



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**DADASAHEB JOTIRAM GODSE ARTS COMMERCE  
SCIENCE COLLEGE VADUJ**

VADUJ, TAL. KHATAV, DIST. SATARA

415506

[djgacscvaduj.org](http://djgacscvaduj.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2021**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Chhatrapati Shivaji Shikshan Mandal's Dadasaheb Jotiram Godse Arts, Commerce, Science College, Vaduj (previously known as Arts and Commerce College, Vaduj) was established on 5 August, 1995 with the prime objective of providing opportunity of quality higher education to the socially and economically weaker sections of the society, especially the women community of the drought prone zone of Khatav-Maan.

The college is situated in Vaduj, the drought stricken region of Khatav- Maan in the western part of Maharashtra. With meager rainfall, low farm yield and completely deprived of industrial establishments, Khatav Maan region had very little opportunity of higher education. The students had to move to satara, Karad, Dahiwadi for the purpose. For girl students, after completing their schooling, it was rather hard to go to other places for higher education. So, they had either to remain at home or they got married. Therefore, the percentage of women illiteracy was rather low. It is a matter of great satisfaction that the number of girl students is constantly increasing from 55% in 2015-16 to 65% in 2019-20 in our institution. During the last five years, averagely, it has remained 60.12%.

Initially, the college was started with Arts faculty only. In 2009, we started commerce faculty on permanently non-grant basis. In July, 2018, we introduced science stream with 47 students.

In 2010, the college moved in its independent and spacious two storey concrete building with 11classrooms, one practical room for geography, adequate spaces for library and reading room and two big classrooms cum seminar halls for compulsory classes apart from two rooms for administrative office and principal's office. In 2017, three separate classrooms were constructed for commerce faculty. In academic year, 2018-19, science stream was introduced with B.Sc. Part-I and the parent institution commenced the construction of separate building for science stream in July 2019. At present, the college runs three graduation programmes of which B.A. is grantable and B.Com. and B.Sc. are run on permanently non-grant basis.

### **Vision**

#### ***THE INSTITUTIONAL MOTTO:***

“There is no other thing as pious and holy as education”

#### ***VISION:***

The college was established with the vision of providing quality higher education to the economically and socially weaker sections of the society, especially to the girls in the drought prone zone of Khatav - Maan.

### **Mission**

### **MISSION STATEMENTS:**

1. Bringing the socially and economically weaker sections of the society into the main stream.
2. Empowering the women community.
3. Inculcating national and human values among the youth of the region.
4. Preparing the youth to face the challenges of human life in the scenario of globalization and privatization.
5. Promoting research aptitude and scientific temperament among the youth to developing the intellectual society.
6. Creating environment awareness for sustainable development.
7. Boosting the use of ICT to cope up with rapid digitalization.
8. Creating among students, the awareness regarding cleanliness and human health.
9. Institutionalize quality culture on the campus.

*The vision and mission behind the establishment of the college are being reflected through every day teaching learning, curricular and co-curricular activities on the campus.*

- The college is striving to provide good quality higher education to students from the rural and drought stricken area.
- The number of girl students is above 60% of the total strength.
- The number of socially and economically deprived classes is averagely about 80 to 85% of the total strength.
- NSS, sports and cultural sections of the college are creating among students, respect for work culture, nation and above all, humanity.
- Gender equality is maintained by providing equal facilities and opportunities to the girl students.
- Inclusiveness are tried to be brought about through decentralized policymaking and decision-making machinery and students are given moderate representation in various academic and administrative committees on the campus.
- For the observation of transparency in our thoughts and in actions, our policy decisions are made accessible to all the stakeholders in our institutional website.

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

### **Institutional Strength**

- Dadasaheb Jotiram Godse Arts, Commerce, Science College, Vaduj (Previously known as Arts and Commerce College, Vaduj) 's parent institution Chhatrapati Shivaji Shikshan Mandal, Vaduj is well-known for its campus discipline and teaching standards. The institution not only observes it but adds certain onus to it. As a result, the institution's relations with its stake-holders are cordial and have faith. The college is surrounded by primary and secondary school units. The parent institution has its head-quarter on the campus. The visionary management with its young, energetic and dynamic Vice President Shri Pruthviraj Godse is striving for stepping ahead relentlessly. Since the number of girl students is averagely more than sixty out of hundred, discipline on the campus remains one of our top priorities. We can summarize our strengths as:-
- Visionary and Pro-Educational Management.

- The Ratio of Girl Students to Total Number of Students.
- Ratio of Reserved Category Students
- Location of the Institution
- Dedicated Faculty and Skilled Staff.
- Adequate Learning Infrastructure Facilities with Necessary Support Systems.

