vermi-compost unit in which wet or dried leaves are collected. Dry and wet garbage are segregated. Dust bins are also kept in every class room to collect the waste. Organic waste is converted into bio-fertilizer by the vermi-compost plant developed by the college. Garden waste, kitchen wastes from the college canteen and other wet waste are collected from different areas of the campus. After the vermi-compost is ready in due course it is used for plants on the campus. Wet waste like leaves litter is allowed to get decomposed systematically over a period. Wet waste is natural and it is converted into manure and fertilizers. The students and teachers are directed to reduce and minimize the use of paper. College administration has tried its best to introduce and practice online communication, so that paper is minimally used.

Use of plastic is discouraged on the campus. The message of clean and green environment is communicated to students through various activities. Environmental Awareness is a compulsory credit course introduced by the affiliating university, and the students are made aware of the importance of clean and green campus. Plastic free campus drives are launched and thus utmost care is taken to reduce and recycle the waste on the campus.

The computers and printers, batteries and other equipments are replaced before they get damaged and handed over to the schools run by the management. The damaged e-waste is sold to the agency appointed by the management. This e-waste is sold off as scrap to an authorized agency sold on the systematic basis following the rules of purchase committee.

Sanitary napkin vending machine has been installed in women washrooms this helps in the maintenance of hygiene.

Regular maintenance of water taps, RO water filter, and drainage and water pipelines is kept by the college support staff.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>

**7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**



### 5.Maintenance of water bodies and distribution system in the campus

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

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

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

**Response:** Any 4 or All of the above

File Description	Document
Any other relevant documents	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

**Response:** D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.

2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** C. 2 of the above

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:**

Students in the institution come from different castes, creeds and religions. However, the institute deliberately maintains the atmosphere of communal harmony and tolerance on the campus. The principle of social harmony is practiced in the organization through various activities and celebration of festivals/days.

Teacher's interactions with students, formal or informal, play an important role in establishing the atmosphere of harmony and tolerance. Various activities, curricular or extension, also help in communicating the message of oneness or national integration. The syllabus or courses are also designed by the affiliating university in such a way that communal harmony and tolerance are maintained in spite of cultural, linguistic, religious diversity.

Most of the students taking admissions in the college are tribal and belong to the nearby villages. The admission process is carried out as per government rules and regulations. Reservation policy is strictly followed in admission process. In major extension activities people's participation is very good. The town council, Tehsil office, Session Court, Post-office, Government Hospital, Agricultural office etc. are fully involved in the national developmental activities, national festivals, awareness rallies, and government campaigns. Environmental awareness, social harmony, unity and tolerance are propagated through display of various boards on the campus.

The college has been playing an effective role of a catalyst in the town to maintain the peace and national integration. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. The activities have a positive impact on people regarding respect for our religious or cultural diversity. Most of the students in our college belong to the laborers Family. Many of them are the first generation learners.

The college runs the Foundation Course in Human Rights so that students are made aware of their social responsibility and Human rights. The students are deliberately taught to have tolerance for cultural

regional, linguistic communal, socio-economic and other diversities by arranging experts lectures on various topics or issues of social harmony and national integration.

To maintain the linguistic importance Department of Marathi celebrates various Activities such as ‘Marathi Wikipedia Workshop’ and ‘Marathi Week’ to have due respect for this regional language in the state. Thus, the college has tried to arrange various activities through which tolerance and harmony could be maintained in society.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

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

**Response:**

The Indian Constitution has certain core values. They are expressed in various articles and provisions. The constitution ensures liberty, equality, fraternity, social justice and secularism for the all people of this country. The founding fathers of the nation has created a structure of the constitution which enshrines different human values, obligations, duties and responsibilities. It has been the duty of the educational institutes to imbibe these values among the students through curricular, co-curricular and extra-curricular activities. The sense of these values among the students is very necessary to maintain the social fabric of this country. The college undertakes many activities for creating awareness about the constitutional obligations among the students.

**Constitution Day -**

26th November is celebrated as the Constitution Day every year. It is celebrated collectively by reading the preamble of the Constitution. The students are also enlightened about the basic principles of the constitution. The values expressed in the preamble are expressed as objectives of the constitution. These are: sovereignty, socialism, secularism, democracy, the republican character of Indian State, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation.

