



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**BAR. SHESHRAO WANKHEDE MAHAVIDYALAYA,
MOHPA, DIST. NAGPUR**

AT POST- MOHPA, TEHSIL- KALMESHWAR, DISTRICT- NAGPUR

441502

www.bswmm.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bar. Sheshrao Wankhede Mahavidyalaya, Mohpa (BSWMM) was established by Mohpa Education Society, Mohpa in 1991 as a natural extension to the schools and junior college run by it with primary aim of providing the benefits of higher education to the rural folks residing in and around Mohpa and bringing them in the main stream. Bar. Wankhede, a visionary in the real sense of the term, who also handled many important portfolios in Maharashtra Government in his long and illustrious career, wanted the youngsters of the area to get educated and do something in return for the society. His untimely death in 1988 resulted in delayed opening of the college. But when his dream was realized, the college was duly named after him.

The college which had begun with a single UG programme in the faculty of Arts (Humanities) added two PG programmes in the form of MA (Marathi) and MA (Sociology) in the first ten years of its establishment. It is recognized and fully aided by the Government of Maharashtra, and permanently affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. It is also registered under section 2(f) & 12(B) of the UGC Act 1956. Today, BSWMM is a leading centre providing quality education and ample opportunities of exposure to students in sports and extra-curricular activities.

Vision

- To produce morally upright human beings through value-based quality education at affordable fees

Mission

- To provide the students ample opportunities for holistic personality development
- To help them become responsible citizens of the country

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institute is run in its own building in a sprawling campus
- Qualified, dedicated and experienced teachers
- 10 out of 11 teachers have Ph.D. as the highest qualification
- Five teachers are recognized Ph.D. supervisors
- Good percentage of teachers representatives on academic, administrative and professional bodies like BoS, Senate, etc. at the University, State and National level
- Majority of female students in enrolment

- High percentage of students from reserved categories and scholarship winners
- Organization of various programmes to provide exposure to students
- Good number of sports persons' representation at the University, State and National level
- Good bond with alumni working in renowned institutions

Institutional Weakness

- Paucity of funds for organizing programmes on large scale
- Lack of autonomy in curriculum designing
- No Minor and major Research projects
- Lack of placement and job opportunities in our region
- No student representation from other states and countries

Institutional Opportunity

- Scope for infrastructural enhancement
- Scope for introducing new programmes
- Scope for getting research grants from GOs and NGOs
- Scope for registering alumni association
- Signing MoUs with National and International Educational Institutes
- Getting NAAC accreditation with good grade

Institutional Challenge

- To find out ways and methods to increase admissions
- To find out ways and methods to reduce dropout rate
- To find out ways and methods to increase fund mobilization
- Average quality of admitted students
- Getting funded research projects

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur which designs the curriculum and hence we have very little scope in it. Naturally we follow the syllabuses prescribed by the university in all the subjects. However, teachers from the college who are on academic bodies of the university contribute to it. Choice Based Credit System (CBCS) was introduced by the university in PG programmes in the academic year 2016-17.

The institution ensures effective curriculum delivery through innovative and creative methods and various ICT tools are also taken help of. Remedial classes are taken to bridge the gap between slow learners and others. Expertise from reputed institutions is made available to the students through guest lectures, workshops, etc. Issues relevant to gender, environment and sustainability, human values and professional ethics are integrated

with the university curriculum. Students are encouraged to undergo study tours and field visits. Teachers are motivated to participate in subject related orientation/refresher/short term programmes. We have a structured feedback mechanism available wherein feedback is collected from stakeholders, analyzed and action taken reports are uploaded on the institutional website.

Teaching-learning and Evaluation

The institution strictly follows the norms and guidelines for admissions issued by the university and Maharashtra Government. Reservation policies of both the governments are implemented in totality. Teachers give special attention to assess the learning levels of the students and devise strategies to address the issue of students' diversity. Students' performance in the unit tests gives teachers a hint about their academic standing. Once the slow learners are identified, a special time table of four to five periods is prepared wherein the subject teachers try to identify the problem areas of the students and provide necessary guidance in the form of remedial coaching so that they are able to overcome their difficulties. Thus the gap between slow learners and others is bridged.

The institution can boast of having dedicated and experienced teachers out of whom more than 90% are Ph.D. holders. Student-centric methods are employed for curriculum delivery. ICT tools are also used for the benefit of students. Continuous Internal Evaluation (CIE) of the students is done in accordance with the institutional academic calendar and as per the university norms. Vision, Mission and various outcomes are displayed at prominent places in the institute. The attainment of outcomes is calculated at the end of every semester.

Research, Innovations and Extension

The college has a Research Promotion Committee working under the IQAC which encourages teachers to go for research publications regularly. Workshops/Conferences/Seminars are organized every year for the students. In the last five years the college organized three national conferences and workshops, and always promoted teachers to participate in such academic and research oriented activities. There are 5 Ph.D. supervisors in our teaching staff. The teaching members of the college take serious interest in publication as well as participation in research orientated activities.

The institution organizes various extension activities throughout the year for overall development of the students. Health awareness activities are carried out and healthcare services are provided. The institution has signed MOUs with some GOs and NGOs through which faculty and student exchange programmes are carried out.

Infrastructure and Learning Resources

Our college building stands in the expansive campus of about 4.25 acres housing a single-storey building.

The institution has adequate physical facilities for teaching-learning. Students who are interested in cultural activities are given ample opportunities to showcase their talent. We have a well developed library equipped with Integrated Library Management System is LIBMAN, Cloud version with a good collection of books both for courses run in the college and for competitive examinations.

Adequate facilities for sports and games, gymnasium, yoga centre, etc. are available in the college. Many athletes and sports persons have made it proud by representing at the University, State as well as National level.

The institution has adequate IT and internet facilities for its smooth functioning. The software CCMS is used by the office for speedy and effective administration. All computers in the college are attached through LAN. The library is fully automated. CCTV cameras are installed to keep surveillance of the entire building and campus to provide safe and secure environs. A biometric machine is also there to maintain attendance record of the staff members. All ICT facilities are updated as and when the need arises to do so. The students have easy and free access to the entire physical, academic and support facilities available in the college. The Principal and the Governing Body ensures regular maintenance and optimum utilization of these facilities.

Student Support and Progression

The institute always tries to provide facilities to students and encourages progression to higher education. Various capability enhancement programmes are organized in the college through which opportunities are provided to college to develop their personality. Career Guidance and Counseling Cell ensures that skill development programmes are organized every year.

Yoga/Meditation is a regular exercise in the college. Remedial coaching is also provided to slow learners. There is students' representation in important committees like the IQAC, Grievance Redressal, etc.

The college ensures active participation of students in sports/cultural activities organized at inter-college and intra-college levels. Many athletes and sports persons of our college have made it proud by representing at the University, State as well as National level. The institute maintains healthy relationship with the alumni and their Meet is organized every year.

Governance, Leadership and Management

There are various committees to look after the routine administrative activities of the institution wherein due representation is given to teaching, non-teaching staff and the students. Thus, all these important stakeholders of the institute participate in decision making in some way or the other. The strategic plan is prepared in tune with the vision and mission of the institute and proper implementation of it is ensured.

E-governance is used for planning and development, administration, finance, student admission and examination. Budgetary provisions, financial support and infrastructure development are taken care of by the administrative unit. It also shoulders the responsibility of making arrangements for teaching and non-teaching staff empowerment. Their performance is appraised as per the existing norms.

The IQAC is functional and mainly responsible for improvement in the quality of teaching-learning. The Principal being the head of the IQAC ensures proper implementations of the resolutions taken in IQAC meetings.

Institutional Values and Best Practices

The institute is quite sensitive about the safety of girl students and has made adequate arrangements to ensure

their safety. Taking the number of girls that generally take admission in the college into account, security measures are reviewed regularly. Programmes related to gender equity and social responsibilities are regularly organized in the college. Celebration of national festivals is a common feature of the institute. Birth and death anniversaries of personalities of national importance are also celebrated/observed.

We have a well structured solid, liquid and waste management system in place. Renewable energy sources and LED bulbs are used in the college. Rain water harvesting is also done. Green practices such as tree plantation, plastic free campus are followed for promotion of environmental consciousness and sustainability.

“Health Awareness and Healthcare Services” and “Providing Fee Concessions and Security Measures” are our notable best practices.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BAR. SHESHRAO WANKHEDE MAHAVIDYALAYA, MOHPA, DIST. NAGPUR
Address	At Post- Mohpa, Tehsil- Kalmeshwar, District- Nagpur
City	MOHPA
State	Maharashtra
Pin	441502
Website	www.bswmm.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M. V. Kolhe	07118-237176	9923086250	-	arjiqacbswmm@gmail.com
IQAC / CIQA coordinator	Ajiet Ravikant Jachak	-	9822467755	-	arjachak@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	20-11-1991			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University		View Document	
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	07-05-2010	View Document		
12B of UGC	07-05-2010	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?	Yes
If yes, has the College applied for availing the autonomous status?	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	At Post- Mohpa, Tehsil- Kalmeshwar, District- Nagpur	Rural	4.225	1100

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,Bachelor Of Arts	36	H.S.C.	Marathi	120	91
PG	MA,Master Of Arts In Marathi	24	Graduation	Marathi	80	30
PG	MA,Master Of Arts In Sociology	24	Graduation	Marathi	80	43

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				9			
Recruited	1	0	0	1	0	1	0	1	6	3	0	9
Yet to Recruit	0				0				0			
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	5	1	0	6
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	6	2	0	10
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	43	0	0	0	43
	Female	48	0	0	0	48
	Others	0	0	0	0	0
PG	Male	15	0	0	0	15
	Female	58	0	0	0	58
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	10	11	9	6
	Female	17	20	9	15
	Others	0	0	0	0
ST	Male	2	2	3	3
	Female	3	9	9	5
	Others	0	0	0	0
OBC	Male	26	62	50	48
	Female	70	78	93	96
	Others	0	0	0	0
General	Male	1	3	2	2
	Female	3	3	3	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		132	188	178	177

