



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

LATE SOW SHESHABAI SITARAM MUNDHE ARTS COLLEGE GANGAKHED

**MAULI NAGAR, BEHIND BANJARA COLONY, GANGAKHED DIST. PARBHANI
431514**

www.ssmartcollege.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Late Sow Sheshabai Sitaram Mundhe Arts College, Gangakhed is established in the year 1995 with the Motto of the College, “? ?? ??????? ?????? ?????????? ??????????” (Na hi dnyanen Sadrisham Pavitra mih vidyate) as said in the *Bhagvat Gita* which means, "Nothing is as sacred as knowledge in this world." The college is run by Yuvak Vikas Shikshan Prasarak Mandal, Pimpaldari Tal Gangakhed Dist. Parbhani. A socially committed, educated, and visionary personality Hon. Shri. Dnyanoba Mundhe alias *Bhai* is the founder president of the Yuvak Vikas Shikshan Prasarak Mandal. He belongs to a rural and educationally backward region. The problems faced by him during his education life compel him to uplift the needy people of the area. He commits to the development of the region and started educational institutes. Bhai is a visionary person and works as a social worker, politician, Leader of formers, Librarian, and also President of Maharashtra Scout Guide. To commemorate his mother who died after a few months after Bhai's birth, the education society gave her name to the college. This institute is affiliated with Swami Ramanand Teerth Marathwada University, Nanded. The college is a single faculty college and offers Under Graduate Programme namely Bachelor of Arts. The colleges maintain the academic standard and quality in offering higher education to rural as well as economically backward areas and meet the challenges that confront the system.

For the accreditation first cycle, the Self Study Report represents the core function and activities of the college and highlights the quality sustenance and enhancement of the college for the past five years.

Vision

“To provide Higher Education to the youth to make them Self-reliant, Humane and Democratic Citizens of the Society.”

Mission

“To Uplift the Socially and Economically Backward Youth by bringing them into the Mainstream of Education and make them able Citizens of the Society to face every Challenge in a Democratic way.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The College has its own building and adequate ICT-enabled infrastructure.
2. Nine faculty members hold Ph.D. degrees and three faculty members are research guides in their respective disciplines.
3. Three faculty members are members of the Board of Studies
4. The college is recognized under sections 2(f) and 12(b) of the UGC Act and permanent affiliation.
5. The college has Digital Language Lab and a well-equipped Library.
6. The strength of girl students is satisfactory.
7. The College has MoU with Lions Club and UGC-Paramarsh Scheme.
8. The Whole Campus is under CCTV surveillance.
9. 93% of teaching posts and 100% of non-teaching posts are filled.

Institutional Weakness

1. Lack of hostel facility for students and quarters for staff.
2. Lack of non-salary grants from the government.
3. Limited placement of arts graduates in comparison with other professional courses.
4. The scope for research is limited as the college pursues undergraduate studies only
5. The majority of students are belonged to the working classes and from Economically Backward areas
6. Lack of Gym facilities for the staff and students.
7. Lack of Indoor game facility.

Institutional Opportunity

1. To start all PG Courses program in the Arts faculty
2. To upgrade our college according to NEP-2020.
3. To introduce Need-based extension programs.
4. To promote research culture among students.
5. To enhance the skills of the students through Skill Enhancement Course.
6. Develop ICT-based learning skills among students
7. To establish more linkage with Industries and job-providing agencies.

Institutional Challenge

1. To create self-employment and employment opportunities in private and public sectors for Arts Graduates.
2. To establish linkages with industries and another academic institutes.
3. To bring the students who belong to working classes and from rural and Economically Backward areas

into the mainstream of education.

4. To enable ICT-based learning skills among students.
5. To create environmental awareness to save and conserve nature.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is a single faculty college and is affiliated with the parent university, Swami Ramanand Teerth Marathwada University, Nanded since 1995. The parent university plays a major role in the curriculum design and development as per the UGC guidelines and the college strictly implements it. The University conducts workshops for teachers whenever there is an upgrade/change in syllabus and the college teachers take part in the workshops. Three teachers of the institute are the members of Board of Studies in the University in which they are directly involved in designing and developing the curriculum. Two faculties are members of BoS, Dr. B.A.M.U., Aurangabad and one faculty is a member of BoS, S.R.T.M.U., Nanded.

The principal calls meetings of teaching faculties at the beginning of every academic year and gives guidelines regarding the curriculum, academic planning, and teaching plan for effective teaching-learning and completing the syllabus in a given time. In the meeting, IQAC and NAAC cells help the teaching faculties to prepare academic calendars and enable the faculties to use ICT in the teaching-learning process. The university introduced a choice-based credit system (CBCS) pattern that has been adopted in all the programs from the academic year 2016-17. In the academic year 2017-18, the university introduced Skill Enhancement Course (SEC). The college effectively implemented the courses. From the current academic year: 2021-22, the college has started two add-on certificate courses in economics and Marathi. The college has adequate ICT-based infrastructure and teachers and the learners are motivated to use it to enhance the teaching-learning process. Some departments organize study tours for experiential learning. Environment Study is a compulsory subject for BA Third Year students and the students have to complete projects related to environmental issues.

The teachers take informal feedback from the students and parents regarding the curriculum and discussed it with the principal and HoD in the meeting. The principal gives guidelines to the HoD and the teachers based on the discussions on the feedback. This process helps to enhance the teaching-learning process. The prime objective of the college is to encourage the teachers to follow the student-centric method and make active involvement of the learner.

Teaching-learning and Evaluation

The college follows the rules and regulations of UGC, State Government, and University for the admission of the students. The college ensures transparency in the admission process by publishing an updated prospectus. It consists of detailed information about the college, eligibility criteria, admission process, a course offered, rules, regulations, and code of conduct for students. The college has a website and the prospectus and the notices regarding the admission process have been updated regularly during the admission process. The college runs only Arts Faculty and admissions are given on a 'first come first serve' basis. The teaching plan is prepared

according to the academic calendar. Every teaching faculty maintains a daily teaching record. The college has qualified teaching staff devoted to teaching and has satisfactory research contributions. Faculty members are consistently engaged in research and regularly attend seminars, conferences, and workshops to get up-to-date with advanced knowledge for effective teaching. The college has allowed all faculty members to participate in Orientation Courses, Refresher Courses, and short-term courses.

The college has adequate ICT-based infrastructure and the teachers, as well as students, use it to enhance the teaching-learning process. The college tries to bring the slow learners in the mainstream of the learning process by extra coaching and tries to quench the knowledge thirst of advanced learners by giving them advanced guidance. To develop the hidden skills of the learners, the college encourages the learners to take part in co-curricular and extra-curricular activities conducted by the college. The prime focus of the college is the holistic development of the learners which is from the rural and economically backward. The college encourages the teaching staff to use the student-centric teaching method. The college takes the efforts to nurture critical thinking and creativity and in developing scientific temper among the students by providing various opportunities.

The learners are made aware of the program outcomes, course outcomes, and evaluation patterns by displaying notices on the notice boards and publishing them on the college website. The college has an examination committee that conducts examinations. At college level queries regarding internal examination, the college has a Grievances Redressal Cell.

Research, Innovations and Extension

The college has a Research Committee that encourages the faculties to contribute in research. The research committee monitors and addresses the issues of research and promotes the faculties to write books, and research papers and complete their Ph.D. degrees. Many of the faculties of the existing staff have completed their M. Phil., Ph.D. degree & NET/SET qualifications. Out of fourteen regular faculties, eight faculties are M.Phil. & Ph.D. degree holders, one M.Phil., Ph.D., & SET, and one M.Phil. Degree holder and registered for Ph.D., Two SET/NET qualified and registered for Ph.D., one faculty has submitted Ph.D. Thesis and one faculty have registered for Ph.D. Degree. Three of the total faculties are recognized as research guides of the parent university. Six research scholars are awarded Ph.D. Degree under the supervision of Principal Dr. B.N Dhakne & three research scholars is working under the supervision of Dr. Rajiv N. Aherkar. The faculties published books and regularly engaged in research activity by contributing research papers in research journals. The students are encouraged to take research projects in the Environment Study subject which is compulsory for B.A. Third Year. The college tries to inculcate the value of research among the students through the assigned research projects. The wallpaper gives the learner a platform to express her/his creative and innovative ideas.

The college conducts extension activities through NSS Unit, Sports Unit, Cultural Committee, and the MoU as well as Collaborations with the NGOs and other institutes. NSS unit organizes various programs and rallies such as the adaptation of a village for a special camp, Awareness rallies, *Swachha Bharat Abhiyan*, tree plantation, etc. The college has MoU with Lions Club Gangakhed Town which organized various programs

including the eye screening camp, blood donation, free meals, and tree plantation, for the needy people. The college faculties are active members of the Lions Club and contribute through their active participation. Several such programs inculcate the values of national integration, honesty, work ethics, social service and leadership development, etc. among the students.

Infrastructure and Learning Resources

The college is located in semi-urban area and has to give its best to the learners. The governing body always strives to provide adequate infrastructure and ICT based learning resources to meet the present need in the light of the vision, mission and goals of the college. College received additional grants from UGC and has been used to enhance the teaching learning process. The college has separate first floor where teaching halls, Administrative section with separate Principal's cabin, Language Lab, library section, separate departments, Seminar Hall, Ladies room and Toilets are available. The whole campus is under CCTV prevalence. The college has Water purifier, water cooler, own bore-well, power back-up (inverter as well as generator), interactive board, projectors, wi-fi facility, Led bulbs, water conservation and rain harvesting system, computers, printers, Xerox machines, sound system, Sports and games resources, office software, English Language Learning software (DLL), Library with E-Granthalay Software and N-List subscription, playground.

The college has a well-maintained campus spread over 6.13 acres of land. The main campus spread nearly 1 Acre and however, its built-up area is 1686.638 square meters. The campus and the classrooms have adequate space, full ventilation and light. Border of the ground as well as the free space of the campus is used for plantation to make the campus green and healthy. The college also provides facilities to Divyanjan/ differently abled person by providing ramp, wheelchair, walker etc. and sanitary napkin machine. The college has lift provision also.

The college has organised system to maintain infrastructure and learning resources through the committees like the CDC, the IQAC, the Purchase Committee, the Maintenance Committee, the Library Advisory Committee etc.

Student Support and Progression

The college tries to inculcate among the learners the five core values focused by the NAAC. The college motivates the teaching faculties to practice student centric teaching-learning method and enable the learner to take active part in teaching – learning process. One of the challenges of the college is to motivate the learner to take higher education for that the faculties personally arrange counselling sessions. The college appointed Nodal Officer who helps the learners to get Scholarships of the Government and solve the problems of the

students. The student Welfare Committee helps the needy learners by giving them economic help from the some voluntarily collected from the college employees. The college gives TA/DA to the students who participate in various sports, games and other activities organised by the universities and other institutes. The free study notes as well as xerox facility is also given to the learner. The college tries for holistic development of the learner for that the students are encouraged to take active part in the activities organised by the NSS unit, Sports Unit, Cultural Committee and other departments. The college has Competitive Examination Cell which helps the learners regarding the competitive exams as well as their career. To take into consideration of all the queries of the learner, the college provides complaint box, feedback system and students registered students alumni. The college has students Grievances Redressal Committee, Anti-Ranging Committee and Sexual Harassment Committee to support the learners and solve their problems.

The maximum learners are from rural, hill and dry background and economic weakness of the family enable the learner to get job or work to his/her hands. So the maximum number of the learners try to get jobs in the Police, Forest, Army, teaching field etc. and they succeed. The students apply for higher studies and join the Post-Graduate programmes.

Governance, Leadership and Management

The Governing Body of the college is the highest decision making authority which plays the leading role in the governance and management of the college. The Management, the College Development Committee (CDC), Principal, the teaching, non-teaching staff and students play vital role to provide quality education and designing plans of the college in accordance with the vision, mission and objectives of the college. The principal and the faculty members plan and execute the curricular, co-curricular, and extra-curricular activities. The college has established the IQAC for quality assurance. For financial transparency, the college maintains audit record every year done through by authorized chartered accountant, S R. Gundelwar, Chartered Accountant, M.No. 30207 UDIN No. 21030207AAAAHQ4229, The Principal takes care to implement the UGC, Government and University circulars, schemes of the college for the development of the college, staff and the learners. The N.S.S., the Sports and the Cultural Committee organize various activities to inculcate leadership qualities among students. The promotion of faculty members under Career Advancement Scheme (CAS) is passed through IQAC. The teaching, non- teaching staff members and students are representatives on CDC.

The founder president of governing body, Yuvak Vikas Shikshan Prasarak Mandal (YVSPM) is former Librarian, ex-member, Management Council, Dr. BAM University, Aurangabad) and ex-Member Senate, SRTM, University, Nanded, State President of Rastriya Kisan Morcha, ex-President, Maharashtra Scout and Guides etc. He always encourages students to develop their skills by taking higher education and give the best to the society. The college Principal is running Vice-President, Prachary Mahasangh, Director, SRTMU, Nanded Prachary Mahasangh, Secretary, Libraries, Sonkhed, Dagadwadi, Kendrewadi, Kopdev, Hipparga and Thodga Tal Ahmedpur Dist Latur, Sarpanch of group Grampanchayat Sonkhed-Mankhed-Patoda, Director, Vividh Karykari Society, Sonkhed-Mankhed-Patoda, President, Zone Chairperson, Cabinet Officer, Lions Club Gangakhed Town.

Institutional Values and Best Practices

The college tries to inculcate value-based education among the learners in accordance with the vision, mission, and goals of the college. The college has adopted many innovative practices for the holistic development of the learners. In addition to regular class teaching, study tours and field visits are arranged by some departments. The college celebrates national and international commemorative days, events, and festivals as per the guidelines of the government and university. The Code of Conduct is displayed on the college website. The college tries to inculcate the value of unity in diversity, constitutional obligations, human values, professional ethics, environment, sustainability, etc. through the organization of various activities and best practices conducted by the college through various departments.