**Awareness about Human Rights/Human Values -**

To create the sense of the social responsibility among the students, various activities are organized by the college. Blood donation camps, Tree plantation, ‘Swachhata’ Rally, Funds collection for flood affected people, Collection of funds for Chief Ministers’ Relief funds etc. Keeping these values as the focal area, various activities are organised in the campus such as Republic Day, Independence Day, Annual Fest Social justice day and other activities by NSS unit such as blood donation camps, plantation, Swachh Bharat Abhiyan, internship, Hindi Diwas, cleanliness campaign, awareness lectures or rallies etc.

**Workshop on Human Rights and Values -**

The college makes an attempt to organize the workshops and other activities to create a sense of respect for human rights, human values, duties and responsibilities among the students. The organizations of a workshop on Basic Training Programme Human Rights as well as workshop on human values were attempts to create awareness of their values. Human rights are important because they reflect the minimum standards necessary for people to live with dignity. The awareness about human rights also leads to good citizenship. It also helps to create inclusive society by respecting the existence and rights of others. The training on human rights is necessary for students to generate the sense of inclusiveness and social responsibility.

#### **Duties and responsibilities -display board -**

The duties and responsibilities of the students, awareness about gender sensitization, etc. are displayed on the boards to remind them of the core values to be respected and the things to be avoided by the students.

#### **Cleanliness campaigns to create awareness about social responsibility -**

The National Service Scheme unit organizes several cleanliness campaigns under Swachh Bharat Mission in the local places as well as adopted villages to imbibe the values of cleanliness and creating social awareness about the responsibilities and duties of the students and citizens regarding cleanliness.

<b>File Description</b>	<b>Document</b>
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>

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

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

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

<b>File Description</b>	<b>Document</b>
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

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

**Response:**

The college celebrates the national and international days, events and festivals in the college to familiarize the students about these days and events and cherish the importance of these days. The national importance of these days, the culture, traditions, symbols, values and a number of things are expounded through celebration of such days. It also helps in realizing the importance of such days and the values for the student's. The Independence Day and Republic Day create the patriotic feelings among the students. It also helps to review the movement of freedom struggle.

The celebration of the national days, and the festival of all religions and communities generate a sense of harmony and unity among the citizens. The celebration of the national days and birth and death anniversaries of the great national leaders and social reformers, scientists, artists and writers create the respect for these personalities and their contribution in the respective fields. The brief talks by the teachers on such occasions are also very enlightening to the students. It is also a way of rediscovering the political, social and cultural history of the nation. The celebration of such days and festival has a lot of significance in the sense that they help to cherish the legacy of the nation for the next generations. The following list highlights the major national, international days and festivals/events celebrated by the college.

1. Independence day -15th August
2. Republic Day - 26th January
3. Maharashtra Day 1st May
4. Constitution Day -26th November
5. International Yoga Day 21 st June
6. Women's Day 9th March
7. International Labour Day- 1st May
8. World Environment Day 5th June
9. International Day of Non-violence 2nd October
10. Rashtriy Ekta Diwas – 31st October
11. Tribal Day,
12. Social Justice Day 26th June
13. NSS Day 24th September

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

Response:

#### Best Practice - 1

**Title of the Practice - Soft Skills Development Programme**

**Objectives -**

- To give each student a realistic perspective of work and work expectations.
- To develop communication skills and presentation skills
- To inculcate the work culture, team spirit, sense of commitment and responsibility
- To help formulate problem solving skills.
- To guide students in making appropriate and responsible decisions.
- To create a desire to fulfill individual goals.
- To provide opportunity to move to higher education in future.
- To integrate relevant skills into the higher education system.
- To create awareness about time management, stress management and emotional intelligence
- To develop skill for entrepreneurship and self-employment

This programme is designed to develop reading skills, communication skills, and speaking skills by having the student read aloud each page and discussing the content of the material.