3. Extended Profile

3.1 Program

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

Response: 80

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
268	356	341	360	333

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
140	152	152	152	140

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
90	106	82	113	78

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	9	9	9	9

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	9	9	9	9

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 6

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

2018-19	2017-18	2016-17	2015-16	2014-15
97.26	132.45	102.36	95.43	87.14

Number of computers

Response: 22

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 curriculum is designed by Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur to which this institution is affiliated. Naturally we follow the syllabuses prescribed by it in all the subjects. Ensuring effective curriculum delivery through a well planned and documented process is the primary concern of the institution for which the following initiatives are taken:-

1. A staff meeting is convened by the Principal in the beginning of every academic semester/year to analyze the results of previous year examinations and to devise/modify strategies for effective implementation of the curriculum. An academic calendar of the college is prepared in accordance with the one given by the university. Workload is distributed among teachers as per the existing norms and time table for the year is prepared.
2. Every teacher devotes some teaching periods to appraise students about the syllabus, unitization, distribution of marks, question paper pattern, etc. in the beginning of every academic semester/year before starting actual teaching work.
3. The Principal ensures that the teachers prepare annual teaching plan, maintain a daily diary and strictly adhere to the academic calendar prepared by the Institution and curriculum is completed well within time.
4. Audio-visual aids are used in classrooms and library for making the teaching-learning activity interesting and student friendly. Teachers who use ICT tools for classroom teaching mention it in their daily diaries. The Principal puts his remark on verifying it.
5. Students' attendance is monitored by the subject teachers at the end of every month. Continuous internal evaluation is done to assess the students' progress through periodic tests, assignments, viva-voce, etc. Working hours lost due to commemorative and other programs held in the college are compensated.
6. Mentor-Mentee scheme is in place in the college through which personal counseling is done about academic as well as personality development.
7. Quality reading material is provided to students besides books recommended by the university. Besides this students go to the computer lab whenever they need additional information.
8. Tutorials for batches of 20 students are regularly conducted in the subject Compulsory English so that every student gets individual attention.

1.1.2 Number of certificate/diploma program introduced during the last five years**Response:** 0**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

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

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

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 351.06**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	5	6	5

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 100**1.2.1.1 How many new courses are introduced within the last five years****Response:** 80

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 66.67

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

Response: 2

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

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 0

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

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

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

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

The institution regularly tries to organize birth and death anniversaries of eminent national personalities to imbibe human values in the students and programmes on social issues such as human rights, civic responsibilities, cleanliness, climatic changes, nutrition, share market and taxation, etc. are organized to keep them abreast with the current development. Educational tours are organized and surveys are conducted. There is a full subject named Environmental Studies which is compulsory for BA-II students wherein sustainability of environment and other such issues are taught. There is series of three books *Step*

Up: Improve Your English which is part of the curriculum of Compulsory English at the UG level through which communication skills are taken care off. The institute takes pride in the fact that the IQAC Coordinator Dr. Ajiet Jachak is the main author of one of the three books – **Step Up II: Improve Your English**. Awareness and respect towards the Indian Constitution is created among the students by organizing guest lecturers, seminars and workshops on *Samvidhan Day* by Department of Political Science. Importance of health is created among the students through topics on Health Economics. Taking the present social condition and the increasing atrocities on female citizens into account, students are given basic training for self-defence. Tree plantation is a regular feature of the institute.

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

Response: 2

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

Response: 02

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: E. Feedback not collected

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

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

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 55.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
132	188	177	177	147

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

2018-19	2017-18	2016-17	2015-16	2014-15
280	304	304	304	280

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 98.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
128	152	152	152	140

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

Students are admitted through interview process and teachers get a general idea of the students there itself. Ours is a college situated in rural area and most of the students coming to us are from socially and economically backward background, and educated from Marathi medium schools and colleges in and around Mohpa. The heterogeneous background of the students poses a real challenge to teachers which they accept readily.

Teachers give special attention to assess the learning levels of the students in the initial period in every academic year and devise strategies to address the issue of students' diversity. Students' performance in the unit tests gives teachers a hint about their academic standing. Once the slow learners are identified, they are given confidence that they can pick themselves up with a little more effort and can easily compete with others. They are motivated to open up and talk about their difficulties. They are advised to read books outside their subjects also. Interactive teaching method is also employed besides traditional lecture method. Simplified notes are also provided to students. At times teachers repeat the difficult topics in their syllabus for better assimilation of students. Audio-visual aids are used to elucidate difficult portions and the slow learners are encouraged to participate in discussions. This helps them shed off their fears. Extra classes are taken for such students. Tutorials are conducted in small batches in subjects like English. They are advised to go for skill-based courses to earn their livelihood.

A special time table of four to five periods is prepared for those who do not get through the university examinations in the first attempt (slow learners) wherein the subject teachers try to identify the problem areas of the students and provide necessary guidance in the form of remedial coaching so that they are able to overcome their difficulties. Thus the gap between slow learners and others is bridged. Above average and advanced learners are encouraged to come forward and express themselves in different situations inside the classroom as well as outside it. They are given exercises with a higher difficulty level. Previous years' university examinations question papers are provided to them to solve so that they can score better grades. College toppers in university examinations are given endowment prizes and are felicitated every

year in a grand function on the occasion of *Bar. Sheshrao Wankhede Smriti Din* (Death Anniversary). They are given ample opportunities to participate in co-curricular and extracurricular activities at different levels. It helps them in their personality development. They are provided with all possible facilities like books, magazines, computers and internet, expertise from outside faculties in the form of guest lecturers. They are encouraged to prepare themselves for higher studies and competitive examinations such as Bank examinations, MPSC/UPSC examinations, Police recruitment, Railway recruitment, NET/SLET/PET. Successful alumni are called for interactive sessions with regular students to share their experiences. It boosts the morale of the students and motivates them to achieve their own goals.

2.2.2 Student - Full time teacher ratio

Response: 24.36

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Students are the main stakeholders in the entire education system and hence it is highly imperative that the methods of imparting knowledge are student centric. The students find the traditional lecture method mundane, monotonous and teacher centric. It fails to attract students to classrooms anymore. That is why it is getting out of vogue. The methods of teaching and the tools used for it must be changed keeping in mind the tastes of the current lot of students. A whole gamut of ICT tools is available in the market with the advancement in technology. Taking into consideration the youth's fascination for it and its effectiveness, the teachers must also adapt to these new trends and get adept at the use of modern technology. In our college the teachers are more of facilitators than instructors.

Experimental Learning: It is an age old truth that the things/skills you learn through experiments serve you through your lifetime. We divide our classes into small groups and assign some tasks to the students. Group discussions, topic presentations, etc. help the students understand the subject in a better way. For example, in language classes students are asked to come forward and read out a prose piece or recite a poem to the class. They are also asked to do some grammar exercises on the blackboard. This way they learn the basic language skills and also acquire stage daring.

Participative learning: Students are encouraged to participate in debates, discussions, seminars in the

classroom during classes. Active participants are given incentives in the form of a pat on their back, some kind words and even sometimes small cash prizes. Objective questions or multiple choice questions are sometimes given to students as a test and they are made to evaluate answer sheets of each other. It not only helps students to be attentive in the class but also make the whole atmosphere lively.

Problem solving strategies: The students are encouraged to ask questions in order to increase their inquisitive appetite. They talk to their peers and try to find out the solution themselves whenever they come across a problem. They approach the teachers only when they are not satisfied with the solution reached at. The teachers are available on campus for more than five hours daily and can be easily accessed by the students for interaction and guidance

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

Response: 90.91

2.3.2.1 Number of teachers using ICT

Response: 10

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

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

Response: 33.5

2.3.3.1 Number of mentors

Response: 8

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The IQAC primarily looks after promoting innovation and creativity in teaching learning and encourages teachers to use more and more audio-visual aids to make their subjects interesting and easy for assimilation to students. We have already installed three roof mount projectors besides having one OHP which is moved from one classroom to another where roof mount projectors are not available. Thus all our classrooms are ICT enabled classrooms. All these projectors are not only used for subject teaching but for guest lectures also. Every teacher has got an android phone which is carried to classrooms for teaching purpose. We also have a 42 inch LCD TV set which is used by departments of Marathi and History for

showing plays and historical films respectively to the students. They are made to do excessive English grammar exercises in the classroom so that their confidence is boosted. They are also encouraged to come forward and recite English poetry, to express themselves in English. Students are made to play language games like Lexicon and Word Building to increase their vocabulary. The English teacher reads prose in the style of running cricket commentary, wherever possible, to arouse and sustain students' interest in the subject. The students are given certain topics for home assignments by the teachers. Geographical equipments are used to make the subject easier and interesting to students. Various workshops and seminars are also organized to keep them updated about the current scenario. Surveys, field trips, study tours, etc. are conducted to offer them opportunities to abreast themselves with the latest developments. Students are asked to view educational programmes on You Tube.

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 84.85

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	8	8	7	7

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 14.55

2.4.3.1 Total experience of full-time teachers

Response: 160

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response: 0**

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

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

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response: 10.71**

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

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

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

The college persists with the traditional evaluation methods of conducting oral tests during the class, unit tests and prelims at the end of the academic year before the university examinations besides giving the

students home assignments as part of Continuous Internal Evaluation. Their performance is recorded at every stage and corrective measures are suggested. The students are divided into groups and are made to discuss certain problems. They are also encouraged to ask questions inside as well as outside the class so that their difficulties are sorted out and they are benefitted in the final examinations. Special care is taken when it comes to objective type questions. Question papers of university examinations conducted in the past are preserved in the college library and every teacher makes use of them for guiding the students. Questions banks are prepared on the basis of these question papers which the students find quite handy. Out of the 100 marks per course the institute level assessment marks are awarded out of 20 and the theory papers carry 80 marks in all the courses available in the college except BA-Geography where 30 marks are reserved for practical examination and theory paper carries 50 marks.