Environment Awareness: plantation of trees, water conservation, rainwater harvesting, reuse of wastewater, use of dust bin, plastic use ban, etc.

Gender Sensitisation: Jaagar Janivancha, a street play performed by the students in the academic year 2013-14. Anti-raging cell, Sexual Harassment cell

Aids Awareness : organized by NSS Unit.

Human Value: The college inculcates human values through teaching, conducting activities through NSS and cultural programs, and guest lectures.

Social Harmony: Celebrates birth and death anniversaries of national and international icons, the celebration of national and international days, events and festivals, and the organization of guest lectures on burning issues.

Constitutional Obligation: code of conduct is displayed on the college website and notice board

Energy Saving System: Led electric bulb

Best Practices:

1. Economic Help to the Needy Students
2. Adaptation of a Village by NSS Unit
3. Mentor-Mentee Scheme
4. No Vehicle Day
5. Use of Khadi
6. Green and Clean Campus
7. Birthday Celebration of the Students

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|----------------------------------------------------------------------|
| Name | LATE SOW SHESHABAI SITARAM MUNDHE ARTS COLLEGE GANGAKHED |
| Address | Mauli Nagar, Behind Banjara Colony, Gangakhed Dist. Parbhani |
| City | GANGAKHED |
| State | Maharashtra |
| Pin | 431514 |
| Website | www.ssmartcollege.co.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------|-------------------------|------------|-----|----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Dhakne B. N. | 02453-205702 | 7796101077 | - | principal225@srtm un.ac.in |
| IQAC / CIQA coordinator | Kendre A. B. | 02453-202702 | 9421789934 | - | ashokb.kendre@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 | 17-09-1995 |

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

| State | University name | Document |
|-------------|---------------------------------------------|-------------------------------|
| Maharashtra | Swami Ramanand Teerth Marathwada University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 09-08-2004 | View Document |
| 12B of UGC | 20-10-2011 | View Document |

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

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

Details of autonomy

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

Recognitions

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

| Location and Area of Campus | | | | |
|------------------------------------|--------------------------------------------------------------|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Mauli Nagar, Behind Banjara Colony, Gangakhed Dist. Parbhani | Urban | 6.13 | 1686.638 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|-------------------------------------------------------------------------------------------|------------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Economics | 36 | HSC | Marathi | 360 | 100 |
| UG | BA,English | 36 | HSC | English | 360 | 191 |
| UG | BA,English | 36 | HSC | English | 360 | 15 |
| UG | BA,Hindi | 36 | HSC | Hindi | 360 | 72 |
| UG | BA,Hindi | 36 | HSC | Hindi | 360 | 47 |
| UG | BA,History | 36 | HSC | Marathi | 360 | 120 |
| UG | BA,Library And Information Science | 36 | HSC | Marathi | 360 | 0 |
| UG | BA,Marathi | 36 | HSC | Marathi | 360 | 72 |
| UG | BA,Marathi | 36 | HSC | Marathi | 360 | 119 |
| UG | BA,Philosophy | 36 | HSC | Marathi | 360 | 40 |
| UG | BA,Physical Education | 36 | HSC | Marathi | 360 | 15 |
| UG | BA,Political Science | 36 | HSC | Marathi | 360 | 146 |
| UG | BA,Public Administration | 36 | HSC | Marathi | 360 | 50 |
| UG | BA,Sociology | 36 | HSC | Marathi | 360 | 100 |
| UG | BA,Environmental Studies | 36 | HSC | Marathi | 120 | 44 |
| UG | BA,Soft Skill | 12 | HSC | Marathi | 120 | 60 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|-----------------------------------------------------------------|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 15 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 2 | 0 | 14 |
| Yet to Recruit | 0 | | | | 0 | | | | 1 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|-----------------------------------------------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 8 |
| Recruited | 8 | 0 | 0 | 8 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 2 | 0 | 10 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| UG | Male | 144 | 0 | 0 | 0 | 144 |
| | Female | 91 | 0 | 0 | 0 | 91 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC | Male | 12 | 21 | 17 | 27 |
| | Female | 13 | 18 | 23 | 19 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 7 | 7 | 12 | 10 |
| | Female | 2 | 3 | 3 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 72 | 108 | 112 | 100 |
| | Female | 52 | 66 | 68 | 79 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 34 | 29 | 19 | 17 |
| | Female | 24 | 27 | 20 | 23 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 2 | 6 | 5 | 4 |
| | Female | 2 | 2 | 1 | 7 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 220 | 287 | 280 | 287 |

Institutional preparedness for NEP

| | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Multidisciplinary/interdisciplinary: | The multidisciplinary / Interdisciplinary approach is a new approach that allows the learners to explore and study distinct subjects or curricula from various fields. The institute runs one undergraduate three |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>years program i.e. Bachelor of Arts. The parental University, Swami Ramanand Teerth Marathwada University, Nanded introduced a Choice-based Credit System (CBCS) from Academic Year 2016-17. In the same year, the university introduced Skills Enhancement Course and made it compulsory for all the affiliated colleges at Undergraduate Level. The student has the option to opt for any of the subjects as their skill enhancement course. The student can carry the credits earned under this course that can be calculated for the final degree. In this way, the student has mobility from one subject to another subject. Besides compulsory English and Marathi or Hindi as Second Language, the learners have the choice to select the optional subjects of their interests out of Eleven Subjects. Environmental Science is a compulsory subject for third-year students. The Management of the institute is ready to work according to the NEP-2020 Guidelines and to start new courses as per the interest of the learner.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>As the University Grants Commission (UGC) has requested all universities to allow credit transfer to the student's academic records for courses taken on the Study Webs of Active Learning for Young Aspiring Minds, the parental university started a Choice-based Credit System (CBCS) and provides the links of SWAYAM/NPTEL (https://srtmun.ac.in/en/swayam-nptel.html) for learners. The college teachers also share the information with the learners while delivering lectures. The faculties also share the website (https://www.abc.gov.in/) with the learners. The institute runs the Three Years Under Graduate Programme (Bachelor of Arts) which is 100% based on CBCS Pattern. Dr. Rajiv N. Aherkar participated in UGC sponsored NEP-2020 workshop on Academic Bank of Credits organized by UGC-HRDC, Dr. H. G. University, Sagar (MP).</p> |
| <p>3. Skill development:</p> | <p>During the academic year 2021-22, the Institute started two (02) Add-on Certificate courses. The Department of Economics started Cashless Transaction and the Department of Marathi started ??????, ?????? ?????? ? ?????????????? ?????? (Sambhashan Kaushalya v Vyaktimatva Vikas). The institute has Language Lab with 20 + 1 computers for learners. The learners use the computers to get information regarding skill-based courses. They</p> |

| | |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>watch videos based on skill development. The college has Digital Language Lab Software to learn English Language Communication. The college will start skill-based courses as per the demands of the learner. The faculties give information to the learners about the courses conducted by Infosys, NPTEL, Swayam, etc. The college faculties, Dr. Rajiv N Aherkar and Dr. Subhash R. Yadav completed courses conducted by the Swayam, and Dr. Rekha R. Bane and Mr. Sidharth B. Shinde completed courses conducted by NPTEL.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The college has eleven (11) Departments. The college faculties use Marathi, Hindi, and English Languages while delivering lectures. During the process of teaching-learning, the teachers share their knowledge about the rich heritage of India using online videos. The learners are provided the links to the videos based on the cultural values and heritage of India. Marathi Department celebrates Marathi Bhasha Sanvardha Padharwada and Marathi Bhasha Gaurav Din to encourage the students to use Marathi Language. The students are introduced to the Ancient History of India and forts using videos available on YouTube and the students learn to use the links to understand History of India. The college has not started any online courses but the learners are given the references about the SWAYAM, NPTEL, and INFOSYS which conduct the online courses. The college has the ability to start the online courses based on Indian Culture, and Languages (Hindi/Marathi) as per the demands of the students. The Department of Philosophy and English are jointly willing to start an open online Add-on Certificate course, 'Karmwad reflected in the Shrimadbhagwadgita'.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The outcome-based education (OBE) gives emphasis on what skills and knowledge they need to have when they leave the school system. The institute clearly indicates the programme outcomes and course outcomes to the learners at the beginning of the programme and the course through the lectures and displays on the college website. The university also provides the programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (Cos) in the syllabus designed by the board of studies of the various subjects (https://srtmu.n.ac.in/en/syllabi/13768-faculty-of-humanities.html).</p> |

| | |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>The outcome of education is tested through the analysis of feedback collected from the students and the alumni. Employability and self-employment also help to test the outcome of education. The institute prepares to start new courses (Diploma/Certificate) which will open the job opportunity and self-employment.</p> |
| <p>6. Distance education/online education:</p> | <p>During the Pandemic period due to Covid-19, the institute realized the importance of distance and online mode of education. Besides, poor Net connectivity and response from the students, the institute managed to conduct online classes using platforms like, Google Meet, Google classroom, Zoom, YouTube, Whatsapp, and Facebook. The faculty provides notes to the students in pdf and hard copies through the platforms used. Many faculties attended online Faculty Development Courses during the Pandemic period and experienced the benefits of online education. They share their experience with the students to motivate the students to participate in Distance Education/ online Education and give information regarding the courses conducted by Infosys, NPTEL, Swayam, etc.</p> |

Extended Profile

1 Program

1.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 540 | 540 | 540 | 540 | 540 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15 | 15 | 15 | 15 | 15 |

2 Students

2.1

Number of students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 220 | 287 | 280 | 287 | 208 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 180 | 180 | 180 | 192 | 186 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 60 | 66 | 71 | 32 | 25 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 14 | 14 | 12 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15 | 15 | 15 | 15 | 15 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 11

4.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.67095 | 4.49018 | 1.76902 | 7.84240 | 1.20344 |

4.3

Number of Computers

Response: 35

4.4

Total number of computers in the campus for academic purpose

Response: 21

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 Institution ensures effective curriculum delivery through a well-planned and documented process.

Curriculum Design and Affiliation: The institute is affiliated to Swami Ramanand Teerth Marathwada University, Nanded. The curriculum is designed by the Board of Studies and is made available to affiliated colleges for implementation. The institute tries to deliver the curriculum effectively through a well-plan using traditional as well as student-centric teaching methods.

Teaching Plan & Academic Calendar: At the beginning of the academic year, the Principal calls the meeting of the staff members for effective implementation of the curriculum. In the meeting, he motivates the teacher for a good beginning. He also asks to upgrade their teaching methods by using innovative teaching methods in the class. The timetable and workload committee frames time table. Daily teaching Diary (DTD) & Attendance Register are given to all the faculties. Choice Based Credit System (CBCS) is introduced by the university and college as well as individual department regularly monitors the usefulness of the CBCS courses. As per the university, our college conducts internal assessments of the students by conducting written tests, home assignments, and seminars for the students. Apart from regular and traditional teaching methods, faculties impart the curriculum through innovative teaching methods such as assignments, group discussion, seminars, use of ICT, Language Lab, etc. Faculty members take the utmost care to complete the syllabus in time. The learners are encouraged to meet faculty beyond classroom hours for doubt-clearing and curricular discussions. Departments invite external experts for guest lectures and evaluations to ensure the quality of education, and objectivity in the teaching-learning processes. During the pandemic caused by the virus, Covid-19, besides weak connectivity, the teaching departments conducted online classes using Google meet, Zoom Meeting, and Youtube, and teaching notes were given to the learners using Whatsapp, Google Classroom, etc.

Upgradation of Infrastructure & Teaching-Learning Resources: The institution always upgrades faculty, infrastructure, and teaching-learning resources. Faculties take part in Faculty Development Programs, and infrastructure and teaching-learning are continuously being upgraded to meet the needs of changing curriculum and pedagogy. The college has well-equipped classrooms. Our college has seven projectors, Language-cum-Computer Lab facility for the use of faculty as well as students. The library is well-stocked and computerized which gives the opportunity to assess various web-based facilities, National and International online databases. Faculty members also guide and provide books to the learners.

Review: To ensure effective curriculum delivery of each subject, continuous evaluation and internal assessment are carried out through presentations, assignments, and internal tests. The learning process of students is assessed. The faculties are always in touch with the learners and guide the learners as per their needs. In addition to the above-mentioned measures, the college collects feedback from the learners on curricular issues. Principal and the IQAC cell call meeting at the beginning and three weeks before the end of the semester regarding the completion of the syllabus and give suggestions to the teachers. Teachers submit BPAS-API to the IQAC.

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

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

Response:

Yes, the institute adheres to the academic calendar including for the conduct of CIE.

The parent university declared the *Academic Calendar* at the beginning of every academic year. Affiliated colleges have to follow the Academic Calendar given by the university. However, the college prepares its own academic calendar under the guidelines of the University calendar. At the beginning of the academic session, the academic calendar is prepared by the Time Table Committee headed by the Principal in consultation with Heads of the Departments. The calendar is uploaded on the college website and it is displayed on notice boards. Being affiliated with the university, the college follows the examination and evaluation pattern prescribed by the parent university. For the smooth conduct of CIE, the college has an Examination Committee which takes care of the schedule of external as well as internal examinations.

Academic Calendar: At the beginning of the academic year, the college academic calendar gives a clear idea of Annual Working Periods, Curricular, Co-curricular, Extra-Curricular, and CIE programs which will be implemented in the academic year. The College follows the guidelines of UGC as well as the university regarding working periods for the teachers. Teaching dairy includes a plan of the teaching-learning process, internal evaluation, and execution of the curricular activities. Co-curricular activities include unit tests, assignments, projects, seminars, group discussions, and study tours conducted by the teaching departments. Extra-Curricular Activities include the celebration of anniversaries of national icons and activities conducted by the NSS and the Cultural Committee.