**The Context -**

Skills and knowledge are the driving forces of economic growth and social development of a country. In rapidly growing economies like India with a vast and ever-increasing population, there is a severe shortage of highly-trained, quality skilled resources, while on the other; large sections of the population possess little or no job skills. Education should always be purposeful, growth oriented and productive. Along with academic qualifications the educational institutes are required to produce dynamic and enterprising youngsters capable of facing the changing times and taking on the toughest technical challenges. Prospective employers along with academic qualifications are looking at the worth and expertise of a candidate from the view point of employability potential of the candidate. Furthermore, the industry has neither the time nor inclination to train a fresher in skills required. Owing to tough competition, industry is ready to recruit only skilled candidates who can contribute immediately to the wellbeing of the company. Hence the emphasis is on how best to integrate industry relevant skill set and regular college curriculum and expose students to real workplace culture. The need of the hour is a sustainable platform to hone the skills of students and provide the support to each individual to grow. A well-defined solution is

the establishment of Skill Development Centers by the educational institutes.

### **The Practice -**

Soft skills development programme is an activity for overall development of the students, creating necessary skills for enhancing employability as well as entrepreneurial abilities of students. The activity covers lectures, work-shops and demonstrations by experts. Therefore, the experts from various fields are invited to share their experiences, ideas and skill development techniques. This motivates students for their overall development. To provide education and skill based training of consistently high standards in the realm of higher education through innovative and versatile programmes that will offer the most viable solution to the current and emerging needs of the students seeking opportunities for professional development in the crucial sectors of employment and entrepreneurship.

This activity is designed to help develop a person's communication skills, presentation skills, self-esteem, interview skills and many other life skills. It also helps to develop There are following context are designed.

### **Life Skills:**

- Health and Physical Fitness
- Goal Setting
- Time and Stress Management
- Communication Skills: Listening and Speaking
- Interview Skills
- Creating Effective Resume
- Ethics and Honesty
- Innovation and Creativity
- Emotional Intelligence , Leadership and Teamwork
- Problem Solving and Negotiation Skills
- Self-Awareness and SWOT Analysis

### **Entrepreneurship:**

- Business Plan: Concept and Elements of Business Plan
- Concept Introduction, Characteristics of Entrepreneurs
- Success and Failure's in Entrepreneurship
- Schemes for Entrepreneurship
- Bank Finance- Concept and Formalities
- Government of India Schemes for promoting entrepreneurship

### **Digital Literacy:**

- Basic Computer Skills ,
- Introduction to Internet and Digital resources for education
- Online platforms for learning and course available
- Information / Cyber Security

### **Financial Literacy:**



- Safe Banking Tips and Guidelines
- Financial management tips
- Investment, Insurance and Taxes
- Online Banking: NEFT, RTGS, IMPS, Net Banking, BHIM App,UPI, Aadhar Enabled Payment Systems, etc

#### **Evidence of Success -**

- The Soft Skills Development programmes have contributed significantly in developing the overall personality of the students. The student who underwent training in Soft skills has benefitted a lot from these training programmes. They got confidence to express themselves confidently. These students have shown leadership qualities by participating and conducting co-curricular and extension activities on the campus and outside the campus as well. These students also help the faculty in conducting workshops, seminars and other capacity building activities in the college. Several students participate in Various Innovative academic, cultural and sports activities as a result of the activities under soft skill development programme.

#### **Problems Encountered -**

- The lack of exposure to tribal students as they are the first learners in their families.
- The tribal students face the language problem as they speak tribal varieties of language at their home.
- The lack of confidence level in the students.
- Limited financial resources to conduct these activities.

#### **Resources Required -**

- Skill development center
- Computer laboratory/Language Laboratory/
- Well trained Faculties
- Resource persons from various fields
- Seminar/Conference Halls with LCD and internet facilities

## **Best Practices : 2**

**Title of the Practice:** Vidyarthini Manch (Women Empowerment Cell)

#### **Objectives of the Practice -**

- To organize activities for gender equity and women empowerment
- To create awareness about the legal rights of woman.
- To create atmosphere where girls fearlessly express themselves
- To develop personality of girls and make them self-reliant
- To sensitize students regarding gender equity,
- To arrange activities for self-employability and entrepreneurship.
- To organize activities in association with the university, National Commission for Women,



Maharashtra State Commission for Women and NGOs.

- To take efforts to make girl students financially, psychologically and emotionally empowered so as to promote their growth as individuals in their own right.