Continuous internal evaluation for determining the institute level 20 marks assessment is done in following manner as recommended by RTM Nagpur University, Nagpur:-

Sr. No.	Particular	Marks
1	Attendance	5
2	Assignment	5
3	Class Test	5
4	Viva-Voce/Seminar	5
Total		20

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

Response:

Internal assessment of the students is done on the lines suggested by Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and adhering to the rules and regulations laid down by it. The IQAC also plays its part in recommending certain things so that overall results are improved. Twenty percent marks are allocated for internal evaluation in each paper of UG as well as PG. These 20% marks are further divided and allotted to students for viva, assignments, seminars and projects. The schedules of these are given to students well in advance so that they are ready at the time of these assignments/tests. All this is carried out every semester religiously. Periodic class tests (unit tests) are conducted once every session as displayed in the academic calendar of the college and their record is maintained. Students are conveyed about their performance and are guided accordingly. Besides these oral tests are also taken by teachers to get an on the spot idea of how much the students have assimilated. This helps them in preparing the students for viva as well as university examinations. We used to conduct prelims at the end of the academic of the academic year when the annual pattern of assessment was there. A lot of time is consumed in university examinations in semester pattern and conducting prelims becomes practically impossible.

The following chart gives an overview of the transparency and frequency of the internal assessment mechanism available in the college:-

Sr. No	Particular	Marks	Frequency	
1	Attendance	5	Daily	
2	Assignment	5	As prescribed in the syllabus scheme	
3	Class Test	5	As prescribed in the syllabus scheme	

4	Viva-Voce/ Seminar	5	Once in a semester
<p>2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient</p> <p>Response:</p> <p>The subject teachers distribute evaluated answer books and assignments to students and the grievances, if any, are addressed by the concerned faculty within a period of 3-4 days. The internal marks are then displayed on the notice board. If any student still has a problem, he/she consults the Principal.</p> <p>As far as university examinations are concerned, there is a well defined mechanism in place for sorting out students' grievances. Many a time the subjects offered by the students do not get reflected on the screen while filling up examination form online. In such cases the university provides a 3 day window to the institute to submit such grievances to the university and the same are addressed immediately. The university takes 7 days' time for correction of name of the student on the examination hall ticket. The students who are not satisfied with the marks obtained in the university examinations are entitled to apply for revaluation within a stipulated period after paying the fee decided by the university. The college collects the amount from such students and deposits it with the university. The university then appoints two examiners afresh to evaluate the answer sheets in question and declares the results within a fortnight or so. There is a Disciplinary Action Committee (DAC) in the university to deal with malpractices found at the examination centres and its decisions are final and binding upon the miscreants. This adds to the efficiency of the DAC. The entire process carried out there is transparent and every case is settled within a short time.</p>			
<p>2.5.4 The institution adheres to the academic calendar for the conduct of CIE</p> <p>Response:</p> <p>The college prepares the academic calendar for the next session in accordance with the one given by the university. It is mostly done before the year end and approval of the IQAC is sought. It is then displayed on the college notice board for general information. Periodic class tests (unit tests) are conducted once every session as displayed in the academic calendar. Subject teachers of the college evaluate the answer books. The schedules of viva, assignments, seminars and projects are given to students well in advance so that they are ready at the time of these assignments/tests and internal evaluation is done through them. Their performance is discussed with them and they are advised accordingly. All this is carried out every semester religiously. The subject-wise teaching plan is designed and followed meticulously. University question papers are explained to the students so that they understand pattern of the question paper and know what type of questions are generally asked. The courses are completed to the satisfaction of the students in due time so that the students get time for preparing themselves for the university examinations.</p>			

2.6 Student Performance and Learning Outcomes

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

Response:

Programme outcomes (POs) and Programme specific outcomes (PSOs) of the programmes offered by the institution are stated clearly and displayed on the college website which is updated regularly. Teachers as well as students are informed about these at the beginning of the academic year/session. The college prospectus also gives information about the courses offered. The prospectus is also on our website. The course outcomes are written by the concerned faculty members and are maintained in their respective course files. They discuss their COs in class during the introductory lecture. We are planning to upload reports of all the programmes/events conducted by the departments/IQAC/college on the website along with pictures of the same.

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

Response:

The attainment of various outcomes like COs, POs and PSOs is carried out in four stages namely, Planning, Implementation, Evaluation and Action Taken.

Planning:- Various outcomes are defined and a correlation is established between outcomes and tools used. A mapping matrix is prepared in this regard for every CO, PO and PSO in the program including the elective subjects.

Implementation:- An individual faculty member uses different direct tools like Class Tests, University Exam, Assignments, Seminar, etc. for the evaluation of Course outcomes (COs). The Principal evaluates POs and PSOs by using evaluation of COs and Indirect Tools like Surveys/ feedback from Alumni, Parents, Teachers and Students.

Evaluation:- Attainment of all outcomes are calculated and compared with the expected level of attainment decided by the subject teacher for COs and the Principal for POs and PSOs.

Action Taken:- The subject teachers are appreciated in staff meetings for the efforts taken if the attainment matches the expectations. They are suggested the necessary corrective measures if the case is otherwise.

2.6.3 Average pass percentage of Students

Response: 58.89

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 53

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

Response: 90	
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: 3.83

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 45.45

3.1.2.1 Number of teachers recognised as research guides

Response: 5

File Description

Document

Any additional information

[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

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

Response: 11

3.2 Innovation Ecosystem

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

The college has a Research Promotion Committee working under the IQAC which encourages teachers to go for research publications regularly. Workshops/Conferences/Seminars are organized every year for the students. In the last five years the college has organized three national conferences and workshops, and always promoted teachers to participate in such academic and research oriented activities. Research supervisors from among the teaching faculties (5) devoted quality time to the research scholars working under them and produced seven doctorates in the last five years. Four teachers pursued and completed their doctoral research (PhDs) during the last five years and the only one who does not have research degree right now has submitted her synopsis for approval. In all, the teaching members of the college have a textbook, 3 reference books, a couple of chapters in edited volumes, 12 papers in national/international conference proceedings and 44 research papers in UGC listed journals to their credit. The institution felicitates such teachers for their achievements on the occasion of *Bar. Sheshrao Wankhede Smriti Din* on 30th January every year. Some of the faculty members have even been invited as resource persons/key note speakers at conferences, workshops and seminars.

We are in the process of establishing an Incubation Centre in the already existing computer lab housed in the college library. The 12 computers being exclusively used by the students will be made source of information for competitive examinations and other personality development programmes. E-books on various subjects will be made available. It is also being planned to facilitate networking with professional resources which include mentors, experts, consultants and advisors.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**Response: 5**

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

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

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

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response: Yes****3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response: 1****3.3.3.1 How many Ph.Ds awarded within last five years****Response: 5****3.3.3.2 Number of teachers recognized as guides during the last five years****Response: 5**

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response: 3.62****3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
14	5	5	5	5

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

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

Response: 1.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	3	1	2	4

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

3.4 Extension Activities

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

Response:

The college conducts series of extension activities every year under the purview of social responsibility. The institute through its **NSS Unit**, has made remarkable efforts to sensitize its students and teachers about their social obligations.

Major activities undertaken are like tree plantation, cleanliness drives, health and hygiene awareness programs in nearby villages, career guidance and awareness about higher education, river cleaning drives etc.

Highlights of the extension activities conducted :

Sr. No.	Particular	2018-19	2017-18	2016-17	2015-16
1	Number of Activities	5	5	5	5
2	Number of Awards/ Recognitions	4	4	4	4

After conducting these activities, students realized that it was their responsibility also to keep the town, the river and surrounding environment clean, and see to it that every citizen gets fresh and unpolluted air to breathe. In health and hygiene awareness programs conducted in nearby villages, villagers were explained the significance of cleanliness and hygienic conditions and what role they play in leading a healthy life during the event.

Apart from this, the Women's Welfare Committee organized Sickle Cell check-up camp on 14th February 2015. The newly formed Healthcare Committee organized Phileria Awareness Programme on 16th January 2019 and a Dental Check-up Camp was organized on mass level in collaboration with VSPM Dental College and Hospital, Hingna, District Nagpur on 6th February 2019 where 427 patients, mostly school children, from in and around Mohpa were benefited.

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

Response: 20

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

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

File Description

Document

Number of awards for extension activities in last 5 years

[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 25

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

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

File Description

Document

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)

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

Response: 31.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	96	138	140	135

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

3.5 Collaboration

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

Response: 6

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

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

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

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Our college building stands in the expansive campus of about 4.25 acres housing a single storey building. We have one undergraduate and two post graduate programmes in the institute catering to the educational needs of aspiring students who wish to graduate through Arts faculty. The institution has adequate physical facilities for teaching-learning such as spacious, ventilated and well illuminated Principal's chamber, computerized office, staff room and classrooms with blackboards/green boards, well developed library automated with software with a good collection of books both for courses run in the college and for competitive examinations besides subscription to standard journals and newspapers in Marathi, Hindi and English. It also has provision for reading room, reference and digital section for accessing e-books, e-journals and online open source books. We have a well equipped Geography laboratory with an OHP installed in it in addition to necessary equipments. There are three classrooms having a capacity of 120 each with roof mount LCD projectors and screens. Outside teaching hours, these are used for conducting seminars, guest lectures, examinations and commemorative functions such as birth and death anniversaries of persons of national importance. Beside these three we have three more classrooms on the first floor wherein optional subjects are taken care of. We share all the classrooms and other infrastructural facilities for UG and PG classes for optimum utilization of available resources. We do have a 42-inch LCD TV set which teachers use for showing educational, historical and patriotic films, plays, programmes, etc. We also have a smart board installed in the library which is used frequently. A 16-station gymnasium and playgrounds for a number of sports are also there. Computers with internet facilities and centralized LAN connection are available. We have set up our computer lab with 12 computers exclusively for students' use inside the library to ensure our librarian's close vigil on the ICT facilities being properly used by the students. CCTV cameras have been installed to brief up security measures. All in all it is always our honest endeavour to maintain atmosphere conducive to teaching-learning.