Continues Internal Evaluation (CIE): The College faculties attend the workshops on the new syllabus organized by the university and informally meet the members of the Board of Studies and discuss with them the changes in the curriculum and examination patterns of the concerned subjects. In the Academic year, 2020-21 the affiliating university has introduced new exam reforms by introducing CBCS and Internal Evaluation pattern with a marking scheme of 50 + 25 for UG. 50 marks for the end semester examination (ESE) and 25 marks for CIE. For CIE, the college conducts a Class Test of 10 marks +

Tutorial /Project/Seminar of 15 marks. These reforms are sincerely implemented by the college. For the summative approach, common tests are conducted in college. From these tests, the students get a clear idea to improve their performance for the final examination. These evaluation approaches proved positive impact on the learners. The college tries to maintain transparency in the internal assessment. After preparing the evaluation report, the subject teacher submits it to the Examination Cell of the college. For transparency, Examination Committee clears the grievances raised by the students regarding CIE. In such a case, necessary corrections are made and the revised result is submitted to the Examination Cell for necessary action.

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

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

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

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: 15

| File Description | Document |
|----------------------------------------------------|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|-------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |

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: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

1.3 Curriculum Enrichment

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

Response:

All departments in the college have courses in their curriculum which integrate cross-cutting issues relevant to Professional Ethics, Gender, Human Values Environment, and Sustainability, and various programs arranged by the institute contribute to sensitizing students to these cross-cutting issues.

Professional Ethics: Ethics plays a vital role in Education because it is the discipline of dealing with good and bad with commitment and moral duty. Ethics impacts the behavior and permits teachers as well as learners to make the right options. The University introduced the paper on Ethics, Soft Skills & Life Skills for UG Students. The parental university has described Skill Enhancement Course (SEC) to inculcate professional values in the personality of students. Teachers inculcate the value of professional ethics while delivering the content of the course.

Gender Equality: The College is Co-education College, so the college takes care of gender equality by providing equal opportunity to both boys and girls. Ladies staff, as well as Girl students, are appointed to decision-making bodies of the college. The college has Anti-Ragging cell, Sexual Harassment Cell and Grievance Redressal Cell. The NSS unit conducts programs for girl students such as women empowerment, female feticide, Women's safety, self-defense, health check-up, and personality development for boys and girls. University introduced the Indian Government and Politics course which deals with gender equality. In the literature of Marathi, Hindi, and English gender issues are tenderly revealed to the learners through poetry, novels, and drama.

Human Values: Human values inculcate in the learners through wall-papers, slogans, lectures and various programs organized by the cultural committee and NSS. Discipline Committee and Students Welfare Committee headed by senior faculty ensure a ragging-free environment and human values. At UG Level the university introduced the Human Rights and Social Justice Course which helps to inculcate human values, gender equality, eradication of caste, and unity in diversity. Human Values are also covered in the curriculum of Political Science, Economics, History, Marathi, Hindi, and English. The cultural committee organizes birth and death anniversaries of national icons which helps to inculcate values among students.

Environment and Sustainability: For B.A.T.Y. students, the university introduced a compulsory course on Environmental Studies which helps the learners to understand Environment and Sustainability. Teachers while delivering the course content enable the students to learn about the ecosystem and other environmental factors. The college has been conducting various social events through the NSS department such as tree plantation, rallies in nearby villages on energy and water conservation, Suchata Abhiyan, Plastic Free Environment, save trees and save water. For a pollution-free environment, college staff and

students follow no vehicle day in a week. The discipline committee strictly prohibits smoking and tobacco chewing on the campus.

The college works in the direction of developing Self-confidence, self-reliance ethical values, nationalism, humanity, gender equality, environmental issues, honesty, work skills, problem-solving skills, social responsibilities, etc. are some of the graduate attributes specified by the college. For community orientation, the NSS unit in the college helps to inculcate the spirit of civic values among the learners.

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

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

Response: 0.19

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 01 | 01 | 01 |

| File Description | Document |
|-------------------------------------------------|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 29.55

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

Response: 65

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

1.4 Feedback System

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

Response: B. Any 3 of the above

| File Description | Document |
|-------------------------------------|-------------------------------|
| Any additional information (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 97.17

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 103 | 120 | 120 | 144 | 132 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 120 | 120 | 120 | 144 | 132 |

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: 67.18

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 106 | 125 | 133 | 140 | 113 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Process of Assessing Learning Levels: The College completes the admission process as per the academic calendar. In each class heterogeneous group of students are admitted. The overall development of the students is the main motto of the institution. The Principal arranges a common meeting of all teaching faculties at the beginning of the academic year and gives directives about how to find advanced learners as well as slow learners. In the meeting, it is also planned how to counsel and guide the advanced learners as well as slow learners. The students are assessed through oral interaction or written tests on the basis of their subject knowledge and skills.

Counseling and Extra Classes for Slow Learners: The slow learners are identified and counseling and extra classes are organized by the subject teachers. The faculty members interact with the students about their hobbies, and interests and motivate the students to participate in various extracurricular activities of their interests. Counseling and extra classes are conducted by the subject teachers for the slow learners. The extra coaching for the slow learners is conducted. Each subject teacher conducts one period per week for the slow learners. The subject teachers give notes on the subject to the slow learners. The subject knowledge is checked through interaction during the extra class. The teachers encourage the slow learners to take an active part in group discussions during the class.

Counseling and Guidance for Advanced Learners: The advanced learners are identified and provided them a platform through various clubs like students' subject study board, subject wall-paper committee, debate competitions, sports, and games and motivate the students to participate in various extracurricular activities of their interests. The faculty members encourage them to study books related to the subject. The advanced students are informed about higher education and research education institutions for their further studies and are motivated to read reference books, journals, and periodicals, and are provided with extra books, useful website addresses, and online links to keep updated.

The institute displays course outcomes, program outcomes, and program-specific outcomes on the college website for the learners to understand the usefulness of the program as well as the subject. The college library has a good stock of useful reading material and the library is connected to N-List. So the advanced learner, as well as slow learners, are directed to use the online resources. The college started English Language Lab. The advanced, as well as the slow learners, are encouraged to use Language Lab. The institute has a Competitive Examination Committee which conducts competitive exam classes. The improvement in learning levels of slow learners increases their learning interests. Various platforms and extra study materials are provided to the advanced learners to increase their learning interest. Thus the institution tries to provide learning opportunities for both learners.

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

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

Response: 16:1

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

2.3 Teaching- Learning Process

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

Response:

The main motto of the institute is the overall development of the learners. Every teaching faculty tries his/her level best to impart knowledge using student-centric methods. The maximum numbers of students in the college are from the hilly, dry, poor economic condition, and rural backgrounds. Most of the families from which the students join the college are not well aware of higher education. The Principal, IQAC, and Heads of the various teaching department make the teaching plan including teaching methods as per the levels of the learners. The teachers maintain the Daily Teaching Diary (DTD). The Principal, IQAC, and the Heads of the Departments take a review of the teaching-learning process. The College provides the learning facilities like energy-efficient classrooms with projectors, a well-equipped library, and Language Lab with an internet connection to make learning effective. The college has only an Arts faculty even though the teachers try to implement various student-centric methods

Experiential Learning: The teaching faculties try to provide platforms that encourage students to learn through experiences. The college organizes study tours by visiting various offices. Political Science Department organized a study tour to the Tahshil Office, Gangakhed and Public Administration Department organized a study tour to the Panchayat Samiti Gangakhed and Marathi Department organized a study tour to the birthplace of Saint Janabai.

Participative Learning: Every teaching department has a students' study board /association. In the study board/ association, the students work as chairman and members of the board/ association and the teacher of the respective subject performs the role of a facilitator/guide. Every teaching department publishes wall-papers which is preferred by the active participation of the learners. The wall-papers help to increase the

creativity of students. For the presentation of the seminar and group discussion, the topics from syllabi are chosen and allotted to the students. The learners are given responsibility in students' study board and organises academic events.

Problem Solving: In this method as it is presupposed that the learners can take on some of the responsibility for their own learning and can take personal action to solve the problems, resolve conflicts and discuss alternatives. The learners take a problem related to the environment and try to solve it through projects as well as discussions. The teachers assign projects to the learners of the skill enhancement courses and through the projects, the learners try to suggest some solutions to the problem.

Besides these methods, the learners are encouraged to use the library independently which enhances self-learning. The learners are encouraged to use computer facilities available in the language lab for study materials in the form of pdf, audio, video, etc. from the internet. The learner also takes an active part in the co-curricular and extracurricular activities organized by the college. The teaching faculties use modern teaching aids while implementing student-centric learning methodologies which help to enhance the learning experience.

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

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

Response:

The Principal and IQAC/NAAC Coordinator always encourage the teachers as well as the learners to use the teaching-learning resources available in the college. The teaching faculties use modern teaching aids while implementing student-centric learning methodologies which help to enhance the learning experience.

ICT Enabled Classrooms: The College has five (05) teaching classrooms with LCD projectors. Teachers teach the students using an LCD projector to show PPT, some video files, pdf files, etc. which creates interest among the learners. The use of ICT helps to keep updated teaching-learning process. It is observed that the ICT-enabled teaching helps students to concentrate and clear understanding of the topic presented through PPT files, video files, etc. Besides, the teachers use personal laptops to present PPT.

ICT Enabled Seminar Hall: The College has an interactive board, one LCD projector, and a computer in

the seminar hall. The Seminar Hal is being used for guest lectures, Seminars, Workshops, gatherings, etc. The hall is being used for cultural programs also.

ICT Enabled Library: The College-library is automated. The College has one computer for library use and another computer and five monitors for students' use. The library has e-Granthalay software and a subscription for N-List. This helps the teachers as well as learners to assess online e-journals, eBooks, and remote access to e-resources.

ICT Enabled Language Lab: The institute started English Language Lab with 21 computers. The college purchased Digital Language Lab software and ready to use for the learners. The software is helpful to learn the English language. The learners use the computer facilities to get study material from the internet.

Apart from traditional and student-centric teaching methods, the students who are hungry to grasp the knowledge, these methods are not enough for the learners. The teachers started the use of ICT-based teaching aids like using the LCD projector and PowerPoint presentations to make the teaching-learning process interesting. By using these innovative teaching aids, the teachers motivate the students, accelerate the learner's knowledge and help in upgrading the learner's subject. The continuous assessment (CA) includes the assignments, written tests, seminar presentations, etc. In this electronics era, in a competitive world, the students have to stand on their own in the market otherwise they will have no career. If the learner possesses a creative mind then s/he may develop or upgrade her/his knowledge by which s/he may compete in the modern era of computers and technology. The use of teaching aids and tools like computers, and audio-visual multimedia would be their own subject. Subsequently, the student-centric teaching a teacher full of knowledge and a teacher with innovative teaching by using different tools the creativity hidden in the students.

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

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

Response: 17:1

2.3.3.1 Number of mentors ?????????????????? ????????

Response: 13

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

2.4 Teacher Profile and Quality

| 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years | |
|----------------------------------------------------------------------------------------------------|-------------------------------|
| Response: 90.67 | |
| File Description | Document |
| List of the faculty members authenticated by the Head of HEI | View Document |
| Institutional data in prescribed format | View Document |

| 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count) | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|
| Response: 55.71 | | | | |
| 2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 09 | 08 | 08 | 07 | 06 |

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

| 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years) | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Response: 19.36 | |
| 2.4.3.1 Total experience of full-time teachers | |

| Response: 271 | |
|-----------------------------------------|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |

2.5 Evaluation Process and Reforms

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

Response:

Internal evaluation is important to trace track the overall development of the students and to help him/her to perform in the end-semester examination. Ministry of Education (MoE), University Grants Commission (UGC), and University initiate several measures to bring equity, efficiency, and excellence to the higher education system. The important measures taken to enhance academic standards and equity in higher education include innovation and improvements in curriculum, teaching-learning, and evaluation system. As per the directives given by UGC and the university, the college conducts internal assessment that is transparent and robust.

Mechanism of Internal Assessment: The institute follows the semester system and CBCS system and the institution undertakes and monitors the continued assessment of the learner through different methods at the end of each semester. There is a systematic mechanism to conduct all examinations internal tests, practicals, home assignments and seminars, etc. through the examination committee of the college. The marks of the internal assessments are displayed on the notice board. The institution strictly follows the calendar of the examination system printed by the affiliating university. Recently Swami Ramanand Teerth Marathwada University, Nanded has brought major reforms in the examination pattern and evaluation. These reforms are sincerely implemented by the college. These are as follows:

1. Semester System with Choice Based Credit System (CBCS) pattern with 40 +35 = 75 Marks pattern has been adopted by the parent university w.e.f. 2016-17.
2. 50 +25 = 75 Marks pattern has been adopted by the parent university w.e.f. 2020-21.
3. 50 Marks for Theory and 25 Marks for Continuous Assessment (CA) as per the university guidelines.
4. Projects of Environmental Studies are assigned to the undergraduate students in the third year.
5. Skill Enhancement Course has been adopted in the academic year 2017-18.

Transparent and Robust Internal Assessment: For the smooth conduct of examination, the college has Examination Committee which conducts the external as well as internal examinations. The Examination Committee prepares time Table for Internal Examination. The subject faculties under the guidelines of the subject head prepare question papers and submit them to the examination committee. As per the timetable, the examination committee conducts the internal examinations. The Examination Committee prepares the result of the internal examination and the result is displayed on the notice board. For transparent and robust internal assessment, the college has Internal Examination Grievances Redressal Cell. If the student finds

any grievance regarding the result s/he can lodge a complaint regarding the result to the Internal Examination Grievances Redressal Cell. If such a complaint finds, the committee directs the subject faculty to consider the complaint regarding the result.