### **The Context -**

Indian society in spite of the constitutional provisions and other efforts by the social reformers, is mostly patriarchal. In rural and tribal areas this is very common that girls or women find secondary place in social, economic, political and cultural spaces. The place of women in Indian society is vulnerable. Therefore, women have been becoming victims of the patriarchy. They are exploited at various places from home to working place in spite of the governmental or non-governmental efforts to safeguard their rights. The educational institutes are the right places to empower the women in every respect. In this context Vidyarthini Manch has designed several women empowerment programmes for the overall development of the girl students. The girl students are required to have a separate platform to express freely and develop themselves holistically. Hence Vidyarthini Manch has been functioning to educate and empower the girls students on the campus.

### **The Practice -**

The Vidyarthini Manch (Women Empowerment Cell) is an active forum for the empowerment of girl students in the college. Since most of the students admitted in the college come from the rural and tribal background, the activities on gender sensitization and women empowerment are very necessary. Hence the college has set the following objectives at the core of the activities arranged under the Vidyarthini Manch.

- *Nirbhaya Kanya Abhiyan / Fearless Girl Campaign* is a platform for girls to realize their true potential, to empower themselves and live life fearlessly. The lectures, activities and workshops are organized in the college for girl students. The experts in various fields guide the students and the activities are mainly handled by the girls students.
- *Self-defence workshops* are organized for the girls students to protect themselves in the times of emergency from the sexual harassment, nuisances and eve-teasing with the basic tips of self-defence. The experts guide the students regarding the self-defence.
- *Gender Equity Seminars/Workshops* are arranged for sensitizing the students towards gender equity and women empowerment. The said seminar and workshops are arranged in association with National Commission for Women, Maharashtra State Commission for Women, Savitribai Phule Pune University and other NGOs.
- *Awareness about Cyber Crimes against Women:* The cyber crimes against women are growing in large numbers. The awareness about these cyber crimes and cyber security becomes essential. The college organizes the workshops on cyber security where experts from cyber cell are invited.
- *Health and Fitness of Women:* The activities under Vidyarthini Manch include the expert lectures and counselling sessions on the physical and psychological health of women. The doctors, psychiatrists and other health experts create health awareness among the girl students.
- *Women's Empowerment through Economic activities:* Considering the need of making women self-reliant and self-employable, the college organized seminars on Women Empowerment through Economic Activities, Gender Sensitization and gender equity.
- *Personality Development Workshops:* The college arranged personality development workshops for

girls students. The experts on the topic guide the students and also conduct activities to develop the overall personality of the girl students including communication skills , self-confidence, self-realization, self -esteem and self-reliance etc.

- *Awareness about the legal rights of the women:* The college has been arranging legal awareness programmes/ competitions in association with National Commission for Women since 2017.

#### **Evidence of Success -**

The various activities organized under Vidyarthini Manch /Women Empowerment Cell for the college girls students have been very useful in developing and empowering the girl students in all respects. The girl students have shown self-confidence, boldness and active participation in most of the activities due to the initiatives of Vidyarthini Manch. They got confidence, self respect, and also awareness about their right and status in the society. The girls have also expressed at various platforms the benefits of such activities in the college. The girls have shown leadership qualities in arrangement of various academic, co-curricular and cultural programmes in the college. The girls also lead the rallies, street plays, fundraising campaigns etc. The overall impact of the activities of the Vidyarthini Manch is very positive and fruitful.

#### **Problems Encountered and Resources Required -**

Since most of the girls come from rural and tribal families, they show unwillingness to participate in activities of the Vidyarthini Manch at the initial stages. But this problem is gradually disappears when they realize the importance of the activities organized under this forum. The financial resources required for these activities are mobilized from various sources like National Commission for Women, Maharashtra State Commission for Women, Savitribai Phule University and the funds of the institute. The college have sufficient human resources to arrange these programmes.

#### **Notes -**

The college is situated in tribal taluka of Nashik district and the girls students in majority case have illiterate parents. Against this background the activities of the Vidyarthini Manch contribute significantly in overall development of the girl students.