### **Institutional Weakness**

Dadasaheb Jotiram Godse Arts, Commerce, Science College, Vaduj (Old Name: Arts and Commerce College, Vaduj) is located not only drought prone zone of Western Maharashtra, the area has no industry up to fifty kilometers in all directions. The institution is located in the heart of the town. The main occupation of people in and around Vaduj is farming. Due to short rainfall, the farm yield is average or low. Wadis and wastis are very small human settlements with very small number of simple or say primitive houses) Our institution is continuously striving for their up-lift-ment through higher education. Many of the boys and girls are trying restlessly to get placed in security forces. We are willing to help them by providing them with good sports facilities. However, we find ourselves less fortunate. Our weaknesses are:

- Higher proportion of students from economically weaker background.
- Poor communication skills of the students.
- Lack of industry in locality for local employment.
- Inadequate Play Ground.
- 400 meter Running Track.
- Centre for Cultural Activities.
- Students' Store to inculcate Co-operative Values and Environment.
- Number of Research Project.

### **Institutional Opportunity**

Despite certain limitations the institution encourages members of the faculty to indulge in research activities and publish research papers. Consequently, there are five members are having Ph.D. and three others are having M. Phil. degrees. One of our teachers is a research guide for M. Phil. and Ph.D. scholars. He has visited, as an expert for viva, other universities within Maharashtra and out of the state of Maharashtra. During the assessment period, the institution has introduced certain certificate courses to benefit the rural students. Keeping in mind, their poor performance in English, we started Basic English Grammar Course. To help the students from farming families, the institution introduced a certificate course in Vermi-Composting. Since, there is no other institution with post graduation courses, and since, students go to sixty kilometers to acquire further qualification, and since, the number of girl students is considerable, the institution has following opportunities:

- Introduction of PG programs in certain disciplines.
- Introduction of Vocational Guidance Centre.
- Extending Activities of Centre for Competitive Examination.
- Introduction of Academy (Training Center) for Army and Police Recruitments.
- Setting up Carrier Guidance Cell.
- Starting a Separate Guidance Center for Women providing them Guidance in Training, Finance and

Marketing and complete moral support from scratch to expected outcomes on the line of Maandeshi Foundation of Mhaswad.

### **Institutional Challenge**

- In modern times, less number of employment opportunities is the greatest challenge before the the educated youth
- Increasing addiction to social media and its excessive use.
- Making the syllabus more industry friendly.
- Making the syllabus suitable for self-employment.
- Increasing number of students seeking admissions in open universities and distant mode of education through different courses.
- Modern graduate is moving away from his family business and farming.
- After obtaining degree, the graduates are moving towards metro cities.
- Craze for Commerce faculty is reducing the number of students to Arts and Science.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Dadasaheb Jotiram Godse Arts, Commerce. Science College, Vaduj (Previously known as Arts and Commerce College, Vaduj) is affiliated to Shivaji University, Kolhapur permanently and implements its curricula. Ours is a multi-faculty college at present with five departments at bachelor's degree in Arts, B. Com. degree course at general level and B. Sc. in Physics, Chemistry, Botany and Zoology. We are offering three bachelor's degree programs in Arts, Commerce and Science. For all programs and for all courses, CBCS pattern is followed. Four Certificate (Short Term) Courses are introduced.

The planning and its pointed implementation ensures effective delivery of curriculum through a well-documented process i.e. teacher's Academic Diary that contains thorough planning of curriculum delivery that answers What to teach?, Why to teach?, How to teach? and When to teach? Heads of respective departments and the principal assess and check these diaries. Along with the academic diaries, semester-wise annual planning is also done and is submitted to the principal at the beginning of the academic year. Time-table, syllabus completion reports, APIs of teachers are other parts of documentation. The institution, during the post accreditation period, introduced certain short term certificate courses such as Virmin Composting, Personal Beauty, Balwadi Shikshika Prashikshan, Basic English Grammar, Introduction to Medicinal Herbs, Certificate Course in Basic Tailoring Course, Electric Maintenance, Basic Tailoring, etc. to enhance students' knowledge of life skills. To develop the students' outlook to life, co-curricular activities are held. Feedback from stakeholders are obtained. While obtaining feedback, random methods of selection are followed. Feedback are obtained, analyzed and suggestions are incorporated in future plan for improvement and quality enhancement on the campus. The same is displayed on the institutional website also.

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

About seventy percent teaching and non-teaching staff is appointed on regular basis. In the permanent faculty of sixteen, five are Ph.D.s and other three have acquired M. Phil qualifications. Students that are admitted to the

college are from rural areas. About sixty-five percent of them are girls the number of students from reserved categories is also consider worthy. The institution follows Governments' policies for reserved categories, and in the recruitments of faculty and staff, strictly. The institution tries to identify slow learners and advanced learners on the basis of their scores in the previous examinations. The slow learners are guided accordingly. Extra lectures are arranged for them. They are asked to keep their study material handy and well-maintained. Again they are asked to have copy of question papers pasted in their notebooks. Certain other measures are also followed. Advanced learners are encouraged for better performance by providing them one extra borrower's card by library and guiding them towards how to write Ideal Answer Books. Classroom teaching and learning is supported by ICT based teaching techniques that enhance not only students' learning experience but teaches' perceptions are also widened. Continuous internal evaluation of students is done through small tests, unit tests, their performance in open book examinations and regular observations. Mentorship mechanism plays important role in this. Mentor Teachers meet mentees on Wednesdays and encourage them. In various departmental functions and Parent Meetings on the campus, teachers bring to their notice that marks in examinations are only a criterion to measure their progress but there are innumerable criteria to measure their progress in life.