The Internal Assessment consists of mechanisms for evaluation such as Written tests, Assignments, Seminars, presentations, and projects. A student is required to obtain a minimum of 40% marks in the CA and ESE in both of these examinations separately for passing. The reforms in CIE are implemented in the institute.

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

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

Response:

As per the university guidelines for the semester system and CBCS pattern the college has developed an internal assessment system for the overall development of students. It is mandatory for the affiliated colleges to follow the evaluation pattern which has Continuous Assessment (CA) and End of Semester Examination (ESE) with the weightage of 25% and 75% respectively. Internal Assessment includes a written test, Seminars, group discussions, Assignments, and presentations. The institution has adopted transparent and robust assessment as; the entire examination system is followed by the guidelines of the parent University.

Transparent Mechanism: The subject faculties set the question papers and submit them to the Examination Committee. The Examination Committee prints the papers and distributes them to the students as per the rules and this process is under the CCTV camera. The College has a transparent Mechanism to deal with internal examination-related grievances. The College has an Internal Examination Grievance and Redressal Cell which takes care of the grievances of students. The evaluated answer sheets are provided to the students and their results are shown on the notice board. The student has the liberty to raise their queries regarding the internal examination. The students can submit their grievances regarding internal examination to the College has Internal Examination Grievances and Redressal Cell which takes action on the queries of the students.

Time-Bound Mechanism: The College has an Examination Committee which is formed at the beginning of the academic year and takes care of all the examination Schedules. In each semester the institution declares the schedule of Internal Tests and it is displayed on the notice board. If the queries are raised by the students, the committee accepts the queries and takes necessary action regarding the queries.

Efficient Mechanism: For an effective mechanism, the college follows all the directives given by the parent university. The examination committee and grievances redressal are headed by the senior faculties of the college. The Principal monitors the committees. An internal vigilance squad is appointed for the smooth conduct of University exams. The teacher has the liberty to assess the students on their attendance and performance in the classes along with the written test, presentation, assignments, seminars, etc. The democratic way to quench the queries regarding the internal examination raised by the student teaches the students how to raise a query and solve it. This mechanism helps to satisfy the student.

The college gives the information to the students regarding various committees and their functioning through the notice at the beginning of every academic year. Transparency, time-bound, and effectiveness in the mechanism to deal with internal examination-related grievances help students to improve their performance and prepare for the final examination. The students get time to overcome their drawbacks. Through this mechanism, the teaching faculties also get a clear idea regarding the examination queries. The college maintains a transparent, time-bound, and efficient mechanism to deal with internal examination-related grievances.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The college offers an undergraduate degree programme under the faculty of Arts. The college is a single faculty college. Out of fourteen faculties, three faculties are working as members of the Board of Studies (BoS) and contribute to developing the syllabus and course outcomes. Two Faculties are BoS Members (Prin. Dr B.N. Dhakne and Dr S.B. Satpute) appointed by Honourable Vice-Chancellor, Dr B.A.M. University, Aurangabad (neighbouring university). One member (Dr Rekha R. Bane) is appointed by the Honourable Vice-Chancellor, S.R.T.M. University, Nanded (Parent University). The college offers a Bachelor of Arts degree programme. For the UG Programme, admission is given on the basis of the previous qualifying examinations. The students get admission on basis of information available in the college prospectus and with the help of the Admission Committee. After getting admission, the students are made aware of the courses prescribed for the degree. The college offers eleven subjects at U.G. Level.

Parent University and BoS: The parent university directs the Board of Studies of each subject to design the syllabus. In the syllabus, it is clearly given the course content, time frame for teaching the content,

marking system, evaluation pattern, objectives and intended outcomes. The teaching faculties get a clear idea about the programme and course outcomes through the syllabus and the workshops on syllabus change organised by the university. The teaching faculties informally communicate with the members of BoS for the latest updates in the syllabus. The syllabus is also made available on the university website.

The Principal and IQAC: At the beginning of every academic year, the Principal calls meetings and directs the heads and the teaching faculties of every subject to communicate to the learners about the objectives and outcomes of the programme as well as courses. The teaching faculties give the learners a clear idea about the programme outcomes and course outcomes while introducing the syllabus at the beginning of every academic year. The subject experts also guide the students about the outcomes of the programme as well as courses. The IQAC Co-ordinator encourages the teaching faculties to implement the course objectives effectively and to make aware the learners of programme outcomes and course outcomes. The Competitive Examination Cell also guides the students regarding the programme outcomes and course outcomes. The programme outcomes and course outcomes are made available on the college website also.

The college has single faculty and after getting a degree, the students can join PG programmes in their respective subjects, competitive examinations etc. The programme outcomes represent the knowledge, skills, attitude and behaviour that the students should have at the end of the programme and the knowledge skills the students acquire at the end of the course. The objectives and importance of course outcomes, program outcomes and program-specific outcomes are communicated to the teachers and the students in a formal way through the discussions, seminars and the university website and college website.

| File Description | Document |
|-----------------------------------------------------|-------------------------------|
| Upload COs for all courses (examples from Glossary) | View Document |

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

Response:

The student and the staff are made aware of the program outcomes, course outcomes, and program-specific course outcomes, through the college website, the notice boards, and the prospectus. They are also addressed in various activities such as discussion, seminars, presentations, guest/expert lecturers, study tours

Program Outcomes

After the completion of the program the students are able to:

1. Have good knowledge of humanities and ethical values.
2. Deal with the situations, problems (Local as well as Global), and people with a better understanding
3. Have a basic understanding of the socio-political, economical, religious, and other human institutions.
4. Think clearly and critically about the choices, aspirations, challenges, opportunities, and threats in the modern scenario.
5. To develop among the students a sense of social responsibility, national integration, secularism, and gender equality.
6. Communicate with the world in a better and more meaningful way.
7. Start own business, get a job, develop leadership, etc.

Course Outcomes:

The college has eleven subjects (Marathi, Hindi, English, Political Science, History, Sociology, Economics, Philosophy, Public Administration, Physical Education, and Library Science) and each subject has course outcomes.

The College takes care of the attainment of the program and the course outcomes by following methods of measuring attainments:

1. Academic Calendar – understand completion of assigned duties
2. Daily Teaching Report – to know the completion of the syllabus
3. Result Analysis – % of passing
4. Feedback from Stakeholders – analysis of the students' opinions for improvement
5. Students' Progression to Higher Studies - % of progression
6. Placement of the Students.
7. Performance of the students in various curricular, co-curricular, and extra-curricular activities and the committees.
8. Achievements of the teachers as well as the students.
9. Rate of employability.

The result analysis of the last five years of the above-mentioned programs shows that the strength of the students, as well as the passing percentage of the students, is increasing progressively. Besides, the student progression to the higher studies that are from UG to PG seems to be increasing consistently and rapidly in the last five years. The ratio of students' placement is also increasing. The college follows formal as well as informal mechanisms for the measurement of attainment of the outcomes. The college takes feedback from all the stakeholders in this respect and tries to take necessary steps accordingly.

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

2.6.3 Average pass percentage of Students during last five years

Response: 75.99

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 57 | 52 | 61 | 18 | 16 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 60 | 66 | 71 | 32 | 25 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.17

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0.7

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0.70000 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

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

Response: 1.82

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 1 |

3.1.2.2 Number of departments offering academic programmes

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11 | 11 | 11 | 11 | 11 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Supporting document from Funding Agency | View Document |
| Institutional data in prescribed format | View Document |

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 3

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 0 | 0 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

3.2 Research Publications and Awards

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

Response: 2.72

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 8 | 9 | 7 | 9 |

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

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 1.4**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 1 | 4 | 8 |

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

3.3 Extension Activities**3.3.1 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 college conducts various activities for the holistic development of the students. The college has NSS unit, Cultural Department, Sports Department and the collaboration with NGOs to conduct programmes in the neighbourhood community to sensitise students to the social issues. The students actively participate in Street Drama, *Jagar Janivancha* in the academic year 2012-13 for awareness about gender equality and saving the girl children. The Code of Conduct is displayed on the website. There is a Discipline Committee to monitor adherence to the Code of Conduct.

NSS Unit and Extension activities: National Service Scheme (NSS) unit was established in the academic year 2003-04. The NSS unit organizes regular annual camps and some special camps every year for participation in social work in the neighbouring village. In the NSS camp, students take an active part in Campus Cleanness under Clean India Campaign, Tree Plantation, Village Census, Yoga, health check-up, Health and Hygiene Awareness, Women Empowerment, Legal Advice, Leadership Development, water conservation, Rallies like Sadbhavna (Harmony) rally, Literacy awareness, tree plantation, superstition eradication, village sanitation, gender equality, AIDS awareness, pollution control, plastic-free campus awareness etc. These programmes encourage the student (the volunteers) to work for society. NSS unit through these programmes, the students get the opportunity to develop their skills as well as social responsibility.

Cultural Department and Social Issues: The institution celebrates/organizes national and international commemorative days, events, and festivals. The college celebrates the birth and death anniversaries of the national leaders to create the feeling of national integration and good citizenship.

Departments, NGOs and Extension Activities: Sport Director gives free coaching to the school students. Under his guidance, the school *Kabadi* Team won National Award. Political Science conducts Voters Awareness Rally and Constitution Awareness Rally, Public Administration Department organises visits to *Panchayat Samiti* for Administrative Awareness, English Department conducts online and offline Covid-19 Awareness Survey. The college has MoU with Lions Club Gangakhed Town and four faculties are active members of the club. Programmes like, Blood Donation, Free Eye Screening and Cataract Operation, Sugar Check-up Camp Self Defence Camp for Girls, Tree Plantation etc. are conducted in collaboration with the club. The principal of the college is the *Sarpanch* (Head of the Village) who tries his best to reform the village by implementing various schemes.

Besides these programmes, the college faculties deliver lectures in the schools, colleges and various public gatherings in the neighbourhood community, sensitizing students to social issues, for the holistic development of the students and enabling them to be responsible citizens.

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

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 87**3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17 | 20 | 20 | 16 | 14 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Reports of the event organized | View Document |
| Institutional data in prescribed format | View Document |

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**Response:** 17.01**3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 35 | 45 | 50 | 47 | 40 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

3.4 Collaboration**3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response:** 3**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job**

training, research etc year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 3 | 0 | 0 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of linkage related Document | View Document |

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**Response:** 4**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 0 |

| File Description | Document |
|--------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| e-Copies of the MoUs with institution./ industry/ corporate houses | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has adequate infrastructure and physical facilities for teaching-learning. The campus has 1 Acer (4000 sq. m.) area for the administrative section, the teaching departments, classrooms, seminar hall, language lab, library, sports department, and NSS Department. The institution has one Seminar Hall, well-furnished Classrooms, a library, and a staff room. As the institution at present only offers a single program, the supporting administrative office is a portion of the same building, its easy accessibility to the learners and the teachers. It helps in the smooth functioning of the institution. The institution gives due attention to the supply of clean drinking water by installing an aqua guard water system and water purifier on the campus. The institution has power backup and power shortage has never been a problem of power. For power backup, the institute has an inverter and generator. Along with this, the library has 9448 books, 20 journals, library open-source software E-Granthalaya 3.0, and 5 daily newspapers. And the library has a common reading room. The library has a subscription to the N-List database for e-resources. The institute provides modern ICT technology to enhance the teaching-learning process. Three classrooms have projectors, the Seminar Hall has the facility of a projector system, interactive board, and audio-video aids. There is a separate Language Lab for the learners to learn the English language. The Language Lab has legal Digital Language Lab software developed by Biyani Technology. The Language Lab has 21 computers facility for learners and one LCD Projector. The institute has two Xerox machines one is black and white of Cannon and another color Xerox machine of Richo. The college library provides a free printing facility for the learners.

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

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

Response:

The College is situated in a rural area. The college has adequate facilities for indoor as well as outdoor games. The Sports Department encourages the students to participate in several sports activities and competitions. The College students participate in various games and sports. The College provides facilities for outdoor games like volleyball, Kabaddi, and Kho-Kho and in athletics like i) Shot-put ii) Disc-throw iii) Long jump iv) High-Jump. V) Javelin Throw. The College provides facilities for indoor games like Carom and Chess.

Sports play important role in order to make healthy human beings keeping in view, the importance of

health and games in life, the college has adopted the practice of imparting sports training to the children from the local schools. The sports director serves as a trainer in the secondary schools. Kasturba Gandhi Balika Vidyalaya, Gangakhed and Anandvan Primary & Secondary School, Gangakhed benefited from the training of the sports director, Dr L. H. Phad. Anandvan Primary & Secondary School, Gangakhed won the Boys and Girls State Level under Fourteen Silver Medal in Kabaddi in 2017 and the Boys Kabaddi team of the same school won state-level The Gold Medal in 2018 and 2019. The institute has a spacious playground which is kept open for all. The college sports director selects some talented school children from the local schools in the city to provide them with the training and facilities so that their interests and skills are developed at an early stage.

There is the provision of a 5% sports quota government services and admission for various courses in university programmes. The institute has taken the initiative to organise college and University level sports as well as games competitions. The college celebrates Yoga Day (21 June) every year and the learners, as well as the College staff, take an active part in the programme.

The learners participate in various cultural programmes conducted by the college as well as the university. In 2019, the college students participated in University Level Youth Festival held at Babhalgaon, Latur. The cultural committee celebrates National Days, and Anniversaries of Local, National and International Icons. Besides Sports Department, NSS Department and Cultural Department organise programmes like Special Camps, Rallies, Tree Plantation, Suchaa Bharat Abhiyan, Awareness programmes etc. to develop leadership, skills, and social responsibility among the learners.