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

Response:

The college has adequate facilities for sports and games, gymnasium, yoga centre, etc. which are enumerated in the following chart:-

Sr. No.	Facility
Outdoor Games	
1	Kho-Kho
2	Kabaddi
3	Volleyball
4	Basketball
Indoor Games	

5	Chess
6	Carom
Athletics	
7	Running Track
8	Shot-put
9	Discus throw
10	Long jump
11	Yoga Centre
12	Gymnasium
Cultural Activities	
13	Tabla
15	Harmonium
14	Podium with Microphone

Students interested in sports and games come to college ground in the morning regularly and practise under the watchful eyes of the sports teacher. They participate in team events in all the above-mentioned outdoor games and athletics at the college level as well as inter-collegiate level. Yoga sessions are conducted in the college courtyard in the beginning of every academic session for a period of 45 days. Taking a note of the punctuality and usefulness of these sessions our alumni donated three 11' x 8' and two 16' x 10' cotton mattresses worth Rs. 9000/- approximately to the Yoga Centre in 2017-18. We also have a weighing machine placed in the gym. Weight of the players and athletes is regularly checked by the Director of Physical Education and Sports Dr. Alka Thodge and proper diet is recommended to them if necessary. All players representing the college at any level are provided sports kits, necessary sports goods, first aid and paid TA/DA by the college. Outstanding sportspersons are felicitated and awarded on 30th January every year on the occasion of *Bar. Sheshrao Wankhede Smriti Din* at the biggest event organized on college campus.

Students who are interested in cultural activities are given ample opportunities to showcase their talent on the platform made available to them on the occasion of *Bar. Sheshrao Wankhede Smriti Din*. Prizes are given to the winners of all competitions on 29th January every year. Necessary encouragement, guidance and monetary help are provided to all those students who wish to participate at the university as well as higher levels.

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

Response: 50

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

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

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 2.94

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

2018-19	2017-18	2016-17	2015-16	2014-15
4.23	4.75	5.03	1.71	0.072

File Description**Document**

Details of budget allocation, excluding salary during the last five years

[View Document](#)**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The college has a well developed library equipped with Integrated Library Management System is LIBMAN, Cloud version with a good collection of books both for courses run in the college and for competitive examinations besides subscription to standard journals and newspapers in Marathi, Hindi and English. It also has provision for separate reading sections for teachers and students, reference and digital section for accessing e-books, e-journals and online open source books. It is housed on the first floor. It is open for users from 7.30 a.m. to 2.30 p.m. Total number of books in the library is 5413. The college also has membership of N-List programme of INFLIBNET centre to provide limitless e-resources to our students. The teachers will also be benefited by this.

The library provides following facilities and services:-

- **Easy circulation:** There is a set method of issuing books to students, staff and other users. A special issue register is maintained by the attendant under the guidance of librarian. Taking the number of copies of particular book available and its demand, priority is given to the one who demanded it first.
- **Issue return period:** The students are given a 10-day issue retaining period normally which can be extended for another 10 days by renewing it. There is no such time limit for staff members.
- **Reading section facility:** There are separate reading sections for students and staff in the library besides a newspaper reading section which is common to both.
- **Computer lab:** The library also houses a computer lab wherein 12 computers are kept for students' use exclusively. The librarian monitors the lab.
- **OPAC:** Online Public Access Catalogue (OPAC) allows users to browse a book by author, title, publisher or any keyword.

- **Book bank facility:** Book bank facility is one of the best practices of the institution. This is primarily used by students preparing for competitive examinations. The facility has started showing results.

Printing and reprography services: library users, particularly regular college students are also provided with printing and reprography services free of cost.

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

Response:

- **Rare Books:** Various rare books are made available to the students and faculty members by downloading/ providing access from website by RBSI (Rare Book Society of India) at digital section of the Central Library.
- **Competitive/ NET/ SET Exam Books:** The library has books helpful for professional and competitive exams. Students refer to these books and get benefitted.
- **Autobiographies and Biographies:** The Autobiographies and Biographies of great people are kept in library. Great deal of motivation is being impacted by these books to our students.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 0.75**4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
0.6	0.58	0.61	1.2	0.74

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

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes**4.2.6 Percentage per day usage of library by teachers and students****Response:** 17.92**4.2.6.1 Average number of teachers and students using library per day over last one year****Response:** 50**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The institution has adequate IT and internet facilities for its smooth functioning. The software CCMS is used by the office for speedy and effective administration. There are 18 desktop computers and 4 laptops in the institution. Three are used for administrative support in the office. One desktop computer is used in the Principal's cabin. The librarian has a laptop besides a desktop computer. Twelve computers are made available exclusively to students in the computer lab. All these computers are attached through LAN. The college has Broadband connection since 2005 with a subscription of 45 GB per month. In addition to it we also have two Jio dongles used for working on laptops. We have six Laser and two Ink-jet colour printers attached to computers placed in office, library, IQAC room and other departments of the college. Out of these eight printers three have inbuilt scanning and reprography (3 in 1) facilities also. One scanner cum photocopy machine is used in the administrative office. One more high speed photocopy machine is there in the office. Both these machines are attached to computers. The library is fully automated. It has got a LIBMAN software installed and is equipped with internet, OPAC, Wi-Fi facilities. It also has a smart

board installed in it and 42 inch LCD TV set. A set of four CCTV cameras keeps surveillance of the entire building and campus. A biometric machine is also there to maintain attendance record of the staff members. All these equipments are provided power backup by UPS and a 45 KVA diesel generator. All ICT facilities are updated as and when the need arises to do so.

4.3.2 Student - Computer ratio

Response: 12.18

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 0.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.94	0.13	0.22	0.57	0.54

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	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 enrolled students have easy and free access to the entire physical, academic and support facilities available in the college. The Principal and the Governing Body ensures regular maintenance and optimum utilization of these facilities.

Laboratories: The institution has a well equipped Geography laboratory. Tenders and quotations are invited before purchase of new equipments every time. Generally sanction to purchase is sought beforehand. Stock is maintained by the head of the department. Mending of damaged articles, if any, is done with the permission of the Principal. The computer laboratory is also maintained by the librarian with the help of the attendant in the same way.

Library: The college has a well regulated library taken care of by the librarian and an attendant. Every year a notice is circulated and a list of books to be purchased is sought from the teaching faculties. Requirement of books and available budget is taken into consideration before purchase. Old books are sent for binding so that their life is enhanced. Pest control is done regularly.

Sports complex: We do not have a sports complex in the strictest sense of the term but the Director of Physical Education and Sports has been given a independent cabin wherein a 16-station gymnasium is installed to ensure proper supervision. Playgrounds for various events are maintained with the help of a peon. Permission is taken from the concerned authorities before purchase or repairs of anything.

Other facilities: Since ours is a small college situated in rural area, most of the times it is easier for us to arrange for the skilled person to mend things once the problem is identified. Local expertise is preferred for maintenance of building and other physical infrastructure such as UV water purifier, electrical and plumbing works, book-binding. It saves our time and money both. Assistance of experts from Nagpur is sought for maintenance of IT infrastructure and gymnasium. The lady peon of the college maintains the Sanitary Napkin Vending Machine. The cleanliness of the entire institution and the surrounding campus including the garden is the primary responsibility of the college

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 71.62

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

2018-19	2017-18	2016-17	2015-16	2014-15
111	276	282	293	250

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 0

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

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

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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

Response: 28.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
90	106	82	113	78

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

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

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

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

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 1.09

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

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

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

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

Response: 25.56

5.2.2.1 Number of outgoing students progressing to higher education

Response: 23

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 24

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

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

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

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

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

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

The Students' Council is formed as per the directions issued by the Director Student Welfare, RTM Nagpur University. Academic merit is the primary criterion for class-wise students' nomination to it. There are other representatives also. Then a General Secretary is elected from amongst these representatives.

The Student Council consists of following members:

1. University Representative/ General Secretary
2. Cultural Representative
3. Sports Representative
4. Ladies Representative
5. Reserved Category Representative
6. Class Representatives
7. Faculty nominated by the Principal

The main objective of forming the students' council is to develop leadership qualities in students and the other objective of student council is to organize sports and cultural events every year on the occasion of *Bar. Sheshrao Wankhede Smriti Din*.

Students are also actively involved in various other institute level committees like IQAC, Anti-ragging and Discipline Maintenance Committee, Women's Welfare Committee, Career Guidance and Counselling Cell.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**Response: 2**

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

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

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

5.4 Alumni Engagement

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

Response:

The institution has a functional Alumni Association which meets at least once every year. Active participation of the alumni in college activities is a plus point of the college. The love and affection alumni feel for the teachers and for the college itself is unmatched in quality. The institution also keeps in touch with them so that the present lot of students is benefitted by the experience of their seniors working in various fields. The local Alumni always respond positively to the calls from the college and see to it that the esteem of the college is maintained in the eyes of one and all. They are well aware of the financial condition of the institute and hence they never let us down whenever appealed for any assistance. The Alumni Association has donated the college the following items so far:-

Year	Name of the Item	Approximate Cost in Rs.
2014-15	Speakers (2)	16000/-
2015-16	Iron Books Racks (3)	12000/-
2016-17	Spades (12) & Earthen Pots (22)	7000/-
2017-18	Cotton Mattresses (5)	9000/-
2018-19	Globe & Geographical charts (7)	7000/-

The alumni contribute to the development of the college in more ways than one. Those who complete post graduation with good percentage of marks are appointed as contributory teachers. They render their services free of charge. Similarly, players and athletes who passed out from the institute in the past take great pride in coaching the current players without accepting a penny in remuneration. Thus, the alumni contribute significantly to the development of the institution through financial and non-financial means.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 5**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

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

File Description**Document**

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

[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

There wasn't a degree college in the radius of 10-12 kilometers of Mohpa and hence the citizens of the locality were deprived of higher education. This college was established in the year 1991 with the intention of providing them this opportunity. Since then the institution has achieved good governance through effective leadership for fulfilling its vision and mission which were developed by active participation of all the stakeholders and guidance of experts from various fields. It is also envisaged to develop the college into the first choice institute for students pursuing higher education in the faculty of Humanities (Arts). The ethical practices followed at the institute are not only in tune with its vision and mission but encourage a certain value system also.