Examination and Evaluation mechanism on the campus works rather strictly. We have formed our own flying squad to observe smooth conduction of examinations. Shoes are removed outside the examination halls. CCTV cameras are installed in almost all examination halls. Examinees' physical checking is done outside the halls. Flying squads, both district level and central, of the university make frequent visits to the examination center and register their observations. Evaluation practices are also as per university rules and norms.

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

The institution encourages teachers for to indulge in research activities. There is research committee that meets the faculty once in a year guides them toward new areas of research, plagiarism and how to get into research. During the assessment period, two members have acquired Ph. D. qualification. One member is research guide for M. Phil. and Ph.D. and remains present for viva of research scholars in other universities too. Teachers are sanctioned duty leaves to attend seminars and conferences in their disciplines. The institution insists to present and publish research papers in the seminars while sanctioning duty leaves. Eight Research Papers have been published in UGC Care Listed Journals and 24 Research Papers have been presented and published in National and International Conferences during the assessment period. We organized 21 Seminars and Workshops in the last 5 years.

We perform extension activities through NSS unit of our college. NSS units performs extension activities at two levels viz. regular activities and special labour camp. Among them, cleanliness campaigns at various public places such as Tehsil office, Block Development Office, Court Area, Weekly Bazaar Ground, Hutatma Smarak etc. in the vicinity, Dental Health Check-up Camps, eradication of social superstitions and malpractices, preservation of old social customs etc. are important.

We have visited the Ashram Shala in the vicinity and have spent some hours with poor, orphan and neglected innocent boys and helped them to fulfill their needs.

### **Infrastructure and Learning Resources**

The college is having sufficient physical and academic, sports infrastructure that is supportive to teaching and learning process on the campus and to contribute to the well rounded development of students.

The college has 15 classrooms of which two are classrooms cum seminar halls. Classrooms have sufficient ventilation, furniture, electrification. Five departments Marathi, Hindi, English, History and Geography have separate individual departmental lecture rooms and well equipped cabins for the faculty. These cabins have seating arrangement for faculty, sufficient furniture for departmental libraries and record keeping, and computers with internet connectivity with 100 MBPS.

Library of the college functions from room no. 12 and room no. 13 serves as reading room. In room no.11, there is computer lab with 11 computers for the use of students and the staff. We have recently constructed a separate building for science laboratories and support systems. College office functions from room no 01. In room no. 2, there is principal's cabin which is self contained and is having a rest room. The IQAC functions from the Department of English. Examination Department is having computer with internet, scanner cum printer and offset printing machine. The college has separate sanitary blocks for students and staff. The college has provided a spacious corner place for canteen facility with separate seating arrangements for girls, boys and the staff. In 2018, we constructed 03 classrooms for Commerce faculty and in July,2019, we started construction work of separate building for Science laboratories. Both the blocks are operative.

The IQAC has created College-Katta for students where they can experience the life to the fullest. Here, they are at home away from home. During examination periods, it is converted into reading center and during FOOD-FARES and FUN-FARES, this College-Katta becomes a fare-ground and market place. We have introduced uniform dress-code for teachers and students. Teachers try to find out new teaching styles and methods to make teaching an experiential learning experience for students.

### **Student Support and Progression**

The institution strives to support students on all possible fronts. Financial and academic support is provided for them through various government schemes and cocurricular activities.

The institution has made available govt. Scholarships and free-ships to the majority of students. There is also a Poor Boys' Fund to provide timely help to the needy. Sports person that go to participate in tournaments at othe places are given T. A. and D.A. as per university rules in force. They are given refreshment during practice sessions on the campus events. NSS volunteers are given refreshments during their service sessions.

Academic Support: Slow learners and advanced learners are paid special attention. Remedial coaching sessions are arranged for slow learners in each semester. They are guided accordingly. Revision of syllabus is done. Gist of units is given to them in brief. Guidance is provided to them keeping in mind, their learning levels. Advanced learners are provided with one extra Library Card and extra exercises are given to them. Each teacher devotes moderate number of lectures for the discussion on how to write an ideal answer book.

There is Competitive Examination Center in the college. We invite IAS and other officers who have passed Competitive Examinations to guide the students on 'How to Prepare for Competitive Examinations'?

In order to develop our students' soft skills, we have iintroduced Communication Skills in English (6 Months), Library Management (3 Months), Data Oerator Course (2 Months), Tally 9.2 (6 Months),

For capacity building and women empowerment, special lectures are held through Lead College Scheme. Mentorship mechanism on the campus is supportive in providing students with moral support and capacity building. Majority of students that get admission in the final year are girl students. After graduation, some go

for PG programs in their respective subjects.

About 32 students, in these last five years, have joined police and Army. Among them also, It is noteworthy that among them, majority are girl students. Many of our students are doing in private sector.

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

**Governance:** All academic, administrative, co-curricular and extra-curricular activities on the campus are governed by three tier monitoring machinery.

For smooth functioning, Various committees are formed. Some are constitutional committees and some are formed to channelize co-curricular activities properly. College Development Committee and IQAC work as monitoring mechanism.