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

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

Response: 36.36

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

| File Description | Document |
|--------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response: 53.87

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1.1357 | 1.8313 | 1.1928 | 1.7068 | 0.8592 |

| File Description | Document |
|--------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

The library of the college is situated on the campus. It is easily accessible to the students, the staff, and the stakeholders. The library has a total number of 9405 books. The working hour of the library is from 10.30 am to 5.30 pm. during working days. The students can access the library physically during library hours. The daily newspaper (05), magazines and periodical (14), etc. are also issued to the students on the college Identity card. The students are allowed to borrow the limited copies of the books for one week. The books can be replaced frequently after a week.

The software used in the library is open-source software, E-Granathalaya. The library is partially automated. The accession of the library is computerized as well as manual. The version of the software is E-Granathalaya 3.0. Reading Room, Subscribed journals, and Magazines are displayed on the magazine stand. Daily newspapers are arranged in the reading room of the library for the students and the staff. A suggestion box is kept at the entrance of the library. The complaints and suggestions are analyzed at the end of each semester. The received complaints and suggestions are analyzed by the Library Committee. The Librarian has one computer and a printer for office use. The library has the barcode Scanner, barcode Printer, Xerox, and one computer (server) with five monitors. Wi-Fi facility, 10 Ph.D. thesis of all the faculty members are available in the library. The library has an N-List subscription. The Previous volumes of journals are bounded and are made available for the teachers and students. Considering the need for competitive exams, Library also provides books to the learners for the preparation for competitive examinations. The College also provides different ads for recruitment in different fields by displaying the advertisement on the display board, on WhatsApp groups.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: B. Any 3 of the above

| File Description | Document |
|--------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response: 0.72

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.1155 | 1.9534 | 0.2862 | 0.9112 | 0.343 |

| File Description | Document |
|--------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Any additional information | View Document |

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: 0

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

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution has limited facilities in the information technologies college has 29 computers, E Granthalay 3.0 software in the library for internet connection. The college has a Wi-Fi facility. The Wi-Fi facility is free to use for teachers as well as learners. The college has five Wi-Fi routers on the campus. The Wi-Fi brand with speed is 30-50 Mbps. The college has its own website (<http://www.ssmartscollege.co.in/>). The college has 20 computers, software with the required configuration, five LCD Projectors, two Xerox Machines (Black and white as well as color), five Printers (Black and white) one color printer, and one interactive board. Language Lab has 21 Computers. And is used to learn English Language Learning with the help of Digital Language Lab software developed by the Biyani Technology, Kolhapur. The Language Lab is also used as free access to the internet for the students and the staff of the college. The teachers liberally use ICT resources to enrich their prescribed curriculum with the help of the internet. The teachers use LCD projectors to enhance the teaching–learning process. The college has Seminar Hall equipped with a projector and interactive board wherever required. Internet facility in the language lab and library is open to faculty members for learning materials.

All teaching faculties of the college are well qualified, aware of ICT, and familiar with innovative teaching aids. Therefore, teachers adopt innovative teaching approaches and methods for their effective teaching. They are encouraged to use computers, the internet, and library resources to enrich their teaching. The faculty takes efforts to prepare PPT and present it in the classroom which is more effective than the traditional teaching methods.

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

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

Response: 10:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 27.49

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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.6224 | 0.7894 | 0.289 | 5.198 | 00 |

| File Description | Document |
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| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response:

The decision to upgrade or change the proposed Infrastructure facility is taken by the Local Management Committee, (now College Development Committee) the Principal, and the IQAC. The college has a campus of Academic Classrooms, an Administrative office, a separate Library with a Reading Room, Language Lab, Seminar Hall, independent Girls' Common Room, Examination department, IQAC Office, Sports department, NSS Office, Play Ground. The institution has 10 classrooms with whiteboards, a lecture stand, and a steel dual desk. The classrooms boards and furniture facilities are utilized regularly by the students but it is also made available for the classes to open

The campus having under CCTV surveillance. The maintenance and the cleaning of the classrooms are done with the efforts of the non-teaching staff and in major cases, the college hires the local experts for maintenance. The college has 20 numbers of the computers with internet. ICT classroom is an innovative solution to solve critical problems related to Quality of Education and Access to Education which is rapidly transforming the way. Teachers and students learn in colleges with innovative and meaningful use

of technology. Two class and one Seminar hall is facilitated with LCD Projector. The Departments use the classroom for guest lectures, students' seminars, and for special Audio clippings, etc. In-office 03 computers for official work, 01computer with printer cum Xerox in examination department. The maintenance and the cleaning of computers and Xerox machine are done with the efforts of the non-teaching staff and in major cases, the college goes for the maintenance contract with local experts. The college has separate sports department since the beginning. The sports director is looking after the smooth functioning of sports activities. The college has a playground for Kho-Kho, volleyball, Kabaddi, and Cricket. For Indoor Games, College has facilities for Carom and Chess. Department is well equipped with various instruments/sports kits required for various games. College students actively participate in various tournaments. Sport director also works as a coach and umpire for various sports competitions and tournaments. The academic support facilities like the library, the sports, and the NSS are available for students but also to the entire stakeholder in the surrounding with the prior permission of the authority. The college has a maintenance committee that takes care of the maintenance of infrastructure and learning resources.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 53.29

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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 92 | 143 | 192 | 160 | 105 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

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

Response: E. None of the above

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

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

Response: 0.31

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 1 | 1 |

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

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

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

Response: A. All of the above

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |

5.2 Student Progression

| 5.2.1 Average percentage of placement of outgoing students during the last five years | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------|---------|---------|---------|---------|---|---|---|---|---|
| Response: 4.15 | | | | | | | | | | | |
| 5.2.1.1 Number of outgoing students placed year - wise during the last five years. | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>4</td> <td>1</td> <td>3</td> </tr> </tbody> </table> | | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 0 | 0 | 4 | 1 | 3 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | |
| 0 | 0 | 4 | 1 | 3 | | | | | | | |
| File Description | Document | | | | | | | | | | |
| Institutional data in prescribed format | View Document | | | | | | | | | | |

| 5.2.2 Average percentage of students progressing to higher education during the last five years | |
|--------------------------------------------------------------------------------------------------------|-------------------------------|
| Response: 6.67 | |
| 5.2.2.1 Number of outgoing student progressing to higher education. | |
| Response: 4 | |
| File Description | Document |
| Upload supporting data for student/alumni | View Document |
| Institutional data in prescribed format | View Document |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations) | |
| Response: 0 | |
| 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

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: 2

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.

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 2 | 0 | 0 |

| File Description | Document |
|--------------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters and certificates | View Document |

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

Response:

The college gives importance to the holistic development of the students. Besides academic activities, the college encourages the students to take an active part in various administrative, co-curricular and extra-curricular activities. The active participation of students in the academic and administrative bodies empowers them to gain leadership qualities and execution skills. Teaching and Non-Teaching Staff and Students are associated with the college administration through various committees.

Administrative Bodies: The College established College Development Committee (CDC) in 2017 as per the guidelines of the Maharashtra Public University Act 2016. The college gives the students representation in the CDC as per the University Act-2016. CDC is one of the important decision-making administrative bodies in the college. The student representative has active participation in the decision-making of the college administration through this body.

Co-curricular and Extra-curricular activities: The Co-curricular and extra-curricular activities play a very significant role in reinforcing the overall development of the student by fostering them with necessary qualities and skills that enhance understanding levels and academic learning capabilities. Every subject association/ study board where students perform the role of chairperson, vice-chairperson, secretary & members. The teacher performs the role of advisor. The students publish wall-papers. The NSS committee has student representation where a male student, as well as a female student, performs the role of student representative. S/he performs an active role in organizing as well as conducting the various activities conducted by the NSS Department. The college has Library Advisory Committee in which the college student has representation. The students also have active participation in the Students Welfare Committee. The Sports Committee also has student representatives.

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

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

Response: 7

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 8 | 6 | 3 |

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| Institutional data in prescribed format | View Document |

5.4 Alumni Engagement

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

Response:

The College has a registered alumni association. Recently in the current year, the alumni association is registered on 13th October 2021. Before registration, Alumni always visit the college to contribute in various ways. It became an open platform for the former students, teachers, and non-teaching staff to meet their beloved mates and exchange views on several aspects related to the development of this institution. The alumni association works to strengthen the ties between alumni and institutions so that the alumni can participate in various activities including social and cultural activities. The college collects feedback from the alumni and their suggestions help in preparing development plans and other activities of the college. The alumni association has always been a source of support and inspiration for the student and the staff of the college.

The Registered Alumni Association is named Kai Sau Sheshabai Sitaram Mundhe Kala Mahavidyalay Maji Vidyarthi Association, Gangakhed Tal. Gangakhed. The alumni have following executive body,

| | |
|---------------------------------|------------------|
| 1. Prakash Nagorao Nagargoje | Chairman |
| 2. Sadhana Amol Jadhav | Vice-President |
| 3. Govind Bappaji Padampalle | Secretary |
| 4. Dinkar Dnyanoba Dahiphale | Joint- Secretary |
| 5. Rajaram Santram Lokhande | Treasurer |
| 6. Umashankar Mallikarjun Wakde | Member |
| 7. Akash Devanand Meshram | Member |

Financial and other Support of Alumni:

The college has a long list of alumni holding prominent posts. They are contributing to the society as teachers, Maharashtra Police, Indian Army, MSRTC, and Social worker, and some of the students start their own businesses. The alumni help to create a positive image of the college and support the learners of the region to take admitted to the college. The following gifts are given by the alumni,

1. Wheelchair for Divyangan
2. Ceiling Fans

| File Description | Document |
|---------------------------------------|-------------------------------|
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5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Governance:

The college is established in the year 1995 with the Motto of the College, “? ?? ?????? ????? ?????????? ??????????” (Na hi dnyanen Sadrisham Pavitra mih vidyate) as said in the *Bhagvat Gita* which means, "Nothing is as sacred as knowledge in this world." The college is run by Yuvak Vikas Shikshan Prasarak Mandal, Pimpaldari Tal Gangakhed Dist. Parbhani. A socially committed, educated, and visionary personality Hon. Shri. Dnyanoba Mundhe alias *Bhai* is the founder president of the Yuvak Vikas Shikshan Prasarak Mandal. Bhai works as a social worker, politician, Leader of formers, former Librarian, and also Former President, of Maharashtra Scouts, and Guides.

The General policy of the Yuvak Vikas Shikshan Prasarak Mandal is decided by the general body. The General Body elects the President by proper channel and executive council. The executive council elects a secretary and joint secretary. The executive council nominates the representatives of the Local Management Committee/College Development Committee. The representatives of teaching and non-teaching employees are appointed by the CDC. The Principal ensures the members are elected as per the norms of the University and government. The principal takes the decisions of day-to-day administration. The policy decisions are taken by the College Development Committee (CDC), Principal, and IQAC.

Vision:

“To provide Higher Education to the youth to make them a self-reliant, humane and democratic citizens of the society.”

Mission:

“To uplift the socially and economically backward youth by bringing them into the mainstream of education and make them an able citizen of the society to face every challenge in a democratic way.”

Objectives:

1. To promote the use of Information Technology among the learners and the staff.
2. To undertake a continuous assessment of the learners.
3. To promote nationalistic ideals and values among the learners and the staff.
4. To develop a sense of social responsibility among the learners through various extension activities.
5. To prepare the students to accept the local as well as global challenges.
6. To create environmental awareness and scientific temperament among students and teachers.
7. To serve the needy students from the rural, hilly, dry regions and economically weak.

Perspective Plan:

The institute's objectives are to motivate faculty members for their research work, organize different level conferences, seminars, and workshops and prepare our college to implement the guidelines provided in the NEP-2020.

Decision-Making and Participation of Teachers:

LMC/CDC, IQAC, NAAC, NSS, Purchase Committee other committees interact with stakeholders. The Principal personally interacts with students, parents, the local community, and other stakeholders. The college organizes various programs and meetings to interact with the stakeholders to propagate the vision, missions, goals/objectives, and achievements of the college. The staff members are involved by way of formation of different committees and departments such as the Discipline committee, Examination committee, Purchasing committee, Library Advisory Committee, etc. different departments such as N.S.S., Sports, and Cultural play an important role in pursuing the objectives of the institutions. The members actively participate in the decision-making process. With the help of these committees and departments institutions tries to pursue vision, mission, and objectives.

| File Description | Document |
|---------------------------------------|-------------------------------|
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6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management**Response:**

The college has decentralized and participative management. The governing body of the Yuvak Vikas Shikshan Prasarak Mandal (YVSPM) always strives for the betterment of society. The Principal with the help of the Management, Local Management Committee / College Development Committee, IQAC, Faculty, and Non-teaching staff, coordinates to design and look into the quality of education and mechanism for the smooth functioning of the college. Several committees are encouraged to execute the plans and policies of the college. There is coordination between all decision-making authorities of the college.

Decentralization:

The governing body (YVSPM) believes in decentralization participative management to implement the

decision in a democratic way and get the benefits of developing leadership. The Governing Body, CDC, IQAC, and other decision-making bodies have female representatives and the decision-making bodies/committees consider the suggestions given by female members. The decisions are finalized through upward & downward communication. While making policies and decisions the decision-making bodies/committees call meetings and consider every member's opinions and finalize the decision/policy. For the decentralization of Management, the college has The Governing Body, Local Management Committee/ College Development Committee, IQAC, Departments, various committees, and alumni association. The Management calls meetings of the faculty through the Principal to discuss matters regarding the college from time to time. Their meetings have always been motivating the staff for increasing the efficiency of the staff. The representatives of the faculty are part of the meetings. The recommendations of IQAC are submitted to the principal who puts in LMC. The IQAC suggestions are considered for the academic planning of the college by the management. Besides these, all in-house committees are active and so at all levels, the functioning is quite efficient and smooth.