The college has been giving quality education to students coming mostly from poor socio-economic background. The Board of Directors of Mohpa Education Society, Mohpa is the apex body in the organizational structure of the institution. It works in tandem with the Principal to regulate and maintain an amicable and scholastic environment required for the purpose of education. The Principal as the academic and administrative head of the institution implements the decisions and policies of the Management, the University and the State Government with the help of teaching and non-teaching staff. Then there is a College Development Committee (CDC) formed in accordance with the Maharashtra Public Universities Act, 2016 to look after the academic and administrative functioning of the institute. It has five teachers in it— three teachers' representatives besides the IQAC Coordinator and one head of the department nominated by the Principal. One expert each from the fields of education, industry, research and social service is nominated by the Chairman to the CDC. The Students' Secretary is the ex-officio member of it.

To prepare perspective plans of the institution regarding academic, administrative and infrastructural development adhering to the Vision and Mission of the institute as well as its academic calendar is the main function of the CDC. The Principal ensures proper implementation of the development plan. If any difficulty in execution of plans arises, the Governing Body's help is sought in overcoming it.

There are various committees working under the IQAC which look after the routine administrative activities of the institution. Every such committee is comprised of 2-3 teachers. These committees submit their recommendations to the IQAC which after deliberations in its regular meetings decides on implementing them. Thus, every teacher of the institute participates in decision making in some way or the other.

6.1.2 The institution practices decentralization and participative management

Response:

The policy of decentralization has been adopted by the apex managing body of the Institution right from the beginning. Various committees are formed to regulate smooth functioning of the college wherein due

representation is given to teaching and non-teaching staff. The Management participates in this by way of supervision and necessary guidance.

Bar. Sheshrao Wankhede Commemorative Week is celebrated from 22nd to 30th January every year wherein annual Sports and Cultural events are organized with the involvement of all faculty members, support staff and students which is the best example of decentralization and participative management. Case study regarding the same is given below.

Bar. Sheshrao Wankhede Commemorative Week:-

Bar. Sheshrao Wankhede Commemorative week finds its slot in the academic calendar of the college from 22nd to 30th January every year wherein various sports and cultural events are organized. The students' council formed by the institute as per the university guidelines is chiefly responsible for all the sports and cultural events that are conducted. Various committees are formed which involve experienced teachers, support staff and students. The students' council in consultation with faculty members prepares a budget for cultural as well as sport activities. It is submitted to the Principal for approval who in turn seeks the Management's consent and modifications, if any. The approved fund is disbursed to the students' council through the teacher in-charge of cultural and sports activities. Thus, sports and cultural events are conducted successfully every year.

6.2 Strategy Development and Deployment

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

Response:

Academic calendar of the institute is prepared in tune with the calendar published by the university. Department-wise academic calendars are prepared on the same lines and it is seen that everybody follows it religiously. Admission committee is formed under the chairmanship of a senior teacher as soon as results of the 12th standard are declared by the State Education Board, Pune. Actual teaching-learning activity starts in the first week of July irrespective of the number of students admitted by that time. Periodic tests are conducted in the first fortnight of August in the first session and in January in the second one. Adequate preparations are made for organizing sports and cultural activities during Bar. Wankhede Commemorative Week.

Overall, the functioning of the institute operates at four different levels such as Student, Teacher, Principal and Management. Various forums at the college and society level are made available to them. They are assigned various responsibilities as per their strengths/capabilities assessed by the Principal as the head of the institute. Involvement of the teaching faculty is also tested during execution of specific tasks assigned.

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

Response:

The Board of Directors of Mohpa Education Society, Mohpa is at the topmost tier in the organizational structure of the institution. It supervises the overall functioning of the institute and directs the Principal whenever necessary.

Then there is the College Development Committee (CDC) comprising of 14 members constituted as per the norms laid down by the Maharashtra Public Universities Act, 2016 (which was earlier known as Local Managing Committee). Preparing budget and financial statements, recommending creation of teaching and non-teaching posts to the Management, discussing academic and other progress of the college are the primary functions of the CDC. The institutional decisions are made by the Principal in the consultation with management. Faculty and various committee/cell in-charges are directed by Principal.

The institute has constituted committees as per the norms of regulating authorities and also additional committees for internal coordination and monitoring of the activities. The Principal monitors functioning of every committee. Smooth conduct of all the committees is ensured by him. Following are some of the committees formed at the institutional level:-

- 1.College Development Committee (CDC)
- 2.Library Committee
- 3.NSS Cell/Extension Activity
- 4.Cultural Committee
- 5.Sports Committee

Besides these there are the following committees/cells working under the Internal Quality Assurance Cell (IQAC):-

- 1.Prospectus Revision Committee
- 2.Academic Calendar Committee
- 3.Anti-ragging & Discipline Maintenance Committee
- 4.Alumni Association
- 5.Women's Welfare Committee
- 6.Career Guidance & Counselling Cell
- 7.Progression & Placement Cell
- 8.Healthcare Committee
- 9.Feedback & Result Analysis Committee
- 10.Grievance Redressal Cell
- 11.Infrastructure Maintenance Committee
- 12.Green Campus Committee
- 13.Felicitation Recommendation Committee
- 14.Website Updating Committee
- 15.Research Promotion Committee
- 16.Parent-Teacher Association

Service Rules, Procedures, Recruitment & Promotional Policy:-

Our Institute is affiliated to the RTMNU, Nagpur and is governed as per the norms laid down by the UGC and the Maharashtra Universities Act. 2016. Our College is permanently affiliated to RTMNU, Nagpur at UG level whereas the university assesses our academic and administrative performance at the PG level through its Local Enquiry Committee (LEC) regularly and awards affiliation accordingly. So, it is mandatory for the institution to observe and follow the rules of the RTM Nagpur University.

The institute strictly follows the statutory norms and procedures in recruitment and promotion of academic and administrative staff. The recruitment and promotional policies are designed by the UGC and Government of Maharashtra, and it is binding for the college to abide by them. For recruitment the institution gives advertisement in at least one national level newspaper and one local newspaper. Interviews of eligible candidates are conducted by the duly constituted selection committees after due date of submitting applications notified in the advertisement is over. Selection of the candidate is done purely on merit basis. Similarly, the existing norms are followed at the time of granting promotion to employees.

The institute has a grievance redressal mechanism in place for the students at its own level whereas RTM Nagpur University has a Grievance Committee which looks after the grievances of the employees of colleges affiliated to it.

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

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

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

Response:

Various committees working under the IQAC take decisions to conduct certain activities in their respective meetings and then the the decisions are implemented. Tree Plantation, Cleanliness Drive, Health Checkup camps, etc. are organized as a result of this only.

The IQAC in its meeting held on 13/10/2018 resolved to organize a Conference/Seminar/Workshop in Nagpur and implemented this decision by conducting a **two-day Multidisciplinary National Workshop on 'Relevance of Intellectual Property Rights in the Present Academic Scenario' on April 27 & 28, 2019** at Dayanand Arya Kanya Mahavidyalaya, Nagpur in collaboration with eight other colleges from this region.

The tabular representation of the activities conducted in the academic year 2018-19 is as given below:

Sr. No	Particular	2018-19
1	Number of Activities	7
2	Number of Awards /Recognitions	7
3	Number of Students Participated	268
4	Number Teachers/Staff Members Participated	21
5	Number of Local Beneficiaries	427

6.3 Faculty Empowerment Strategies

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

Response:

The institute implements several welfare measures for the teaching faculty as well as its non-teaching staff like

Teaching Faculty:

- Motivates and deputes teachers for pursuing higher education
- Encourages teachers to attend workshops, conferences, seminars, short term courses and faculty development programmes and funds are provided for the same
- Encourages teachers to become members of professional bodies and to participate in the activities organized by them and they are given incentives
- Encourages teachers to participate in research orientated activities and to publish research papers in reputed Journals/conferences.
- Promotes and motivates teachers to use the ICT tools in their teaching-learning process
- Grants promotion to teachers on time

Non-Teaching Staff:

- The institute organizes training programs as per the need for skill development of non- teaching staff
- They are encouraged to participate in the organization of social events organized under Community

Out-reach Services

The other welfare provisions made for both teachers and non-teaching staff are:-

- Leaves (Casual, Earned, Medical, Vacation) as per the University and Govt. of Maharashtra norms.
- Maternity leave for female staff members
- Group Insurance
- Membership of Mohpa Education Society's Employees' credit and Thrift Fund Society Ltd. Mohpa

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:** 25.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	3	1	0	0

File Description**Document**

Details of teachers provided with financial support to attend conferences, workshops etc during the last five years

[View Document](#)**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 2

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

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

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

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

Response: 24.04

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	1	1	5

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

Performance appraisal of the staff members is done on various parameters:-

For teaching staff:

The performance appraisal is done in 3 steps:-

1. Teachers are asked to fill up and submit their Self-appraisal Forms before the end of every academic year.
2. Individual performance is assessed by the Principal based on his observations and the documentary evidence produced.
3. Increment/promotion is granted if the performance is satisfactory.

For non teaching staff:

Performance of non-teaching staff members is observed and evaluated on the basis of their knowledge of the work at hand, behaviour, sincerity, punctuality, attitude towards students & colleagues, etc.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Budget estimates and audited statements are prepared regularly. Internal and external audits are carried out to ensure effective and efficient use of financial resources. Utmost care is taken in proper allocation and utilization of the funds.

Internal Audit:

Internal financial audit is a continuous process handled by the Head Clerk along with the Principal. The Head Clerk offers some suggestions regarding finances and stock-related records, giving opportunity to the institute to implement them.

External Audit:

Ratan Chandak & Co., Nagpur are our registered external auditors. It's a group of chartered accountants who perform the auditing of the institute's financial records as per guidelines of Govt. of India. The financial record is sent to the Account General-II, Nagpur for final external audit.

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

Response: 0

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

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

File Description

Document

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

[View Document](#)

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

Response:

Ours is an Institute where we receive salary grant for UG programme and two PG programmes are 'self-

financed' ones. Moreover, we are registered with the UGC under 2(f) & 12(B). Funds received from the UGC under various schemes are utilized on the stipulated heads only. Only other source of income available to us is fees collected from PG students. The Fee Regulating Authority has formed certain norms and regulations beyond which the Institute cannot charge anything. The major part of fees collected is utilized towards salary of Teaching Staff (PG). All other expenses are also met from collected fees only. The alumni of the college also raise funds by themselves and donate necessary goods to the institute. Besides this the teachers and non-teaching staff put up their hand at the time of exigencies. When funds of larger quantum are required our apex Governing Body - Mohpa Education Society, Mohpa is consulted. More often than not a Charitable Trust- Bar. Wankhede 56th Moreover, the institute has signed two MOUs – one with a Government Organization and another with an NGO for a term of five years. Both the organizations have agreed to organize at least two community outreach programmes every year in collaboration with the college and spend upto Rs. 5000/- each.