At the end of the academic year, duly filled in APIs are obtained and are verified. The heads of the concerned departments verify the APIs of the other teachers in the departments and the principal verified all teachers' APIs. The principle of decentralization of authority is observed on the campus in decision-making and extremely transparent procedures are followed in financial transactions. While recruiting employees, and in the admission process, Govt. rules are observed strictly.

In administration, duties are fixed to the staff. The head clerk looks after smooth functioning. Being the administrative head, the principal monitors office activities as well.

**Leadership:** Committees are formed and distribution of work is done. Each committee has one head and two to four assisting members as the requirement is. Work culture is inevitably developed. Students are given room in the committees and their views are also taken into consideration. Our Mentorship mechanism also helps us develop leadership quality among students. Every teacher is given averagely thirty four students to be taken care of. Four groups are formed. The group selects its leader. Teacher remains in contact with these four leaders and the leaders communicate any requirement to their respective groups. On Wednesdays, mentor teachers meet their mentees on the ground, sit in circles and involve in informal talks, make enquiries about their family related, financial, personal and emotional issues. The principal asks all to discuss burning issues of the preceding week, like voting during elections, tree plantation, plastic nirmoolan, superstitions, Swachha Bharat Abhiyan, Respect girls, respect elders, environment, mobile use, use of mobile for education, T V programs and so many.

Through various govt. schemes, financial support is provided to students. The scholarship amounts are directly transferred to their bank accounts.

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

The institute has organized various gender equity promotion programs on the campus during the post accreditation period. It has deployed modern technology. We have set CCTV cameras on the campus to assure safety and security of our students. Girl students are provided with Ladies Room facility. The environmental consciousness of the institution is evident in its activities like Tree-Plantation and landscaping of the campus. The consumption of electricity is checked by replacing tube-lights and CIEFL bulbs with LED bulbs. The place of traditional waste management system is taken by strategic waste management. The e-waste is sold to the



recognized scrap merchant. Waste water is used to water plants and solid waste is picked up by the Village Panchayat. Fiber dustbins are placed at places so that students use them and clean campus is observed. At intervals, the institution gives pledge to the students regarding Swachha Bharat Abhiyan, Plastic Free Campus, etc. There are restrictions on vehicles' entry. Through Mentorship Mechanism, the institute tackles sensitive and delicate issues related to students, especially girl students without making any noise. Our activities like Blood Donation Camp, Any-Time Blood Donor (ATBD) are our institution's steps towards national integration. Hemoglobin Check-up Camps are organized to make our girl students aware of their health related issues. Special lectures on Women Empowerment, Road Safety etc are organized for the benefit of our students, both girls and boys.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Dadasaheb Jotiram Godse Arts Commerce Science College Vaduj
Address	Vaduj, Tal. Khatav, Dist. Satara
City	Vaduj Satara
State	Maharashtra
Pin	415506
Website	<a href="http://djgacsevaduj.org">djgacsevaduj.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Gire Savita Madhavrao	02161-231315	9158328825	02161-231314	acollegevaduj2@yahoo.co.in
IQAC / CIQA coordinator	Shivkumar Surajbhan Agrawal	02161-2313151	9850309268	02161-23131512	shivkumaragrawal111@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

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	01-01-1995

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

State	University name	Document
Maharashtra	Shivaji University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	09-02-2007	<a href="#">View Document</a>
12B of UGC	09-02-2007	<a href="#">View Document</a>

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

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

**Details of autonomy**

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

**Recognitions**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Vaduj, Tal. Khatav, Dist. Satara	Rural	3.6	2781.24

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Marathi	36	H.S.C.	Marathi	120	17
UG	BA,Hindi	36	H.S.C.	Hindi	120	18
UG	BA,English	36	H.S.C.	English	120	17
UG	BA,History	36	H.S.C.	Marathi	120	28
UG	BA,Geography	36	H.S.C.	Marathi	120	36
UG	BCom,Commerce	36	H.S.C.	Marathi	168	134
UG	BSc,Physics	36	H.S.C.	English	120	0
UG	BSc,Chemistry	36	H.S.C.	English	120	0
UG	BSc,Zoology	36	H.S.C.	English	120	0
UG	BSc,Botany	36	H.S.C.	English	120	0

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				33			
Recruited	0	0	0	0	0	0	0	0	20	11	0	31
Yet to Recruit	0				0				2			
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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				16
Recruited	11	1	0	12
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	2	0	5
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	7	0	0	7

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	7	8	0	15

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	325	0	0	0	325
	Female	594	0	0	0	594
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	34	35	39	39
	Female	38	45	43	45
	Others	0	0	0	0
ST	Male	2	0	1	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	124	123	117	122
	Female	144	162	175	188
	Others	0	0	0	0
General	Male	200	221	227	176
	Female	264	312	351	330
	Others	0	0	0	0
Others	Male	10	15	10	16
	Female	14	15	23	24
	Others	0	0	0	0
Total		831	928	986	940



## Extended Profile

### 1 Program

#### 1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
181	166	150	150	150
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

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

### 2 Students

#### 2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
919	940	986	928	831
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
264	264	228	228	228