Participative Management:

The College promotes participative management. Ideas about academic goals, organizational progression, and better campus life are collected from all stakeholders to promote the efficient functioning of the College. The Principal calls a general staff meeting at the opening of the academic year. Based on the feedback and the need for time, new decisions and plans are prepared. The Principal nominates different committees to monitor and evaluate policies and plans of the institution for effective implementation.

The Governing Body has male and female representatives. The members of the governing body are experienced, educated, political leaders, senior and junior. **LMC/CDC** and **IQAC** are formed as per guidelines of the Maharashtra University Act and have teaching and non-teaching representatives. The college runs eleven courses and has eleven departments. Every department tries to develop the leadership, curricular and extra-curricular skills of the learners through students' study boards/associations. The head of the department has the freedom to take academic decisions like allocation of papers among faculty members, preparation of time-table, and conduct of tests and tutorials. They are expected to make decisions within the boundaries of broad policies determined by the administration. Whatever the decisions are taken by the head of the department are required to communicate to the principal.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

In its vision and mission statement, the college has framed a quality policy that views the learner as a dynamic being respondent to the challenges that the complex. After taking feedback from various

resources, administrators and faculty members come together and discuss perspective plans for its infrastructural and academic growth. The institution has purchased more than 4 acres of land it has won constructed buildings. As far as the infrastructural growth is concerned we have adequate classrooms and playgrounds and libraries. In the future, the institution desires to begin vocational courses or applied diploma courses introduced by UGC from time to time. Presently the college runs different certificated courses for the last five years. The perspective plan of the institution is developed by following the procedure of involving the cooperation of teachers, students, and members of the managing committee.

The present Perspective Plan is principally based on-

1. The NAAC guidelines for ensuring quality aspects in the higher education;
2. Motto and aims of Management and the college;
3. Vision and Mission statement of the College;
4. Quality Policy of the College based on guidelines of NEP-2020;
5. Inputs from stakeholders;
6. Societal expectations from the college;
7. SWOC Analysis done by IQAC in 2020-21;

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

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 Management and the Local Management Committee take all major decisions regarding the annual budget, recruitment of teaching and non-teaching staff, and development of infrastructure facilities. The decisions of the LMC are implemented through the Principal. The Principal forms various committees and gives freedom to make decisions for the effective implementation of academic and other activities. The recommendations of faculty members, students, and other stakeholders are taken into consideration in the

decision-making process.

Governing Body

LMC/CDC

Administrative Setup: principal of the institution is the head of the administrative setup. He follows the rules and regulations of the University, the Government of Maharashtra, and the UGC. University makes the policy and the institution implements it through the principal, as the head of the institution.

IQAC

HoD & Teaching Staff

Non-Teaching Staff

Committees

Students / Alumni

Functioning of various Bodies: The Principal constitutes various committees and departments like admission committee, anti-ragging, library advisory committee, scholarship monitor committee, research committee, grievance Redressal committee, students council committee, and departments like N.S.S. Sports for the smooth functioning of the administration of the institution. The coordinators and members of various committees and departments work according to the rules and regulations of the institute, the university, Govt. of Maharashtra, and UGC.

Service Rules and Regulation, Promotional Policies, Grievance Redressal Mechanism: Appointment of the teaching staff The Institution appointed the teachers as per rules and norms of state Government Reservation policy which has been strictly accepted and implemented.

The college has a Grievance Redressal Cell for the students and it works under the chairmanship of the Principal. It resolves the complaints promptly. A complaint-cum-suggestion box is provided to receive the complaints. Complaints received through these boxes are resolved promptly. In addition, the Principal discusses with the students to understand their complaints. The principal attends to the complaints of parents. In this way, the college ensures to resolve complaints promptly and effectively.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. None of the above

| File Description | Document |
|--------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

For the well-being of the Institution, it is quite necessary that the Institution should look after the health and hygiene of staff members as well as the welfare measures. The welfare measures for the teaching staff and non-teaching staff are as follows:

1. Maternity Leave for Female Employees.
2. Provisions for pure drinking water and an adequate number of toilets.
3. Felicitation of the staff and faculty on achievement of academic degrees like Ph.D. and M. Phil.

4. Reimbursement of medical bills as per govt. norms, GPF & DCPC
5. Holidays are given as per govt. norms.
6. Equal treatment for all employees.
7. Washing allowance for IV-Class Employees.
8. Promotion Benefits
9. Help to get House Loan

To update the subject knowledge, the teaching staff members are encouraged to participate in Orientation Programmes, Refresher Courses, Short Term Courses, etc. Duty leave is granted for the same purpose. Faculty members are also encouraged to enhance their educational qualifications. Teachers are encouraged to attend refresher courses and other quality enhancement educational training. The welfare schemes are provided by institutions for teaching and Non-teaching staff such as sanctioning the duty

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

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

6.3.3 Average number of professional development /administrative training programs organized by

the institution for teaching and non teaching staff during the last five years**Response:** 0**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Institutional data in prescribed format(Data template)

[View Document](#)**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).****Response:** 24.29**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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11 | 2 | 3 | 1 | 0 |

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Upload any additional information

[View Document](#)

Institutional data in prescribed format(Data template)

[View Document](#)**6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff****Response:**

The College is following the appraisal scheme suggested by UGC viz. Performance-Based Appraisal System (PBAS). The necessary forms designed by the UGC Performa which are available on the university website for undertaking the exercise of performance evaluation are circulated to all the employees for submitting their self-evaluation along with supporting documents wherever applicable. Thereafter, the

forms are forwarded to the designated panel members with the remarks of the concerned HoD and IQAC. The panel comprises the Principal, Management Representative, / HOD, and the CDC Member.

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| Upload any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The financial resources of the College are managed in a very effective manner. Proper accounts are maintained by College through a cashbook, ledger, and voucher file. Each and every transaction is supported by vouchers. All the collections are deposited in the bank. Only duly authorized persons can operate through the bank. All expenditures recurring and nonrecurring are incurred through checks. The audit is done by the authorized chartered accountant M/S Gundelwad & Comp, Parbhani. For efficient use of financial resources, the budget is prepared in the month of April for next year. All financial matters are supervised by the concerning committee. The accounts of the College are subject to audit by the external authorized chartered accountant per year. Suggestions are given to the accountant in this regard. The joint director's office including the accounts officer of higher education inspects the audited statements and other financial matters. The internal and external audit is below given.

Internal Audit: Chartered Accountant M/S Gundelwad & Comp, Parbhani has been appointed for carrying out Internal Audit. After verifying the books of accounts of the Institution, there is no objection pointed out during the last five years by the internal auditors. The auditors certify the financial statements of the Institute and issues auditors' report.

External Audit: Various government departments verify usually the funds received and disbursed by the College. In this respect, the following are the External Auditors:

Audit by Auditor General, Nagpur Audit by State Government of Finance Department Scholarship Audit, and EBC Audit. The management has appointed M/S Gundelwad & Comp, Parbhani, as an Auditor/ C.A. of the college. The last audit has been done in the financial year 2020-2021. There was no major audit objection. The daily accounts of the college are maintained by the head clerk of the college. As per the rules, regulations of Maharashtra Govt. and financial policies framed by the management are followed in this regard. The budget is prepared before the academic year, taking into consideration the financial requirements of each department. The principal controls the Finance & Accounts Department. The principal is responsible for monitoring and controlling the financial procedures. He presents a budget report for sanction and implementation before the management.

The following norms are adopted:

Payments are made either in the form of cheques or D.D.

Payment is made only on the production of proper bills or vouchers.

The Management has appointed M/S Gundelwad & Comp, Parbhani, as the Auditor/ C.A. of the College.

The following statements are prepared:

Receipts and Payment statements.

Income and Expenditure statements.

Balance Sheets.

For the last four audit Reports of M/S Gundelwad & Comp, Parbhani is attached herewith.

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

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

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

Response:

The college is recognized under 2(f) of the UGC Act 1956 in 2004. In 2010, the governing body appointed a full-time principal, Dr. B. N. Dhanke. In 2011, the college got recognition under 12(b) of the UGC Act 1956. In the same year, the college got permanent affiliation from the parental university. Under the 11th Plan, the UGC sanctioned 50, 00,000/- (fifty lakhs rupees) additional grant. And in 2015, UGC sanctioned one Minor Research Project to the Faculty, Dr. Rajiv N Aherkar, Assistant Professor, Department of English.

The institute has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for the development of academic processes and infrastructure development. The allocated funds are utilized to purchase several types of equipment, organize workshops and conferences, etc. The administration and finance committee and the management board, review the use of resources including audits, budgets, and accounts. They make recommendations for better handling of resources and effective mobilization of available funds.

Funds from UGC:

Funds from Governing Body:

Contribution of Faculty:

Utilization of Resources:

The entire process of the procurement of the material is monitored by the Purchase Committee and Principal at the institute level than the finance department at the corporate office level. A financial audit is conducted by a chartered accountant every financial year to verify compliance.

Faculty Development

Teaching-Learning

Holistic Development of the Student

Care of Environment

Social Activities

Yuvak Vikas Shikshan Prasarak Mandal has a well-formulated financial policy, which ensures that every year the budget is prepared well in advance after taking into consideration the requirements of every

department. Every department is expected to provide a list of requirements for every academic session. The Principal, Purchase committee, and LMC / CDC are in charge of managing the financial resources effectively. The LMC / CDC and Purchase committee studies the annual expenditure scrutinizes the budget and provides opinions on the efficient use of financial resources. Before making major purchases of equipment, a purchase committee ensures that the equipment with the right specifications is procured at the best prices. The institute is also entitled to utilize some part of student fees for routine non-salary expenses as per rules. The institution gets financial assistance from the Government in the form of salary grants for aided courses only. The salary grant spends on the salary of staff members as per norms of the Government and every year the assessment of the grant-aided fund is done by the Joint Director of Higher education, Nanded Division, Nanded.

The major sources of its funding are as follows.

State Govt. grants (Salary grants only).

Tuition fees from students.

Deficit Advance Funds from Management

The institutions run all academic activities of Arts through the funds received from the above-said agencies. The deficit is managed by receiving funds from the Yuvak Vikas Shikshan Prasarak Mandal. The audited Income and Expenditure Statement for the last four years are attached as a supporting document.

| File Description | Document |
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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 college established IQAC in Academic Year: 2015-16 for quality assurance in teaching-learning and research activities. It has adopted the feedback system for effective functioning of the college activities and the various Govt. schemes.

The institutional policy determined by IQAC

1. Preparation of college activities and monitoring them.

2. To develop assistance for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
3. Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
4. Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes
5. Documentation of the various programmes/activities leading to quality improvement.

The development of quality culture in the institution is as follows.

To plan academic calendar

To establish the formation of various committees

To promote research

To organize various level workshops/seminar

To arrange guest lectures, study tours, field visits, and education tours.

To monitor daily teaching reports Students' attendance report

To encourage to students participate in activities

To promote the use of ICT

To conduct remedial classes

To create awareness in students about the competitive exams and establish competitive exam and career guidance cell

To provide infrastructural facilities for sports

To start skill-oriented programmes and career-oriented courses.

To monitor the implementation process.

To obtain feedback from stakeholders and use it for the renovation of policy.

To makes student skilful and employable.

The IQAC has contributed significantly to the quality assurance strategies through:

To create a research atmosphere among students and Teachers.

- Improving value-based education atmosphere.
- To provide ICT facilities to staff and students.
- Collecting the feedback from students and teachers.

| File Description | Document |
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| Paste link for additional information | View Document |

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

Response:

It is our first cycle. hence the strategic development is for 10 years is developed and is uploaded on the college website.

Establishment and Functioning of IQAC:

- 1. Evaluation reforms:** In the semester continuous assessment is implemented as per the university guidelines.
- 2. Teaching-learning approach:** Student-centric approach with a focus on self-learning implemented instead of traditional teaching-learning approach.
- 3. Teaching-learning methodology:** Together with chalk and board method and additional quality learning material provided through ICT.
- 4. Curriculum enrichment:** Remedial Classes

5. Research Activity: Research Committee

6. E-resources: The college now has a digital Library with Internet and Wi-Fi facilities along with eBooks and e-journals and NDL account for enhancing the learning process.

Administrative Measures

1. Internal Quality Assurance Cell has been set up to monitor the continuous progress of the institution.
2. Academic administrative audits of the institute carried out.
3. Training for technical, supporting, and office staff

Internal Quality Assurance Cell has been established in the academic year 2015-16. The IQAC observes all the academic and administrative functions of the college. The Principal and IQAC conduct academic planning meetings with teaching faculty members at the beginning of every academic year. The final decision on the curriculum takes place and is finalized in the first meeting of every academic year. Due care for curriculum implementation is taken by time table committee of the academic year. Time table committee follows the University academic calendar for the perfect implementation of the timetable. The college prepares a common teacher's diary which consists of academic calendar working days and teaching plans. For effective implementation of the syllabus, concerned teachers prepare their teaching and activity plans. The HODs conduct their departmental meeting with faculty members and develop academic plans for the coming academic session. The College conducts internal exams regularly. Every department conducts regular class tests. The internal exam department conducts Practice exams. At the end of each semester, the IQAC collects the teachers' diaries, daily teaching reports, completion of the syllabus, etc. which helps us in reviving this process effectively.

Structure

The college vision, mission, policy, objective, and system procedures are well defined.

Methodologies

Exam results, analysis of Student feedback, Feedback from alumnae, Implementation of innovative teaching methodology like ICT, and Teachers' feedback on CBCS Pattern. The students' responses are evaluated carefully by the IQAC and the shortcomings mentioned by the students regarding the teaching-learning are conveyed to the concerned teacher.