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:

Two practices institutionalized as a result of IQAC initiatives:

Practice I

Agenda: To purchase the software N-list and to take membership of e-Shodhsindhu and Shodhganga

Resolution:

Dr. D. W. Deote, Librarian and an IQAC member came up with a proposal to purchase the software N-list and to take membership of e-Shodhsindhu and Shodhganga to make e-resources related to library available to teachers and students.

Considering the usefulness of e-resources it was resolved by the IQAC in one of its meetings to purchase N-list and to take membership of e-ShodhSindhu and Shodhganga. This responsibility was given to the Librarian himself and was instructed to submit a report to the IQAC.

Evidence of Success:

N-list has been purchased and the Institute level membership of e-Shodhsindhu and Shodhganga have been taken.

Practice II

Agenda: To purchase drinking water purifiers

Resolution:

It was brought to the notice of the IQAC by the water tank does not get cleaned properly and hence they did not get pure drinking water and were at the risk of health disorder. Taking the gravity of the situation into consideration, the IQAC in one of its meetings resolved to seek the CDC's approval to purchase two water purifiers and install them on both the floors of the building. The water purifiers worth Rs. _____ were purchased and installed on _____ as decided earlier.

Evidence of Success:

The students are getting pure drinking water.

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

Response:

Example I

Agenda: Modification in Course file content.

Resolution:

Dr. L. D. Kharpuriye proposed that there is need of addition of some extra points in course file content. He suggested that this improvised format of IQAC should be used by all the teachers so that uniformity in teaching learning process and its evaluation is achieved.

Thorough discussion was made and it was decided that course file content must be updated and Dr. Kharpuriye was given the responsibility to improvise contents in course file.

Evidence of Success:

Improvise course file format is used from the odd semester of the Academic Year 2019-20.

Example II

Agenda: Restructuring stakeholder feedback mechanism.

Resolution:

Dr. Mrs. A. A. Thodge proposed that there is need of restructuring feedback mechanism for collecting stakeholder feedback as per NAAC Manual i.e. there is need of inclusion of curriculum/ syllabus related questions in the feedback form.

Thorough discussion was made and it was decided that feedback mechanism at the institute level must be restructured for collecting, analyzing and implementing feedback of all stakeholders. IQAC core committee was given responsibility to restructure the existing feedback forms and come up with a new mechanism.

Evidence of Success:

Feedback mechanism is restructured by changing the existing feedback forms of all stakeholders and feedback is sought in new format from Academic Year 2018-19 even semester end.

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

Response: 0.8

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

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

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

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

Response:

The college underwent the first cycle of NAAC accreditation in 2005. Since then the college has seen quite a few improvements almost in all fields. We have an active IQAC which looks after enhancement and sustenance of quality.

- Choice Based Credit System (CBCS) was implemented from the Academic Year 2016-17 with elective subjects
- Value added programs and life skills programs for students are conducted every year
- The faculty members are encouraged to attend and participate in faculty development programmes and are provided financial assistance for the same
- The teachers are encouraged to become members of professional bodies and to participate in the activities organized by them and they are given incentives
- The institute has restructured feedback mechanism from all stakeholders including Students, Alumni, Parents and Teachers
- The institute implemented scholarship schemes effectively resulting into greater number of admissions from various reserved categories
- The institute caters to the learning needs of students coming from diverse socio-economic backgrounds
- The institution has recruited proficient and devoted faculty members from diverse backgrounds
- The institution utilizes student-centric methods and experimental learning approaches
- The institute has put sincere efforts to promote research culture amongst the faculty and students by motivating and encouraging them to publish their work in reputed journals and conference proceedings
- The institute has organized various seminars and guest lectures to upgrade the knowledge of faculty members and students
- NSS/Extension Activities Cell organized various activities such as Tree plantation, Cleanliness Drive, Healthcare Camps and received appreciation from renowned agencies in the surrounding
- MoUs are signed with GOs and NGOs for organizing community outreach programmes/activities
- The institution upgraded its infrastructure to suit the demands of the day
- The institution motivates students to participate in various extra-curricular activities
- Institution has developed a central library automated with software
- Institution has developed a Computer lab and IT Infrastructure facilities
- GoI scholarship and free-ship is provided to the needy students
- Student grievances are addressed through committees such as Grievance Redressal, Anti-ragging & Anti-sexual harassment
- Student participation in sports/cultural activities organized at inter-college and intra-college competitions has gone up
- The bond with the alumni has been strengthened over the years
- Attainment of Vision and Mission of the institute is taken care of through strategic planning and implementation
- E-governance system has been introduced in student admission, examination and general administration
- Administration takes care of key attributes such as budgetary provisions, financial support, and

Infrastructure development for smooth functioning of institute as well as faculty and non-teaching staff empowerment

Due importance is given to environmental consciousness and sustainability

NAAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 5

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

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

File Description

List of gender equity promotion programs organized by the institution

Document

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The institution shows gender sensitivity in providing facilities in the following ways :-

All the newly admitted students are asked to get together in Room No. 1 in the beginning of every academic year and they are informed about the programmes on gender sensitivity that are generally organized in the college and the facilities provided to them by the institute. Taking the admitted number of girl students and the changing trends of the society into account a kind of elementary training in self defence is given to them. They are also briefed about the contribution of Yoga and Meditation towards achieving good health which consequently builds their confidence and helps in self defence in difficult times. The students are made to carry their identity cards for the entire duration of their stay on campus. Six feet tall wire fencing is erected around the 4.25 acre campus in order to strengthen the security of the premises. Entry gates are guarded by security guards and the Institute has installed CCTV cameras for surveillance round the clock. There are separate toilets for male and female students. First Aid Box is placed in the Department of Physical Education and Sports, and its Director looks after providing primary aid to the needy students. Doctors from the local Primary Health Centre (PHC) are called in case of emergency. Some additional facilities like sanitary napkin vending machine are also available. The institute provides counselling to students of the both genders as and when required through Mentor-

Mentee Scheme. We also have a common room for girls.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 20

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0

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

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 5

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

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

The institute is very much conscious about the waste management to keep the campus clean and eco friendly. The waste management in the campus is as briefed below.

Solid Waste Management:

Solid waste term refers to all discarded and thrown away solid and semi-solid waste from the institute. Solid waste is mainly divided into

1. Garbage: It include decomposable organic waste like fruit or vegetable, residues, spoiled food etc.

2. Rubbish: These do not decompose rapidly and are of three types

- **Combustible:** Paper, Cardboards, Wood Items, Plastic Containers, etc.
- **Noncombustible:** Metals, Metal Particles generated from workshop, glass bottle etc.
- **Miscellaneous waste:** Solid waste from uncertain sources such as dead stray animals, street sweeping, sanitary pads etc.

The normal dry waste which includes maximum waste papers in the campus is carried out by Ghanta Gadi of Nagar Parishad. Composting process is used to handle the wet solid waste.

Liquid Waste Management:

The liquid waste generated from the campus goes directly to the drainage system created by the local authorities in the vicinity of the institute.

E-waste Management:

The Institute has MOU for Collecting and Disposing waste generated in campus.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Understanding the importance of conservation of water, Institute has implemented Rain Water Harvesting Scheme. Under this scheme, the adequate piping is done to collect entire rainwater from terrace and which is directed to well present in the campus. The water collected in well helps in increasing the water level of the institutional area thereby increasing the water level in the surrounding premises of the institute.

The college has maintaining a garden of area, where maximum possible rain water is effectively used for maintaining green environment in the campus in most appropriate manner.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The institute has its main entrance at a T-point where two tar roads meet each other. Being *pucca* roads, they are used by pedestrians, cyclists, two and four wheel users as well as public transport vehicles. We have allotted specific parking slots for students, visitors and staff members. Vehicle movement beyond the parking area is strictly prohibited.

Plastic-free Campus: The institute takes great pride in proclaiming that our campus is plastic free. There is a committee in place headed by Dr. D. W. Deote, our Librarian, which checks bags of students and teachers alike to verify that plastic bags, sachets and papers containing ghutka, tobacco, etc. are not carried inside the campus. Everyone is briefed about hazardous effects of plastic and given instructions to avoid its use as much as possible so that the environment is protected. Neem trees are planted by the fencing all around the campus for their quality of giving high degree of oxygen.

Paperless Office:- We are heading towards creating a paperless office. We have purchased and installed MIS software for all possible administrative purposes so that the use of paper is greatly reduced. We have made it mandatory to print on both the sides of the paper resulting into paper saving. The college has a WhatsApp group of employees which is exclusively used to communicate important notices, thus reducing paper usage.

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

Response: 0.23

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.42	0	0	0.40	0.24

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

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

1. Physical facilities

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

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

Response: 0

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

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

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

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

Response: 0

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

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

7.1.12

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

Response: Yes

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

Response: Yes

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

Response: Yes

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

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

Response: Yes

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

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 15

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

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

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

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

Response:

The institution has developed a habit of organizing events to mark birth/death anniversaries of great Indian personalities and to celebrate national festival with great vigour. The first event celebrated invariably every year is the Independence Day. A circular is issued for the students and staff alike urging them to remain present for the flag hoisting at 7.30 a.m. sharp. It is always done at the hands of some dignitary. Attendance of students is taken and the record is maintained year after year. Sweets are distributed among the students on this occasion. The same practice is repeated on the Republic Day also. Programmes of birth and death anniversaries of some of the following great personalities are organized every year wherein students are encouraged to come forward and express themselves in front of the gathering:-

1. Lokmanya Tilak Death Anniversary- 1st August
2. Teacher's Day- 5th September
3. Bar. Sheshrao Wankhede Birth Anniversary- 24th September
4. Mahatma Gandhi Birth Anniversary- 2nd October
5. Dr. Babasaheb Ambedkar Death Anniversary- 6th December
6. Kranti Jyoti Savitribai Fule Birth Anniversary- 3rd January
7. Maa Jijavu Birth Anniversary- 12th January
8. Yuwa Din (Swami Vivekanand Birth Anniversary)- 12th January
9. Martyr's Day- 30th January
10. Dr. Babasaheb Ambekar Birth Anniversary- 14th April

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

Response:

Our institute believes in transparency in all academic, administrative as well as financial activities.