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

### 2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
250	234	231	206	182

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

## 3 Teachers

### 3.1

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

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

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

### 3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
31	27	27	27	27

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 15**

**4.2**

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

2019-20	2018-19	2017-18	2016-17	2015-16
15.07	22.40	21.95	15.58	19.96

**4.3**

**Number of Computers**

**Response: 31**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 19**

## 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:**

**RESPONSE:**

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

The college prepares its **academic calendar**, which is based on the departmental calendars prepared in various departments and support systems. It consists of likely schedule of curricular, co-curricular and extra-curricular activities for effective implementation during the academic year. **Departmental Academic Calendars** have helped the departments to plan and implement activities within the departments. Every department prepares its academic calendar, that forms the foundation for the institutional academic calendar.

Annual **semester-wise teaching plan** by every teacher is prepared in the beginning of the academic year and is an important step towards effective curriculum delivery.

**Teacher's Academic Diary or Daily Teaching Planner:** This is the further comprehensive step. Before going to the class, a teacher writes down the day's teaching plan in his academic diary. This contains lecture number, class, paper, topic, subtopics, and points to be covered. This diary answers him: what to teach?, when to teach? how to teach? and whom to teach? The Academic Diary of the teacher is checked and assessed by the HODs and by the principal.

**Departmental Meetings:** Regular Departmental meetings are held within departments. They play an important role in planning and implementation. They also provide a platform to discuss the course contents, difficulties in delivering the content and their remedies, finalizing quality objectives and defining suitable teaching methods.

**Time Table:** Timetable is finalized at the institutional and departmental levels. The timetable committee designs the timetable for arts, commerce, and science streams. The Heads of the respective departments finalize the departmental timetable in consultation with their colleagues.

**Implementation of Teaching Plan:** The **implementation of the teaching plan** is supervised periodically, and the heads of departments guide the faculty, if there are difficulties and requirements in carrying out the teaching plan. This practice creates a pleasant atmosphere in the departments.

**Reporting to the principal** about Teaching–Learning Process: Heads of Departments and also teachers informally discuss with the principal, the process and progress of the teaching and learning and the performance of advanced students and those who are slow at pace. In mentor meets, teachers discuss with students their performance, and evaluation methods used.

**Monitoring by IQAC:** The Internal Quality Assurance Cell monitors the overall process through the collection of feedback at formal level and through informal talks at intervals. The IQAC follows robust approach to make sure that the difficulties in the curriculum delivery are identified and rectified in due time. In this process, mentoring mechanism and Wednesday meetings play an important role.

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

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

**Response:**

**RESPONSE:**

The institution adheres to the academic calendar almost about 90 percent. While preparing the institutional Academic Calendar, timetables of activities from the departments are invited. Schedule of university examinations is taken into account. Other mandatory administrative office works are also thought of. Final Academic Calendar of the institution is prepared. It is communicated to the stake holders in the institutional website. Departments display departmental calendar in their respective departments.

Institution's Adherence to Academic Calendar:

- Days of national and international importance are celebrated on particular days.
- Village Survey, Study tours, Granth-Pandhrawada in library and Marathi Bhasha-Pandhrawada in department of Marathi are scheduled tentatively with little space to move forward and backward.
- University Examinations and internal examinations are timetabled keeping in mind the general tendency of these activities.
- Departmental activities such as establishments of various language and literary associations, Mandals and other activities are performed accordingly.

The institution has a well-planned policy for the conduct of CIE. An academic calendar is prepared by the IQAC. It covers all academic, co-curricular and extra co-curricular activities to be organized throughout the year. The timetable is displayed on notice boards, and communicated to students through classroom notices. The timetable for university semester examinations is finalized by the university.

The CIE is conducted class wise by the concerned teachers. As suggested by the university, the internal examination includes seminars, assignments, projects, etc. In addition to the university examination formats, various departments conduct additional examination oriented and pointed tests. These examinations are conducted by each department as per the convenience in the framework provided by the examination committee. The results of internal examinations are discussed in the classrooms. Necessary feedback is given to the students for better performance. The overall performance of every department is discussed in meetings within departments and with the Principal. The continuous internal evaluation results in better performance of the students in internal examinations, university examinations and their behavioral

changes. The CIE helps the teachers to step ahead towards the objective of the entire education set up.

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

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

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

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

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

## 1.2 Academic Flexibility

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

**Response:** 100

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

**Response:** 6

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

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

**Response: 29**

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	9	9	6	5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 9.15**

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	117	159	71	79

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

### 1.3 Curriculum Enrichment

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

**Response:**

**RESPONSE:**

The institution offers three programmes and over 80 courses in which cross cutting issues like Gender Equality, Environment and Sustainability, Human Values and Professional Ethics that form the vary basis of human society, are integrated. These above issues are directly and indirectly addressed in the course contents. The parent institute of the college also puts emphasis on these issues as they are the part and parcel of national education policy. The faculty members, involved in running these courses, take efforts to make the students aware of these issues.