Outcomes

There is the availability of ICT facilities, computer rooms, and smart rooms. The college is trying to reach the quality standards pre-set by the NAAC and now days recently established IQAC works full-time planning, implementing, reviewing, and improving the performance of the institution. Increasing quality education to produce sensible and responsible citizens.

| File Description | Document |
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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: A. All of the above

| File Description | Document |
|----------------------------------------------------------|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college gives importance to gender equity and sensitization through curricular, co-curricular, and extra-curricular activities. College is recognized for co-education (for boys and girls). The governing body provides the adequate infrastructure for the safety and security of the staff (male and female), students (girls and boys), and the resources.

Curricular Activities: Every department takes special care of gender equity and sensitization. While teaching, the teacher gives equal opportunity to both girls and boys to raise their queries and consider their problems.

Co-Curricular Activities: Girl students are given the opportunity to head the committees and Students Study Boards/ Students Literary Associations etc. Girl students are given the opportunity to take an active part in wallpaper, group discussions, seminars, presentations, etc.

Extra-Curricular Activity: In the academic year: 2012-13, college girl students performed Street Play, The 'Jagar Ha Janivanha' program is aimed at creating an awareness of the rights of the girl child and highlighting the positive contribution of women not only in the family but in the society as a whole. Through the play, the college tries to sensitize the people toward gender equity and avoid Female *foeticide*. Savitri Bai Phule Birthday is celebrated as Balika Diwas (Girl's Day) every year on the 3rd of January. World women's day is celebrated every year on 8th March.

Research Contribution: The college faculty members, through research papers contribute to sensitizing gender equity and sensitization. The doctoral thesis of Dr. Rekha R Bane, Dr. Kiran Pinate, Dr. A B Kendre, Dr. S. B. Satpute, and Dr. R N Aherkar have attempted to aware people of gender equity and sensitization. Some of the faculties (Dr. Rekha Bane, Dr. Kiran Pinate, Dr. R N Aherkar, and Dr. S.B. Satpute) also contributed their research papers on gender equity and sensitization.

Specific facilities provided for women in terms of:

1. **Safety and security:** The whole campus of the college is under sixteen (16) CCTV prevalence the college formed an Anti-Ranging Cell, Sexual Harassment Cell & Grievance Redressal Cell for the security and safety of the girl students.
2. **Counseling:** Every department gives special attention to girls' safety and security through counseling.
3. **Common Rooms:** College has a separate common room for girls. Where girl students spend their leisure time and share their thoughts. The common room has a big mirror, sanitary napkins, etc. college strongly believes in gender consciousness therefore different programs and speeches are arranged. Lady police from Police Station, Gangakhed (Chidi Mar Pathak) visit College Campus

regularly. They exchange their thoughts, complaints, and remedies regularly.

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

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 | View Document |

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

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

Response:

Solid Waste Management: The College takes care to keep the campus clean, green, and healthy. There are 20 small dustbins and 03 big dustbins. Every department has given small dustbins and the open campus has three big dustbins. The employees as well as the students use carefully use the dustbins to put the solid waste and use the dustbins to maintain the campus clean, green, and healthy. Dry waste is collected in blue. And degradable waste is collected in red dust bins.

Liquid waste management: The liquid waste is separated into organic and inorganic component waste. It is disposed of in different ways.

E-waste management: The college has electrical equipment including electrical bulbs, T.V., Computers, Projectors, audio-video aids, etc. After the expiry and damage of the electrical equipment, E-waste is more hazardous than other waste because electronics contain cadmium, lead,

Mercury and polychlorinated biphenyls (PCBs) can damage health and the environment. The older computers, printers, and batteries are removed and given to the Gangakhed Municipal Council dust collecting agency to recycle.

Biomedical waste management: the College is a single faculty college and runs only Arts Faculty so there are very less chances to face the problem of biochemical waste.

Waste recycling system: The College gives priority to the cleanliness of premises as well as the cleanliness of classrooms, offices, Departments, library, and language lab. The classrooms are regularly swept and cleaned twice a week by servants. Classrooms are divided among 04 servants to clean the classroom allotted to him; the library is always kept clean neat, and pleasant by a library attendant. Offices and other departments are cleaned by attendants. All the waste is burnt at the end of the week and given to the Gangakhed Municipal Council dust collecting agency to recycle to keep the campus clean, neat, and healthy.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Geotagged photographs of the facilities | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

| File Description | Document |
|--------------------------------------------------|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**

2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: D. 1 of the above

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Geotagged photos / videos of the facilities | View Document |

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: B. 3 of the above

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

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 |
|--------------------------------------------------|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |

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

Response:

The college always tries to inculcate the value of tolerance and harmony among the students because the college is located in an urban area but the students are from the villages where the problems of caste, religion, language, community, etc. are even not eradicated from the society. To maintain tolerance and harmony, the NSS Department, Cultural Department, and Sports Department conduct various activities besides the efforts of the faculties and the other committees.

NSS Department: The NSS department selects students as volunteers from different castes, categories, religions, and gender. These volunteers work as a team where they learn the strength of unity. In NSS Camp these volunteers work together, eat together and live together as a family.

The Cultural Committee: The cultural committee conducts various activities like Republic Day (26th January), Independence Day (15th August), Marathwada Mukti Din (17th September), Maharashtra Din (1st May), Balika Din (3rd January), Baal Din (14th November), Rashtriya Ekta Divas (31st Oct), Ambedkar Jayanti (14th April), Yuvak Din (12th January), International Mahila Din (8th March), etc. and Birth and death anniversaries of national as well as international icons. These activities help to inspire the students and encourage them to maintain harmony and tolerance in society.

Sports Department: The sports department gives the opportunity to take part in various games and sports not on the basis of caste, religion, or economical position but on the basis of the merits and performance of the student. This system helps students to believe in skill, performance, and merits rather than domestic walls.

The Departments and Committees: Marathi Department celebrates Marathi Bhasha Din, Marathi Bhashya Pandharwada, and Hindi Department celebrates Hindi Diwas (14th September). The Political Science department conducts a voter awareness program, Sanvidan Din to inculcate the value of secularism among the students. Every department has Student Study Board where students work together and publish wallpapers contributing their ideas. Admission Committee gives admission as per the rules. Female, as well as Male staff, helps students (girls as well as boys) to achieve their merits in curricular, co-curricular, and extra-curricular activities. The staff helps category students to get scholarships and help them to get financial assistance from the government. The college gives financial assistance to the students on merit and needs base without considering their caste, religion, gender, etc.

Visits to Historical and Religious Places: Department of Marathi organizes visits to the local religious places- Sant Janabai Mandir. 13th century St. Janabai belongs to a low caste and wrote ABHANGAS and contributed to enriching *Warkari Sampraday* (the community which believes in Lord Vishu, Vitthal). The history department organizes study tours to visit local historical places. These visits help to develop cultural harmony among the students.

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| Any other relevant information. | View Document |

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

Response:

The Preamble is a preface to the constitution. It embodies the sprits and philosophy of the Indian constitution. We the People of India have Solemnly Resolved to constitute India into a Sovereign, socialist, secular, democratic public and to secure to all its citizens Justice social-economic, and Political Liberty of thought expression, belief faith and Work ship, and Equality of Status and opportunity and to promote among us.

The college strictly and ethically follows the Constitutional rights and duties of citizens. Our certain civil duties and responsibility are equality and freedom in all spheres of social life. The Institution Provides education in rural areas people.

The Institution strictly accepted the Fundamental Rights in the academic and administration point of view on the Campus Including the Right to Equality, Right to Freedom, Right to against Explain ant, Right to Freedom of Religion, Cultural and Educational Rights, and Right to Constitutional Remedies. Being a citizen of India some of the moral responsibilities and duties mentioned in the Constitution are: the college to respect the National Flag and National anthem, obey the law of our Country, Protect the power unity and integrity of the Country safeguard the Public properly, pay our Taxes with Honesty Promptly protect.

Respect and obey the laws enacted through the State Government's Acts Regarding Maharashtra Public University Act 2016 UGC Act and MHRD/UGC Regulations from the time to time. The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations. The college celebrates national festivals including Republic Day, Independence Day, Labour Day, Marathwada Mukti Sangram Day, and University commemoration Day. The college arranges a lecture on this event.

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

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

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

Response: E. None of the above

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

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

Response:

The college celebrates/organizes National and international commemorative days, events, and festivals. The college celebrates Independence Day, Republic Day, Gandhi Jayanti, Yoga Day, etc. regularly. Celebrations of Birth and Death Anniversaries of great Indian personalities educate the students about the importance of the occasion and also the role and leadership qualities of the personalities. Cultural Committee, NSS, Sports, and other departments work to organize various events at regular intervals. The college inculcates a sense of patriotism and humanity among the student and the staff members through the celebration of national festivals like Independence Day, Republic Day, Human Rights Day, Indian Constitution Day, Women's Day, Environmental Day, and Yoga Day, Marathawada Mukti Sangram day every year. The college celebrates different programs on this occasion speeches, cultural programs of different events arranged by NSS and Cultural departments. Birth and death anniversaries of social workers, reformers, leaders, scientists, freedom fighters, and legendary personalities like Chhatrapati Shivaji Maharaj, M.K. Gandhi Dr. B.R. Ambedkar, Mahatma Phule, Sarvepalli Radhakrishnan, Swami Vivekanand, and some other National leaders. International Women's Day is celebrated to highlight the achievements of Women. The day also marks a call to action for accelerating gender parity. Teachers Day is celebrated to mark the birth anniversary of Dr. Sarvapali Radhakrishnan. To mark the assassination of Gandhiji on martyrs day on 30 January a two Minute silence in memory of Indian martyrs.

A glimpse of the activities taken up by the students for the organization of national festivals, 'Birth' and Death Anniversaries of great Indian personalities are listed below.

On 12th January students/Faculty Observe National youth day

On 25th January Voters Day

On 26th January students/Faculty Participate in the celebrations of Republic Day

On 14th April students/Faculty Participated actively on the occasion of Ambedkar's Birthday

On 21st June students participate in practicing Yoga on the occasion of Organized Yoga Day

On 15th August students/Faculty Participate in the celebrations of Independence Day

On 5th September students/Faculty Participate in the activities of Teachers Day celebrations on the occasion of the birth anniversary of Dr. Sarvepalli Radhakrishna

On 2nd October students/Faculty Participate actively in the Gandhi Jayanthi and International Community Harmony Day celebrations

On 15th October students/Faculty celebrate Abdul Kalam's birthday

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

7.2 Best Practices

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

Response:

Best Practices – I

Title of the Practice: Student Welfare Scheme

The Objectives of the Practice:

- To provide financial assistance to the financially backward and needy students
- To motivate the students to take part in academic, sports, and cultural activities.
- To provide an opportunity to become a graduate.
- To make the student self-reliant.

Context:

As per the mission, “**To uplift the socially and economically backward youth bringing them in the mainstream of education and make them able citizens of the society to face every challenge in a democratic way,**” the institution works for holistic development of the students and helps the needy students. The college started ‘The Student Welfare Scheme.’ The source of student aid fund is generated from the sum voluntarily given by the college teachers only. It is a helpful scheme for students, especially student from the economically backward background who has a strong will to pursue higher education. The scheme is a boon that offers higher education opportunities not only to academically disserving students but also to other fields like sports and cultural events.

Practice:

The student adoption scheme has been implemented in the college since 2016. The scheme has been launched to ensure that no student can be deprived of education due to financial constraints. The scheme provides a certain amount for S.T. Pass and for the purchase of educational materials for the needy students. The benefit of this scheme is given to selected students. During the pandemic period due to Covid-19, the college could not continue the scheme. On 24th September 2022, the college opened a bank account and started issuing blank cheques to needy students.

Evidence of success:

Implementation of the scheme gives opportunity to the needy students to complete their undergraduate programs. It helps to increase the number of enrolment of the students. The benefited students motivate other students. The college succeeded in gaining the confidence of the parents of the students. The scheme helps to ensure that no student (especially girl students) can be deprived of education due to financial constraints.

Problems Encountered and Resources Required:

The majority of the students enrolled are from rural, socially, and economically background. The families of such students impose the burden of economical support instead to take higher education. Most families do not allow their girls to take higher education because such families want to marry their girls and become free from the burden. One of the problems before college is to convince such families to allow their daughter or son to complete their higher education instead of marrying a girl child at an early age or imposing family burdens on them. The next problem faced is how to raise funds for economical support for the needy students. For the solution of the fund, the Principal and all the teachers voluntarily decided to contribute some amount every month and support the needy students without considering gender and caste except for the economic status of the students.

Notes (Optional):

The Student Welfare. The scheme is being implemented by **The Student Welfare Committee** and all the fund is raised from the contribution of the teachers.

Best Practices – II

Title of the Practice: **Students Adoption Scheme / Mentor-Mentee Scheme**

The Objectives of the Practice:

- To promote high education among the students.
- To decrease the drop-out ratio.
- To increase the percentage of the regularity of the students.
- To motivate the students to take part in academic, cultural, and sports activities.
- To focus on the holistic development of the student.

Context:

Most of the students are from rural, working-class, and illiterate family backgrounds. The working-class family students live in hamlets and for economic support, the family wants to send them for daily wages instead of allowing them to attend college regularly. Some families arrange marriages of girl students and stop their education. For such students and their families, counseling is very necessary. Under the scheme, every teacher has a group of 10 to 20 students every year and the teacher helps the students to solve their problems and enable them to complete their higher education.