<b>File Description</b>	<b>Document</b>
Link for Best practices in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### **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:**

**Gender equity and Social Inclusiveness -**

Gender equality is the state or conditions that accords women and girls, men and boys, equality of human rights, socially valued goods, opportunities, and resources. It includes expanding freedoms and voice, improving power dynamics and relations, transforming gender roles and enhancing overall quality of life so that males and females achieve their full potential. Social inclusion seeks to address inequality and/or exclusion of vulnerable populations by improving terms of participation in society and enhancing opportunities, access to resources, voice and respect for human rights. It seeks to promote empowerment and advance peaceful and inclusive societies and institutions.

Without the gender equality and social inclusiveness, large sections of society will remain underdeveloped. Hence gender and social equity, awareness about the human rights, human values, social issues and problems are quite necessary. The educational institutes can play a vital role in bringing social change through proper thrust on such issues. The college plans and executes all the necessary activities to ensure gender equity and social inclusiveness. In fact, the very vision of the institute enshrines the idea of bringing light in the life of marginalized sections of the society.

People from socially backward class often get marginalized in terms of opportunities available for development, in spite of the fact that the population of backward classes is about 85% in the country. The development of nation is impossible without the development of all sections of the society. The gender equity and social inclusiveness are also the core principles of the constitution. The college has consciously undertaken the activities and programmes to inculcate the sense of gender equity among the students as well as society. The workshops, seminars and other activities have been arranged to create awareness about the importance of gender equity

- The state level workshop on "**Women Empowerment and Gender Equality in Rural Areas**" in association with **Maharashtra State Commission for Women**. The resource persons working in the field of women empowerment conducted the workshop and hence it proved to be very useful for girls and women participants.
- **Legal Awareness Programmes:** The examination to create legal awareness among girl students was conducted by the National Commission for Women, New Delhi.
- **National Seminar on Women Empowerment through Economic Development:** The empowerment of women is very crucial for healthy society. Providing women the platform to grow themselves is very necessary. The seminar on **Women Empowerment through Economic Development** with the financial support of National Commission for Women, New Delhi was very successful activity to create awareness among women about economic development, entrepreneurship and self-employment. The experts working in the field with a practical knowledge enlightened the girls and women who participated in the seminar. The feedback of the seminar was very positive and the girls and women expressed the feelings that they received very useful guidance regarding women empowerment through entrepreneurship.
- **Workshop on Human Values:** Love, Truth, Peace, Justice, Non-violence, respect, gratitude, Trust and other such human values need to be inculcated among the students so that the society of responsible, morally upright people can be created through education. The inculcation of human values in education has been propagated in all education policies designed so far. The human values are incorporated in various curricular, co-curricular, extra-curricular and cultural activities organized throughout the year. The workshops on human values are arranged for discussing the

core human values with the students and faculty. These values ultimately bring the elements of inclusiveness and the unity in the society and creates mutual respect for each other.

- **Human Rights Training Programme:** Human rights are important because they reflect the minimum standards necessary for people to live with dignity. The awareness about human rights also leads to good citizenship. It also helps to create socially inclusive society by respecting the existence and rights of others. The training on human rights is necessary for students to generate the sense of inclusiveness and social responsibility. The Basic Training Programme in Human Rights was organized with the financial support of National Commission for Human Rights, New Delhi. The resource persons working for the cause of human rights enlightened the students and other participants about the various aspects of human rights and need to respect the human rights of the less privileged in the society to bring their life to the level of the dignified citizen. The college also conducts sessions on human rights as a part of curriculum at postgraduate level.
- **Activities for Social awareness/inclusiveness:** The College organizes several activities with the purpose of creating social inclusiveness and social accountability. The College has majority of students from tribal communities and hence the tribal days and festivals are celebrated in the college. The needy tribal students are also given bicycles free so that they can attend college regularly. The activities conducted under NSS has also thrust upon creating social awareness about gender equity, constitutional rights, human values, citizenship etc. The voter awareness rallies to appeal people to join the process of democracy are arranged by the NSS volunteers. The blood donation camps, funds collection for flood affected, the eye check programmes for the people in villages are arranged with a purpose to sense of social inclusiveness and social responsibility. From local community running independent self help groups are involved in the seminars and workshops on the topics on women empowerment through economic development, and gender sensitization. The experts from the Health department of government are invited to create awareness among the about HIV/ AIDS and other health related issues.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The college is situated in tribal taluka ( Dindori) of Nashik district. Around 60% students admitted in the college are from the tribal communities. These students lack the required financial resources for getting good education. They often have to work as labourer to support their families financially. It affects their academic performance in school and colleges. When they join the college they often lag behind in their studies due to financial, social and linguistic problems. Hence the college needs to take extra efforts to help them to catch up with curriculum. They are often reluctant to participate in various activities of the college. But gradually the faculty members motivate them to participate actively in most of the academic, co-curricular and extra-curricular activities. By the time the students complete their degree they show good improvement in their personality , awareness, and capacities.