#### Gender Equality:

The institution tries to maintain gender equality by providing necessary opportunities to girls. As a result, active participation of girls in various curricular, co- curricular and extra-curricular activities has been increased. Women's Sexual Harassment Prohibition Committee strives to create awareness among girl students about their rights, legal provisions, facilities and opportunities available to them. In this regard, activities like special lectures, workshops, Health Check-up Camps are organized in the institution. Activities like Celebration of International Women's Day Save Girl Child. Beti Bachav=Beti Padhav, Balwadi-Sevika Training Course, and Beauty Parlour Course

#### Environment and Sustainability

The Government has made it mandatory to introduce Environmental Studies at university and college levels. As per the guidelines of the affiliating University, the college has introduced Environmental Science as a compulsory subject for second year B.A. and B.Com. and B.Sc. students. Faculty and students of the college are made aware of conservation of environment, energy, rain water, waste management and significance of tree plantation etc. Second year students of B.A., B. Com., and B.Sc. have to submit projects on the topics related to environmental issues with the local context. Besides, N.S.S. and the Department of Geography conduct activities related to the issues of Climate Change and Environmental Conservation Tree-Plantation Poster Presentation and Rangoli competition based on Environmental Conservation and Voting Awareness Swacha Bharat Abhiyan Conducted Seminar on "Bio – diversity" and it's significance in Human life Organization of Rally

#### Human Values and Professional ethics:

Inculcation of human values among the students is one of the prime and basic functions of education. The curriculum helps inculcate human values and professional ethics to become good citizens of society. In syllabi of arts, especially in literature and social sciences, human values like national integrity, brotherhood, honesty, social equality, loyalty, simplicity, sense of responsibility, respect for elders, sympathy, love, truthfulness, scientific temperament etc are directly integrated. The college inculcates ethics and human values through course contents and extra-curricular activities such as Celebration of Voters Awareness Day, registration campaign for new voters; N.S.S. activities such as Special Labour Camp and short term courses such as Balwadi-Sevika Training Course, Personal Beauty, Electric Repairing Course, Tally 9.2, Tally 9.3, Vermi-Composting.



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

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

Response: 21.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
35	34	34	34	34

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 57.34

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

Response: 527

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

## 1.4 Feedback System

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

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

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

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

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 85.49

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

2019-20	2018-19	2017-18	2016-17	2015-16
389	423	433	430	385

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

2019-20	2018-19	2017-18	2016-17	2015-16
528	528	456	456	456

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

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

**Response:** 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
264	264	228	228	228

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

## 2.2 Catering to Student Diversity

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

**Response:**

**RESPONSE:**

The academic performance of our students in the previous academic examinations helps us in identifying the slow and advanced learners. From the academic year 2014-15, the institution adopted a new policy to organize special programmers for slow learners and the advanced learners. In the mentor- mentee meets on Wednesdays, mentor teachers discuss the results of their mentees and motivate them for better performance. Teachers always motivate students for grade shift.

The institution has formed a committee for slow learners and advanced learners. This committee, in consultation with the principal, has defined its objectives and work strategy. This committee is formed to-

- Improving basic knowledge of the slow learners and advanced learners.
- Raising their level of confidence in the subjects with high difficulty levels to provide stronger foundation for further academic work.
- Improving their performance in examinations by providing them model answers.

**Policy For Slow Learners:**

The policy is implemented in those subjects which are considered difficult for an average student. Following subjects are recommended by the IQAC for remedial teaching on the basis of the students performance in the examination of respective subjects – English, accountancy and history. These departments are instructed to follow strategies developed by IQAC for the slow learners. The identified departments are asked to prepare the list of difficult concepts and topics. They are also instructed to prepare a timetable for focused and intensive and examination oriented teaching. This programme has successful outcomes as the targeted group of slow learner showed improvement in their performance in examination. They are also appealed on emotional ground that their failure hurts their parents, wastes their money, decreases their confidence level and makes them look down.

**Policy for Advanced learners:**

The institution has developed a well-defined policy to benefit the advanced learners. The institution regards and recognizes them from the score In last year examination. The advanced learners those who score 60% marks in the previous examination. These students are asked to collect an extra library card that helps them think positively privileged and at the same time they think of consistency in their performance. They can avail this facility for the said year. Secondly, every teacher keeps in touch with these students and guides them accordingly. The heads of departments take initiative. Every year, right before university examinations, a lecture or tow are devoted for the discussion on how to write ideal answer books. Innovative writing styles are explored and exercised in respective courses. In Wednesday meets, mentor teachers, too, enquire and motivate the advanced learners for grade shift.

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

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

**Response:** 35.35

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

## 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:**

Student centric methods such as experiential and participative learning are used for enhancing the learning experiences of our students.

After receiving directions from the IQAC, several departments such as departments of History, Geography, Sociology, Marathi, Hindi, and the faculty of Commerce have taken initiation in this direction.