Financial Transparency

The institution is a grant-in-aid one affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

which decides upon the fee structure for various programmes which we follow religiously. The students prefer to pay their fees in cash. However, we are going to promote the use of other modes of payment to achieve higher level of transparency. The scholarship of the students is credited to their personal accounts straightway.

The institution conducts statutory audit from external auditor at the end of every financial year. A report of the external auditor along with the audited balance sheet, income and expenditure accounts are available in the office and can be had on demand.

Administrative Transparency

There are various committees formed as per the norms of NAAC, the Maharashtra Government, RTM Nagpur University and other regulating authorities to look after the administration of the college. Maintenance of transparency is given paramount importance. Almost all committees related to academic and student support have representation of faculties and students. Due importance is given at the time of decision making to the views and opinions of all stakeholders concerned.

Academic Transparency

Continuous Internal Evaluation (CIE) is done on the lines recommended by the university and transparency is maintained by displaying results of CIE on the college notice board.

Feedback is sought from students every year. Appropriate actions, based on feedback, are taken and Action Taken Report is made available to the stakeholders on the college notice board as well as its website.

7.2 Best Practices

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

Response:

Best Practice – I

1. Title of the Practice: Health Awareness and Healthcare Services

2. Objectives of the Practice:

- To create health awareness among the students and the society in general
- To create awareness about personal ethics and moral values
- To dissuade the students from bad habits like tobacco chewing, liquor consumption, etc.
- To create plastic free campus

3. The Context:

The students coming from rural background are generally found wanting in awareness about health and the

ill effects of bad habits. Ignorance of the importance of good health and moral values may cause serious health related disorders and eventually personality loss.

Keeping this in view, the institution tries to create health and environmental awareness among the students and the society in general and provides some healthcare services.

4. The Practice:

The institute has a committee headed by Dr. D. W. Deote and comprising two more members from the staff and the NSS representative from among the students to see to it that no products containing tobacco are brought and consumed on college campus. The committee conducts a physical search of the bags and pockets not only of the students but the teaching and non-teaching employees also once a week randomly. Sometimes an additional surprise check is also carried out. Tobacco products and items made up of plastic are confiscated and they are warned not to use/carry them again. Various programmes like tobacco de-addiction rally, plastic free environment, dental health checkup camp, etc. are organized for the students as well as the community throughout the year to create health and environmental awareness. Besides this the college has developed a garden of medicinal plants. Some commonly found plants which have high medicinal quality have been planted. Students and local residents are taken to this garden regularly and are informed about the benefits of those plants.

5. Evidence of Success:

It is observed that number of tobacco chewers and plastic users in the college and its neighborhood is dropped considerably by these physical searches and organization of various orientation programmes. The institute has got accolades in the form of appreciation letters by some government and non-government agencies. The print media also took a note of our efforts and published reports about the events conducted by the college.

Academic Year	Number of Activities	Awards/ Appreciation Received	No. of tobacco chewers and plastic users
2014-15	5	1	126
2015-16	5	1	101
2016-17	7	2	78
2017-18	5	3	62
2018-19	5	3	40
2019-20	4	2	---

6. Problems Encountered and Resources Required:

- Funding is the major issue for organizing activities on large scale
- Subjects are reluctant to undergo physical search

Best Practice – II

1. Title of the Practice: Providing Fee Concessions and Security Measures

2. Objectives of the Practice:

- To encourage students to go for PG programmes by providing fee concession
- To provide necessary security to female students
- To provide benefits of various types of scholarships to the eligible students

3. The Context:

The students coming from socio-economically weaker background generally do not go for PG programmes because of high tuition fees. Earning the bread is given importance over education. Parents in rural area tend to get their daughters married off after graduation if they are not satisfied with the security measures provided at the educational institutes. Ignorance of various types of scholarships available is another cause determining progression to higher education.

4. The Practice:

The institute informs the students and parents alike about all the scholarship and free-ship schemes available as per the State and Central Government norms through its prospectus, website, other social media and mouth publicity. It is ensured that every single student from the reserved categories gets the benefits of the respective scheme to which he/she is eligible. The security measures have been strengthened by appointing security guards round the clock, erecting fencing around the campus, building tall iron gates at the entry point and installing CCTV cameras for surveillance. **We have also waived off tuition fees of all the students admitted to PG programmes to underline the importance of education beyond degree level.**

5. Evidence of Success:

Year	2019-20	2018-19	2017-18	2016-17	2015-16
No. of Students Admitted to PG programmes	73	56	57	51	51
Sanctioned Intake	280	280	304	304	304
Admitted Students	164	132	188	178	177
No. of Female Students	106	93	110	113	119
Percentage of Female Students	64.63	70.45	58.51	63.48	67.23
Seats Earmarked for Reserved Categories	140	140	152	152	152
Seats Allotted to Reserved Categories	154	128	182	175	174

The greater number of seats actually allotted to reserved category students than that of the earmarked ones almost every year is a clear indicator of proper implementation of the scholarship and free-ship schemes

available and the care taken in providing the benefits of those schemes to the deserving students. The high percentage of female students admitted in the college year after year stands testimony to the safe and secure environs provided by the college. Gradual increase in the number of students admitted to PG programmes clearly underlines the positive effect of the waiver offered to them in tuition fees.

6. Problems Encountered and Resources Required:

1. Parents have to be convinced to allow their daughters complete PG programmes before marriage
2. Mobilization of funds for running PG programmes

7.3 Institutional Distinctiveness

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

Response:

Imparting education to rural students coming mostly from socio-economically weaker background is the primary objective of the institute. Ample opportunities and facilities are provided to students for their holistic personality development. Various programmes/workshops/guest lectures are organized throughout the year so that the students get to interact with the experts straightway. It is here that the students learn soft skills and develop stage daring. The institute ensures consistent increase in the students' knowledge base. Facilities like Book Bank and Coaching for Competitive Examinations are provided free of cost. These two facilities are complementary to each other. The Book Bank facility is provided exclusively to students appearing for competitive examinations. Similarly, free guidance is provided to NET/SET aspirants. We provide admission to students at nominal fees which are much lower than what is charged at other colleges. We have given a waiver on total tuition fees to students seeking admission to the PG programmes run by the institute. It must be noted here that our PG programmes are self-financed ones. It is ensured that the benefits of the existing scholarships, free-ships and fee concessions are provided to all the deserving students. The policies employed clearly vindicate the vision and mission of the college.

Our students do not lag behind when their term to reciprocate comes. They are more than happy to render heartily whatever service is expected of them. Anti-ragging and Discipline Maintenance Committee conducts a workshop for all admitted students once every year where the resource person invited is inevitably from our alumni who are professional advocates. Majority of coaching work for various sports is done by the sports persons who represented the college in the past. Taking paucity of funds into consideration the alumni donate something or the other for the use of the current lot almost every year.

Following are some of the students who did the college proud in the recent past:-

- Mr. Suraj V. Satpute represented the university in Volleyball in 2014
- Mr. Mukesh K. Kasare cleared Railways Examination in 2015
- Mr. Shubham Shrikhande represented the university in Kabaddi (Men) in 2015
- Mr. Roshan L. Dakhole represented the university in Volleyball in 2016 and later cleared Police Recruitment and joined SRPF in 2017

- Mr. Sunil R. Mungbhate cleared SET in the subject History in 2016
- Ms. Yamuna W. Rewatkar cleared SET in the subject History in 2017
- Mr. Pravin G. Jogi joined as PSI in 2018
- Mr. Rakesh C. Lohkare cleared SET in the subject Marathi in 2018
- Ms. Priyanka A. Raut cleared NET in the subject Marathi in 2018
- Ms. Ankita R. Bhende represented the university in Kabaddi (Women) in 2018

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5. CONCLUSION

Additional Information :

The institution has been taking its social obligations quite seriously and it has been trying earnestly to fulfill them. Providing quality education at nominal fees is a big task in itself. We have to work with a lot of constraints. Still we are determined to develop this college into the first choice institute for the students of Arts faculty. Our performance needs to be evaluated in the light of things mentioned here.

Concluding Remarks :

The institution takes pride in its contribution to education sector in rural area. Applying for NAAC reaccreditation is a step towards appraisal of quality enhancement.

We cordially invite NAAC Peer Team to our institute.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>9</td><td>8</td><td>5</td><td>6</td><td>5</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>9</td><td>8</td><td>5</td><td>6</td><td>5</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	9	8	5	6	5	2018-19	2017-18	2016-17	2015-16	2014-15	9	8	5	6	5
2018-19	2017-18	2016-17	2015-16	2014-15																	
9	8	5	6	5																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
9	8	5	6	5																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 80</p> <p>Answer after DVV Verification: 80</p>																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Answer before DVV Verification : 3</p> <p>Answer after DVV Verification: 2</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>268</td><td>356</td><td>341</td><td>360</td><td>333</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	268	356	341	360	333	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
268	356	341	360	333																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	

	Remark : Input updated to Zero in absence of any supporting documents										
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 20</p> <p>Answer after DVV Verification: 02</p> <p>Remark : The HEI has provided supporting document for only 02 value-added courses imparting transferable and life skills for AY 2018-19 and accordingly it has been updated</p>										
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 268</p> <p>Answer after DVV Verification: 0</p> <p>Remark : The HEI supporting document field visit is on 18.10.2019 which is not in assessment period. only field projects / internships are to be considered</p>										
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>Answer before DVV Verification : A.Any 4 of the above</p> <p>Answer After DVV Verification: E.None of the above</p> <p>Remark : The feedback supporting documents given by HEI is general feedback but the subject of metric demans feedback received from stakeholders for design and review of syllabus-Semester wise/ year-wise. in absence of the same, the HEI input updated to None of the above</p>										
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: E. Feedback not collected</p>										
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>132</td><td>188</td><td>178</td><td>177</td><td>147</td></tr></table> <p>Answer After DVV Verification :</p>	2018-19	2017-18	2016-17	2015-16	2014-15	132	188	178	177	147
2018-19	2017-18	2016-17	2015-16	2014-15							
132	188	178	177	147							

2018-19	2017-18	2016-17	2015-16	2014-15
132	188	177	177	147

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
280	304	304	304	280

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
280	304	304	304	280

Remark : The HEI input updated for AY 2016-17 for Number of students admitted year-wise during the last five years as per attached self declaration.