### **Concluding Remarks :**

K.V.N.Naik Shikshan Prasarak Sanstha's Arts and Commerce College provides quality education to the students of tribal and rural area in Nashik district of Maharashtra. The academic, co-curricular, research and extension activities conducted in the college are in tune with the vision and mission of the institute. . The infrastructure , teaching -learning, research and extension, student support, governance, institutional values and practices of the institute contribute in achieving the educational goals of the institute. The active involvement of all the stakeholders – the management, the students, the faculty, alumni, parents, etc- help in bringing the quality and excellence in education. The college mainly focuses on the skill development, entrepreneurship, social awareness, enlightenment , citizenship , human values and social service.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : The recommended input is as per the clarification provided by HEI.</p>																																								
2.1.1	<p><b>Average Enrolment percentage (Average of last five years)</b></p> <p><b>2.1.1.1. Number of students admitted year-wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>869</td> <td>821</td> <td>854</td> <td>877</td> <td>934</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>460</td> <td>464</td> <td>453</td> <td>457</td> <td>457</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1440</td> <td>1440</td> <td>1440</td> <td>1380</td> <td>1320</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>540</td> <td>540</td> <td>540</td> <td>540</td> <td>480</td> </tr> </tbody> </table> <p>Remark : No. of the sanctioned seats and admitted no. of students in each program in each year is considered.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	869	821	854	877	934	2019-20	2018-19	2017-18	2016-17	2015-16	460	464	453	457	457	2019-20	2018-19	2017-18	2016-17	2015-16	1440	1440	1440	1380	1320	2019-20	2018-19	2017-18	2016-17	2015-16	540	540	540	540	480
2019-20	2018-19	2017-18	2016-17	2015-16																																					
869	821	854	877	934																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
460	464	453	457	457																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
1440	1440	1440	1380	1320																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
540	540	540	540	480																																					
2.1.2	<p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)</b></p>																																								

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
281	281	281	281	249

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
139	177	170	163	168

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 28

Answer after DVV Verification: 24

Remark : The recommended input is as per the mentors appointment letter of 2019-20 uploaded by HEI.

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

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 145

Answer after DVV Verification: 138

Remark : As per the metric and documents provide physical director and librarian should not be considered under this metric, DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.50	3.49	0.75	1.40	0.40

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.50	3.49	0.0	2.15	0.0

<p>3.1.3</p>	<p><b>Percentage of departments having Research projects funded by government and non government agencies during the last five years</b></p> <p>3.1.3.1. <b>Number of departments having Research projects funded by government and non-government agencies during the last five years</b> Answer before DVV Verification:</p> <table border="1" data-bbox="304 472 1046 607"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 685 1046 819"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>3.1.3.2. <b>Number of departments offering academic programmes</b> Answer before DVV Verification:</p> <table border="1" data-bbox="304 898 1046 965"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	1	1	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	0	2	0	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																											
1	1	1	1	1																											
2019-20	2018-19	2017-18	2016-17	2015-16																											
1	1	0	2	0																											
2019-20	2018-19	2017-18	2016-17	2015-16																											
<p>3.2.2</p>	<p><b>Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years</b></p> <p>3.2.2.1. <b>Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years</b> Answer before DVV Verification:</p> <table border="1" data-bbox="304 1245 1046 1379"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>34</td> <td>31</td> <td>24</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1458 1046 1592"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>11</td> <td>14</td> <td>9</td> <td>12</td> </tr> </tbody> </table> <p>Remark : Recommended input is provided as per the clarification received from HEI, only the workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years are considered.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	40	34	31	24	30	2019-20	2018-19	2017-18	2016-17	2015-16	15	11	14	9	12										
2019-20	2018-19	2017-18	2016-17	2015-16																											
40	34	31	24	30																											
2019-20	2018-19	2017-18	2016-17	2015-16																											
15	11	14	9	12																											
<p>3.3.1</p>	<p><b>Number of Ph.Ds registered per eligible teacher during the last five years</b></p> <p>3.3.1.1. <b>How many Ph.Ds registered per eligible teacher within last five years</b> Answer before DVV Verification : 28 Answer after DVV Verification: 25</p> <p>3.3.1.2. <b>Number of teachers recognized as guides during the last five years</b> Answer before DVV Verification : 5</p>																														