Department of History follows the method of experiential learning. The department students are taken to historical sites so that they can understand the historical importance of the places and historical people. The students are asked to prepare a report on their visit. The reports are checked and rectified by the teachers. This has given the students first-hand experience of observing the human history. The students of Geography department are also taken on some geographical observation to some geographically important places. They go for excavation and observation under the guidance of teachers. Sociology students visited Ashram School situated in Vaduj and observed closely, their financial situation, family conditions and learning environment. The Sociology teacher also made a call to which teachers and students responded positively and at the same time, emotionally. We also contributed, collected some amount and donated notebooks, compass boxes and other school materials to the innocent students of the Ashram School. They were also given a motivating lecture. Some departments have visited Satara Akashwani Kendra (Radio Station of Satara) and India's first, the village of books-Bhilar with the objective of providing our students, experiential learning. These methods have increased the over-all performance of the students in the examination and their out-look to life. It helps to enhance the base of knowledge and concepts.

Along with experiential learning, participative learning methodologies are followed by a number of teachers. Question-answer method, quiz method, projects writing, and seminars are the examples of it. The participatory learning method is used in B.Com II & B.A. II classes (environment science subject). The topics are allotted to the students in groups of four each. Guidelines are given and the students undergo discussions, define objectives, decide methodology and write their projects which are in turn, assessed by their teachers. The seminar, projects and at the end, interactive sessions are carried out among students to

discuss concept and suggestion. Students' difficulties during presentations are also considered and proper remedies are suggested.

The student of sociology visited the students of Ashram School and helped them with school material. These students were given an opportunity to have lifelike experience of the orphans and the poor.

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

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

#### Response:

#### RESPONSE:

The college encourages ICT based teaching and learning on the campus and off the campus. In IQAC meetings, due emphasis is laid upon the same. Teachers are asked to use various modern gadgets in classroom teaching. Two training sessions on PPT presentations were organized in the institution that benefitted the faculty. We have 5 computers with broadband connectivity in five departments at B.A.III which are meant for the use of teachers and students within the respective departments. One computer is placed in Library for students' use. We have a computer lab with 11 computers, which are available for students and faculty use. Our college has two LCD projectors of which, one is installed in the department of English and one is moveable. These LCD Projectors are used for PPT presentations and showing educational cinemas, videos to the students. Some teachers on the campus make use of mobiles for enhancing the teaching related to certain course contents. For example, a poem 'The Secret' by V. V. Shirwadkar, a story 'My Elder Brother' by Munshi Premchand and 'Toba Tek Singh' by Sa'adat Hasan Manto were shown played and replayed in the classes.

Teachers provide their students You-tube links and e-references. Various departments on the campus have established whats app groups of final year students. Our mentorship mechanism has also established whats app groups to exchange college related information and practicing healthy atmosphere. In case students have any doubts related to their study or examination or holidays, they whats app their teachers and immediately get their doubts cleared. Geography students do their practicals on computer. Students who use android mobiles are asked to use their emails so that they have access to modern technology. Since whats app has become trendy and is in vogue, our teachers ask them not to use whats app for anti-social purposes and spreading rumors. They also guide them about how to use social media for the betterment of human life in general. Use of ICT makes the teaching-learning process interesting and effective. Its effect on the minds of the students lasts longer. Use of ICT makes the teaching more particular, pointed explicit and proactive.

Most of the students have downloaded dictionaries in their mobiles. In English classes, they use their online or offline dictionaries as ready reference and get concepts and ideas cleared. In many cases, teachers provide students computer print-outs as study material which they find more explicit and self explanatory.

Some teachers use online quizzes in classroom teaching. These quizzes create a healthy competition among the students. Our teachers use internet to explore new techniques of teaching to undergraduate classes. They use different sources available on internet on a single topic, compare these materials and then prepare their own study material that suits their students' capacities and depth of knowledge. English teachers suggest students to watch certain TV programmes at home that may have social and emotional impact on them. These programmes help them to become good citizens of the nation.

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

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

**Response:** 33:1

#### 2.3.3.1 Number of mentors

Response: 28

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

## 2.4 Teacher Profile and Quality

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

**Response:** 69.37

File Description	Document
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****Response:** 28.67**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

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

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

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 11.5**2.4.3.1 Total experience of full-time teachers**

Response: 299

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

**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

The process of internal assessment in our institution is transparent and robust in terms of frequency and mode. The internal assessment mechanism is communicated to the fresher students in the welcome function held in the month of July. The students are made aware of the same to ensure strictness and transparency in the internal assessment.

Transparency in the internal assessment system is maintained through the below given practices:

\*Question Papers are set as per the university patterns.



\*Open Book Examination is conducted and the programme of the examination is communicated to the students through class rooms and on the notice board.

\*Evaluation is done accordingly. Students are invited to see their papers.

\*General observations are summarized and shared with students in the class.

\*Students with fair performance are given appreciation .

\*Those who come up with poor performance are paid due more attention.

\*While doing so, proper care is taken not to make them feel insulted.

\*Those who are unsuccessful in examinations, are given remedial coaching.

\*Field Works, Visit Reports, and Project Reports are monitored strictly by the subject teachers.

\*In order to monitor their progress, Question Answer method, Group Discussion method are adopted accordingly.

\*Formative evaluation is done through observations, informal talks along with above discussed methods.