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

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 10

Answer after DVV Verification: 10

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

1	1	1	1	1
---	---	---	---	---

Answer After DVV Verification :

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

2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 53 Answer after DVV Verification: 53</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 85 Answer after DVV Verification: 90</p> <p>Remark : Input updated as per attached supporting document</p>																				
3.3.3	<p>Number of Ph.D.s awarded per teacher during the last five years</p> <p>3.3.3.1. How many Ph.Ds awarded within last five years Answer before DVV Verification : 6 Answer after DVV Verification: 5</p> <p>3.3.3.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 5</p>																				
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>14</td><td>05</td><td>05</td><td>05</td><td>05</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>14</td><td>5</td><td>5</td><td>5</td><td>5</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	14	05	05	05	05	2018-19	2017-18	2016-17	2015-16	2014-15	14	5	5	5	5
2018-19	2017-18	2016-17	2015-16	2014-15																	
14	05	05	05	05																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
14	5	5	5	5																	
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years Answer before DVV Verification:</p>																				

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

Answer After DVV Verification :

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
268	356	341	360	333

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
32	96	138	140	135

Remark : Swachh Bharat activities of each year have been considered. all other NSS activities not considered.

3.5.1	<p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>3</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>1</td><td>1</td><td>2</td><td>1</td></tr></table> <p>Remark : The HEI has attached linkages with various colleges for faculty exchange, student exchange but has not given any proof of any activity conducted under the linkages. these are ordinary documents with out any activities/ initiatives. Tree plantation documents are not considered in this metric</p>	2018-19	2017-18	2016-17	2015-16	2014-15	3	2	2	2	2	2018-19	2017-18	2016-17	2015-16	2014-15	1	1	1	2	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	2	2	2	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	1	1	2	1																	
3.5.2	<p>Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>3</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Remark : The HEI has given same documents as given in 3.5.1 which are ordinary linkages. MOU's must be on Stamp paper. Input updated to 00 in absence of supporting documents</p>	2018-19	2017-18	2016-17	2015-16	2014-15	3	2	2	2	2	2018-19	2017-18	2016-17	2015-16	2014-15	00	00	00	00	00
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	2	2	2	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
00	00	00	00	00																	
4.1.3	<p>Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 3</p>																				

Remark : The HEI input updated to 3. 2 Classrooms with fixed infra for ICT. 1 Movable projector has been counted. HEI should have provided stock register of Projectors if it has one projector for each class

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4.23	4.75	5.03	1.71	0.072

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4.23	4.75	5.03	1.71	0.072

4.2.3 Does the institution have the following:

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

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

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

Remark : Based on N-List screenshot DVV has accepted any 3 of the above. ((e-journals and e-books)(e-Shodh Sindhu is part of NList)) DVV had requested HEI to provide E-copy of subscription letter/member ship letter or related document with the mention of year(in assessment period 2014-June 2019) which it has not provided

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

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

Answer before DVV Verification:

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

0.6	0.58	0.61	1.2	0.74
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.6	0.58	0.61	1.2	0.74

4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 50 Answer after DVV Verification: 50</p>																				
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0.94</td><td>0.13</td><td>0.22</td><td>0.57</td><td>0.54</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0.94</td><td>0.13</td><td>0.22</td><td>0.57</td><td>0.54</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	0.94	0.13	0.22	0.57	0.54	2018-19	2017-18	2016-17	2015-16	2014-15	0.94	0.13	0.22	0.57	0.54
2018-19	2017-18	2016-17	2015-16	2014-15																	
0.94	0.13	0.22	0.57	0.54																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0.94	0.13	0.22	0.57	0.54																	
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>111</td><td>276</td><td>282</td><td>293</td><td>250</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>111</td><td>276</td><td>282</td><td>293</td><td>250</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	111	276	282	293	250	2018-19	2017-18	2016-17	2015-16	2014-15	111	276	282	293	250
2018-19	2017-18	2016-17	2015-16	2014-15																	
111	276	282	293	250																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
111	276	282	293	250																	
5.1.3	<p>Number of capability enhancement and development schemes –</p> <p>1. For competitive examinations</p>																				

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

Answer before DVV Verification : B. Any 6 of the above

Answer After DVV Verification: E. 3 or less of the above

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
90	106	82	113	78

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
90	106	82	113	78

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:

2018-19	2017-18	2016-17	2015-16	2014-15
17	9	11	16	8

Answer After DVV Verification :

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

Remark : The HEI has not provided TPO reports. Names of Students is missing whose placements have been done. No information on placement drives. The appointment letters given are in regional

language and no translations attached. Hence input cannot be verified. English Appointment letter of Ku Nanda Vithoba and some others is in school which is not done in placement drives. Hence Input updated one as no relevant information is provided by HEI which can prove their claim

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 23

Answer after DVV Verification: 23

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	1	0

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : The HEI input updated as per attached supporting document

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All 5 of the above

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

Remark : 1.The HEI has not attached any Invoice for Implementation for ERP. 2. No screenshots attached for Implementation of e-governance in Planning and Development 3. Finance and Accounts is portal of Maharashtra Govt. and not full fledged e-governance for HEI. Accordingly HEI input accepted for Administration, Student Admission and Support and Examination

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	3	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	3	1	0	0

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 programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

1	3	1	1	5
---	---	---	---	---

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	1	1	5

6.5.3

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : The HEI has provided one report of quality initiatives by IQAC for promoting quality culture per year in its response, accordingly the input has been updated. for initiatives where no supporting document has been attached have not been considered

6.5.4

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : The HEI provided link for AQAR's on website is not functional and displays the message "OOPS! THAT PAGE CAN'T BE FOUND. It looks like nothing was found at this location. Maybe try a search?" The AAA is not comprehensive but considered.

7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> <p>Remark : The HEI has again provided reports of cultural and sports events organised in HEI. No specific gender equity promotion programs have been emphasized in the reports.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	4	4	4	4	4	2018-19	2017-18	2016-17	2015-16	2014-15	1	1	1	1	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
4	4	4	4	4																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	1	1	1	1																	
7.1.3	<p>Alternate Energy initiatives such as:</p> <p>1. Percentage of annual power requirement of the Institution met by the renewable energy sources</p> <p>7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH) Answer before DVV Verification : 0.4 Answer after DVV Verification: 0</p> <p>7.1.3.2. Total annual power requirement (in KWH) Answer before DVV Verification : 20</p>																				
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 0.5 Answer after DVV Verification: 0</p> <p>7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 5</p>																				
7.1.8	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0.42</td><td>0</td><td>0</td><td>0.40</td><td>0.24</td></tr></table> <p>Answer After DVV Verification :</p>	2018-19	2017-18	2016-17	2015-16	2014-15	0.42	0	0	0.40	0.24										
2018-19	2017-18	2016-17	2015-16	2014-15																	
0.42	0	0	0.40	0.24																	

2018-19	2017-18	2016-17	2015-16	2014-15
0.42	0	0	0.40	0.24

7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none">1. Physical facilities2. Provision for lift3. Ramp / Rails4. Braille Software/facilities5. Rest Rooms6. Scribes for examination7. Special skill development for differently abled students8. Any other similar facility (Specify) <p>Answer before DVV Verification : C. At least 4 of the above Answer After DVV Verification: C. At least 4 of the above</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	1	1	1	1	1	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	1	1	1	1																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : Based on the documentary evidence, the activities are not specific initiatives taken to</p>	2018-19	2017-18	2016-17	2015-16	2014-15	2	2	2	2	2	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	2	2	2	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	

engage with and contribute to local community. these are NSS activities and Tobacco initiative is in College premises for students and staff as per report no engaging with or contributing to local community

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : The Following activities have been considered:- 1. Gandhi Jayanti 2.Ambedkar Jayanti 3.Marathi Rajbhasha Divas All reports submitted are in regional language- No translation copies in English have been submitted by HEI. Reports of all the activities have not been submitted.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>268</td><td>356</td><td>341</td><td>360</td><td>333</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>268</td><td>356</td><td>341</td><td>360</td><td>333</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	268	356	341	360	333	2018-19	2017-18	2016-17	2015-16	2014-15	268	356	341	360	333
2018-19	2017-18	2016-17	2015-16	2014-15																	
268	356	341	360	333																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
268	356	341	360	333																	
1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>90</td><td>106</td><td>82</td><td>113</td><td>78</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	90	106	82	113	78										
2018-19	2017-18	2016-17	2015-16	2014-15																	
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	Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>90</td><td>106</td><td>82</td><td>113</td><td>78</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	90	106	82	113	78										
2018-19	2017-18	2016-17	2015-16	2014-15																	
90	106	82	113	78																	
2.1	Total number of classrooms and seminar halls Answer before DVV Verification : 6 Answer after DVV Verification : 6																				
2.2	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>97.26</td><td>132.45</td><td>102.36</td><td>95.43</td><td>87.14</td></tr></table> Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>97.26</td><td>132.45</td><td>102.36</td><td>95.43</td><td>87.14</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	97.26	132.45	102.36	95.43	87.14	2018-19	2017-18	2016-17	2015-16	2014-15	97.26	132.45	102.36	95.43	87.14
2018-19	2017-18	2016-17	2015-16	2014-15																	
97.26	132.45	102.36	95.43	87.14																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
97.26	132.45	102.36	95.43	87.14																	
2.3	Number of computers Answer before DVV Verification : 22 Answer after DVV Verification : 22																				