Answer after DVV Verification: 3

Remark : Number of Ph.Ds registered per eligible teacher are considered during assessment period only. Inputs are recommended accordingly.

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
34	40	38	28	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
24	44	27	13	1

Remark : Recommended input is considered for the publication data of preceding calendar year(1st Jan to 31st Dec).

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
34	19	08	33	40

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
18	5	4	10	6

Remark : Recommended input is considered for the publication data of preceding calendar year(1st Jan to 31st Dec).

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
33	40	47	43	42

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8	12	10	11	10

Remark : Only the extension and outreach programs conducted by institution during the last five years should be considered. Recommended inputs are provided accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2478	3097	3153	2899	2403

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
640	740	794	540	599

Remark : Only the extension and outreach programs conducted by institution during the last five years should be considered. Recommended inputs are provided accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	1	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Copies of collaboration/relevant supporting documents are missing.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	0	0	0

Remark : Only those MOUs should be considered as functional MOU under which at least one activity has been conducted. Inputs are recommended accordingly.

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

**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 16

Answer after DVV Verification: 8

Remark : Only classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. should be considered.

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

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

Answer before DVV Verification : 39

Answer after DVV Verification: 9

Remark : HEI has not provided certified e copy of the ledger for footfall, the recommended input is based on the document(Issued materials from library) attached for 5 days.

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

**5.1.2.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government**

**schemes for reserved categories)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
152	136	211	251	189

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Recommended input is as per the supported document provided by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1434	1021	1430	749	386

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
899	770	768	749	386

Remark : As per the info provided by HEI inputs are recommended.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
828	673	717	736	715

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
19	17	19	17	16

Remark : All activities conducted under an event should be counted as one event. Recommended

inputs are provided accordingly.

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

**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:

2019-20	2018-19	2017-18	2016-17	2015-16
6	2	0	3	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	0	2	4

Remark : Multiple counting of teachers provided with financial support in same academic year should be avoided. The inputs are recommended accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
35	10	2	4	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	2	3	1

**6.5.3 Quality assurance initiatives of the institution include:**

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

	<p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : As per the info provided by HEI, inputs are recommended.</p>
7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Environment audit</b></li> <li>4. <b>Clean and green campus recognitions / awards</b></li> <li>5. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D.1 of the above Remark : HEI has provided the internal audit reports which should not be considered, DVV input recommended accordingly</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>104</td> <td>113</td> <td>113</td> <td>113</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>113</td> <td>113</td> <td>104</td> <td>96</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	96	104	113	113	113	2019-20	2018-19	2017-18	2016-17	2015-16	113	113	113	104	96
2019-20	2018-19	2017-18	2016-17	2015-16																	
96	104	113	113	113																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
113	113	113	104	96																	
2.2	<p><b>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>281</td> <td>281</td> <td>281</td> <td>281</td> <td>249</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>280</td> <td>280</td> <td>280</td> <td>280</td> <td>249</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	281	281	281	281	249	2019-20	2018-19	2017-18	2016-17	2015-16	280	280	280	280	249
2019-20	2018-19	2017-18	2016-17	2015-16																	
281	281	281	281	249																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
280	280	280	280	249																	
2.3	<p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p>																				

2019-20	2018-19	2017-18	2016-17	2015-16
160	179	177	155	193

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
168	193	195	183	221

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28	28	26	25	23

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
26	26	24	23	21

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28	28	26	26	24

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
27	27	25	26	22

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 21

Answer after DVV Verification : 13

4.3 **Number of Computers**

Answer before DVV Verification : 41

Answer after DVV Verification : 27