Practice:

Effective mentoring begins with the faculty and depends on the healthy relationship between faculty and students. The Student Welfare Committee assigns a group of 10 to 20 students to each teacher to provide guidance for each year. The teacher performs the following functions:

- To maintain personal details of the students including their address, contact numbers, overall academic performance, and progress. It helps the mentor in the holistic development of the mentee.
- To create Whatsapp groups of the mentee.
- To advise the students regarding the choice of electives in the Skill Enhancement Course.

- To counsel and motivate the students in all academic matters-direct or indirect.
- To guide the students in taking up extra academic and professional activities for value addition as a member of the society.
- To contact the parents/guardians of the students regarding the problems of the mentee.
- To advise the students in matters of their career.

The IQAC organizes meetings through which the principal advises mentors and takes administrative action wherever necessary.

Evidence of success:

Implementation of the scheme helps to increase the regularity of the students. The passing percentage increased. The scheme helps in the progression of students to higher education. Some students started their own businesses. It helps to decrease the Dropout rate. It also helps to keep a healthy relationship between teachers and the students. The students start to take benefit from a choice-based credit system (CBCS) and some students selected their Skill Enhancement Course instead of selecting their optional courses. The students are inspired to appear for competitive examinations. It also helps to create a positive attitude of the parents toward higher education.

Problems Encountered and Resources Required:

For the teachers, it is very difficult to convince the parents who belong to the working class to allow their daughters/sons to complete their desire to complete higher education. Some students do not respond to mobile calls and SMS etc. To overcome the problems, the teachers act as per the directives given by the Principal/ IQAC and visit the parents as well as the students to solve the problems.

Notes (Optional):

The Students Adoption Scheme / Mentor-Mentee Scheme. The scheme is being implemented by every teacher as per the guidelines given by **The Student Welfare Committee** and all the teachers work accordingly.

| File Description | Document |
|----------------------------------------------|-------------------------------|
| Any other relevant information | View Document |
| Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

The Management knows the importance of infrastructure and other facilities to enhance the teaching-learning process. The college building comprises classrooms, a store room, staff room, N.S.S. room, sports room, ladies-room, etc. The students are provided with other facilities like safe drinking water and clean toilets. The college has a library with e-Granthalaya Software, N-List Subscription, and a well-stock of books and journals. The Management has provided a well-equipped building as per the present needs. The management is always supportive to provide qualitative higher education to rural masses. The college has made available all necessary facilities like Seminar hall, cultural activities, reading rooms, canteen, and English Language Lab, Subject wise departments, and library with reading room, etc. The institute ensures infrastructure facilities to meet the requirement of the differently-abled students.

The prime objective of the college is to create a unique image through functioning uniquely, innovatively, and distinctively from the other institutions. As far as our Mission and Vision is concerned, colleges always try to implement distinctiveness in the work. The college has a large number of students from the villages which are generally situated in rural and Economically Backward areas. The number of girl students is more in number to boys. Most of the students are from rural areas & poor backgrounds, but they are not poor in talent, knowledge, and humility. The college identifies the talent of the learners and encourages them as per the vision, mission, and objectives of the college.

The main aim of the college is to provide an opportunity for learners to pursue higher education for their holistic development. For the overall development of the learners, the college encourages them to take part in co-curricular and extra-curricular activities conducted in the college.

The Student welfare schemes:

1. Economical Support to Girl Students
2. Personal Counselling of the students
3. Career Guidance of the students

Infrastructure:

1. Adequate building as per the present need
2. ICT facilities
3. ICT Based Seminar Hall with interactive board
4. Five Classrooms with Projectors
5. English Language Lab

6. Library with E-Granthalaya, N-List Subscription, and well stock of reading resources.

Collaborations and MoUs:

1. Lions Club Gangakhed Town
2. Library, Mahatma Phule Mahavidyalaya, Kingaon
3. MoU Under UGC-Paramarsh Scheme
4. Prachiti Computer Training Center

Extension Activities:

1. NSS Unit
2. Cultural Committee
3. Departments

Research Contribution:

1. Nine Ph.D. Degree Holders out of fourteen Teaching Staff
2. Three Ph.D. Research Supervisors
3. Eight Students were awarded Ph.D. Under the guidance of Principal Dr. Dhakne B.N. Six Ph.D. research scholars are working under the supervision of Dr. B N Dhakne and Three Ph.D. research scholars are working under the supervision of Dr. R N Aherkar
4. Four books, One edited book, and a good number of research papers published by the teaching faculties of the college.

Contribution of the Faculties:

1. Three BoS Members
2. The Principal is a Sarpanch of Group Gram Panchayat: Sonkhed-Mankhed-Patoda, Tal Ahmedpur Dist Latur (MS)
3. Active Members of Lions Club Gangakhed Town.
4. Member, Azadi ka amrut Mahotsav Samiti (Parbhani District)
5. Free coaching of games and sports to School students

Other Distinctiveness:

1. Reuse of wastewater
2. Rain Water harvesting and water conservation
3. Tree plantation with tree guards donated by the people
4. Girl student percentage

5. College ground is open for senior citizens, boys and girls to play games and sports.
6. No Vehicle day
7. Use of Khadi
8. Alumni gifts/donation
9. Seating bench donation by the businessman.

| File Description | Document |
|----------------------------------------------|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

After a long period of time, the institute has its own building on the 1st Floor. Under the proper leadership and enthusiastic staff, the institute strives best to create its own identity in the field of Higher Education in rural areas. As per the motto, “? ?? ??????? ????? ???????” (**Na hi dnyanen Sadrisham Pavitra mih vidyate**) as said in the *Bhagvat Gita* which means, “**Nothing is as sacred as knowledge in this world,**” the institute serves to educate the students without considering narrow domestic walls (castes, gender, etc.) and economical status of the learners and works for the holistic development of the learners to make them democratic citizens of the nation. The governing body Yuvak Vikas Shikshan Prasarak Mandal Pimpaldari is committed to the physical, intellectual, emotional, social, and spiritual development of the students. The institute strives hard to prepare according to the changing policies on higher education and provides adequate teaching-learning resources to provide quality education. For quality assurance and maintenance, various administrative bodies, like LMC/CDC, IQAC, Time Table Committee and Student Welfare Committee, Research Committee, etc. are established. Different society-oriented activities are undertaken by the institute's NSS Unit to inculcate the value of social commitment and national integration among the learners.

All kinds of sincere efforts are taken by the management and the faculty to achieve the Vision, Mission, and Goals. All the teaching departments, NSS Unit, Sports, and the cultural department works according to the guidelines given by the Principal/IQAC to provide Higher Education to the youth to make them self-reliant, humane, and democratic citizen of the society.

For the motivation of the staff and the learners, the college invites eminent personalities from every walk of life including Local social workers (Shri. Dagdu Somani, Mrs. Suvarnmala Motipawale), Businessmen (Mahendra Khandagale, Rameshwar Tapdia, Sanju Dhule, Sandip Mahajan), Educationist(Prin. Dr. D.S. Phulwadkar, Prin. Lahane), Administrators(Deputy Collector Jivraj Dapkar, CEO Ashish Bobade, IPS Pravin Mundhe), Writers (Nagnath Patil, Mohib Kadri,) Farm Owners (Shri Samir Dudhagaonkar, Shri Bhosale), University Management Council & Senate Members (Dr. Tiparse, Dr. Magar, Dr. Jogdand, Dr. D.N, More), Joint-Director (Dr. Vitthal More).

Concluding Remarks :

The institute serves as an eminent center that provides higher education to the aspirants of higher education. The teaching staff of the college is highly qualified. The institute is striving hard to achieve its vision, mission, and goals through teaching-learning, curricular and extracurricular activities. The institute follows the guidelines given by the university to implement the academic calendar, teaching-learning, and evaluation process. Yearly plans are strictly followed by the institute. During the Pandemic due to Covid-19, the institute realized the importance of online teaching-learning methods and the institute give importance to promoting the use of ICT tools in the teaching-learning process. The teachers continuously evaluate the performance of the students.

Three faculty of the college are members of the Board of Studies. Three faculties are research supervisors. The college encourages teachers and students to develop a research culture. The teachers contribute to the research

area by publishing books and research papers in reputed journals, conferences, seminars, etc. The library and Language Lab are well-equipped with teaching-learning resources. The institute conducts student-centric best practices for the holistic development of the student. The student welfare activities such as financial support and the Mentor-Mentee program help to create a healthy relationship between the teachers and the students. According to the need of the time, the institute organizes various awareness programs such as gender sensitization, scientific temper, eradication of social ills, environmental awareness, etc. The institute has MoUs and linkages with other institutes and organizations. The institute strives hard to meet the requirements of NEP-2020. The institute has its own building, adequate infrastructure, and learning resources with a free Wi-Fi facility. It is a proud moment for the institute that the alumnae work in private, and public sectors and started their own businesses to be self-reliant and support their families.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|--|--|--|--|--|--|--|--|--|--|
| 1.1.3 | <p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per given documents, letters related to the participation in Design and Development of Curriculum for Add on/ certificate/ Diploma Courses not provided.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.1 | <p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 1 Answer after DVV Verification: 15</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.3 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 44 Answer after DVV Verification: 65</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>220</td> <td>287</td> <td>280</td> <td>287</td> <td>208</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>103</td> <td>120</td> <td>120</td> <td>144</td> <td>132</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 220 | 287 | 280 | 287 | 208 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 103 | 120 | 120 | 144 | 132 | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 220 | 287 | 280 | 287 | 208 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 103 | 120 | 120 | 144 | 132 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 360 | 360 | 360 | 384 | 372 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 120 | 120 | 120 | 144 | 132 |

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)**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 158 | 223 | 235 | 236 | 155 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 106 | 125 | 133 | 140 | 113 |

Remark : Input edited as per given observation response.

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 : 14

Answer after DVV Verification: 13

Remark : Input edited as per given clarification documents.

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 : 257

Answer after DVV Verification: 271

Remark : Input edited as per given list of teachers.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 57 | 52 | 61 | 18 | 16 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 57 | 52 | 61 | 18 | 16 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 59 | 66 | 71 | 32 | 25 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 60 | 66 | 71 | 32 | 25 |

Remark : Input edited as per given documents.

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 40.55 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0.70000 |

Remark : Input edited as per given documents.

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**3.2.2.1. Total number of books and chapters in edited volumes/books published and papers**

in national/ international conference proceedings year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8 | 5 | 10 | 8 | 9 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 1 | 4 | 8 |

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17 | 22 | 23 | 20 | 15 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17 | 20 | 20 | 16 | 14 |

Remark : Input edited as per given data template.

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**3.4.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 3 | 0 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 3 | 0 | 0 |

Remark : Input edited as per given documents.

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 : 4

Answer after DVV Verification: 4

Remark : Input edited as per given Geo-tagged photos.

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 167095 | 449018 | 176902 | 784240 | 120344 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.1357 | 1.8313 | 1.1928 | 1.7068 | 0.8592 |

Remark : Input edited as per given consolidated extract, considering only the expenditure for infrastructure augmentation

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

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

Answer After DVV Verification: B. Any 3 of the above

Remark : Input edited as per observation response.

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)**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)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|-------|--------|-------|-------|-------|
| 20301 | 195347 | 28665 | 91034 | 34323 |
|-------|--------|-------|-------|-------|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0.1155 | 1.9534 | 0.2862 | 0.9112 | 0.343 |

Remark : Input edited as per given documents.

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 : 95

Answer after DVV Verification: 0

Remark : HEI provided the data for the year of 2022, which is not consider

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)

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)

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 155599 | 239958 | 140456 | 685679 | 76356 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0.6224 | 0.7894 | 0.289 | 5.198 | 00 |

Remark : Input edited as per given documents.

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 1 | 3 | 1 | 3 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 1 | 1 |

Remark : Input edited as per given documents.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 3 | 1 | 3 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 4 | 1 | 3 |

Remark : Input edited as per given documents.

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

5.2.2.1. Number of outgoing student progressing to higher education.

Answer before DVV Verification : 23

Answer after DVV Verification: 4

Remark : Without poof claim not consider, HEI provided only the 4 students proof.

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:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 72 | 30 | 32 | 40 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 8 | 6 | 3 |

Remark : Input edited as per given observation response.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 0 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21 | 6 | 5 | 2 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11 | 2 | 3 | 1 | 0 |

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)**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : Input edited as per given observation response.

| | |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1.5 | <p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: D. 1 of the above</p> |
| 7.1.6 | <p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : Input edited as per given Geo-tagged photos.</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1.1 | <p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>540</td> <td>540</td> <td>540</td> <td>540</td> <td>540</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 16 | 16 | 16 | 16 | 16 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 540 | 540 | 540 | 540 | 540 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 16 | 16 | 16 | 16 | 16 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 540 | 540 | 540 | 540 | 540 | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 01 | 01 | 01 | 01 | 01 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 15 | 15 | 15 | 15 | 15 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 01 | 01 | 01 | 01 | 01 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 15 | 15 | 15 | 15 | 15 | | | | | | | | | | | | | | | | | |
| 2.3 | <p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>52</td> <td>61</td> <td>18</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>66</td> <td>71</td> <td>32</td> <td>25</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 57 | 52 | 61 | 18 | 16 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 60 | 66 | 71 | 32 | 25 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 57 | 52 | 61 | 18 | 16 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 60 | 66 | 71 | 32 | 25 | | | | | | | | | | | | | | | | | |
| 3.2 | <p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>167095</td> <td>449018</td> <td>176902</td> <td>784240</td> <td>120344</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1.67095</td> <td>4.49018</td> <td>1.76902</td> <td>7.84240</td> <td>1.20344</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 167095 | 449018 | 176902 | 784240 | 120344 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 1.67095 | 4.49018 | 1.76902 | 7.84240 | 1.20344 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 167095 | 449018 | 176902 | 784240 | 120344 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 1.67095 | 4.49018 | 1.76902 | 7.84240 | 1.20344 | | | | | | | | | | | | | | | | | |