\*Teachers are at their liberty to choose the method of their students' evaluation

\*Students' progress is discussed in the respective departments Small assignments, Take home Examinations, Seminars, Project Reports, Oral Tests, Fastest Answer First, Seminars are some of the testing methods that are used to observe students' progress and guide them for better performance in examinations and everyday life. Take Home examinations are organized right before semester university examinations.

Summative Explication: The institution assesses students' progress continually and uses various methods for it. Transparency is observed in the process.

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

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

**Response:**

**RESPONSE:**

Well structured time bound machinery is available in the institution so far examination related grievances are concerned.

Institution conducts three types of examinations. University Examinations.:

a. In case any our students is not satisfied with the assessment made by the university, he can apply for revaluation of his answer book within 15 day from the date declaration of the result. In such case, the Examination department of the university sorts out the answer book and send it to some other senior expert on the panel. However the evaluation of the second expert is considered as final and is communicated to the examinee and the college as well.

b. Any such examinee can place his request to the university for the photocopy of his answer book within 15 days from the declaration of the result. He can obtain the sane only after surrendering the requisite fees. By doing this, he can confirm the possibility of any change in score. If he thinks, he can apply for revaluation of his answer book.

College Examination :

At bachelor's degree level, at level 1, if any grievance is emerged, it is addressed to the college. Evaluation is made at college level. And same procedures are followed. In each case time period suggested by the affiliating university is observed strictly. In such cases, head of the examination department nominated by the college solves the grievances.

Internal Examinations :

College conducts internal examination in all courses right before the semester examinations on the pattern of the university. Same procedures are followed to address any grievances.

However no grievances are reported so far.

Grievances Redress Mechanism is Time bound: After the declaration of the result, a student can apply for photocopy within 15 days. After obtaining the photocopy, if he thinks, the student can apply for revaluation of his answer book within four working days. The college is bound to declare the result within 15 days.

In internal examinations, the programme is chalked out by the college examination committee and every component is bound to follow it. Results are communicated and grievances are addressed within the time given by the committee.

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

## 2.6 Student Performance and Learning Outcomes

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

#### **Response:**

#### **RESPONSE:**

The institution communicates the course outcomes more specifically to the students at micro level. The institution offers eight courses at level one. At level two, four other subjects i.e. courses are added of which one is environment studies and other three are interdisciplinary ones. At level three, five of the eight offered at level one are offered as special courses with five papers each.

Course outcomes are measured and observed as they are of two types. After examinations, results are declared and they are communicated to them at personal level. General observations are grouped together and are discussed in the regular classes. Shortcomings are brought to their notice and remedies are suggested and undergone.

Course outcomes of English language and literature are measured through students' communication with their peers on the campus, their department teachers and other teachers and also their communication with non teaching staff. So far history is concerned, they take active part in the celebration of the Ganesh Festival, Shivaji Jayanti, etc They visit forts, historical places including Raigarh, Bhawani Chitra=Wastu Sangrahalay, Aundh, Shivaji Musium, Satara etc. Students of Geography department conduct village surveys, experiments and write projects on their disciplinary topics and also participate in Avishkar (Shivaji University Project Writing Competition). Students of Marathi departments celebrate various days, recite poems, write poems and articles. Hindi students always wish to declare Hindi as the national language of India. Students of Commerce faculty have set up a fruit market where they exhibit their accounts, cooperation business laws and other subjects. In departmental parent meetings, these course outcomes are discussed with their parents and their efforts and their attainments are duly appreciated. With students also, their course outcomes are communicated. Personal guidance is provided to them to raise their confidence level. Based on their performance in examinations, remedial coaching is done.

It is programme outcome, programme specific outcome and course outcome that our students openly speak about political activities in the state and nation and make cautious statements. They find themselves ready to provide help to the needy. They read newspapers and are aware of social crises in the world around them. Our students use whats app for the purpose of entertainment and for education purpose. They are using electronic media including whats app for creating awareness about corona virus. They respond to the calls from their teachers and parent teachers. Students are aware of the social, political, and economic situation around them. Not only, they are aware of national issues, they have their opinions about international issues also. National issues like Swaccha Bharat, population, un-employability, mobile mania, agriculture etc are of close concern for them. They are able to think that educational degrees cannot give jobs to everyone. So, they are helping their parents in their work and at the same time exploring new areas of earning to raise their standard of living.

File Description	Document
Upload COs for all courses (examples from Glossary)	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

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

#### Response:

The institution, in the welcome function of the academic year for the first year students, focuses on the program outcomes, program specific outcomes and course outcomes. It expects that these outcomes should be visible in their behavior after the completion of the program. A program contains courses. In the initial lectures, course teachers discuss the course outcomes with their students.

At the beginning of every academic year, a welcome function is organized in which teachers, HODs, principal, and the president of the parent institution interact with students. In this formal meet, program outcomes, program specific outcomes and course outcomes are communicated to the new-comers. In this function, teaching faculty illustrates the objectives of their respective courses. The principal throws light on the objectives of the programs. In his presidential speech, the chairperson of the parent institution or his representative unfolds the objective behind the establishment of the institution and puts focus on its work strategy. The mentor teachers, in the meetings with their mentees, always discuss Pos and COs. The program outcomes are periodically reinforced among students during various curricular and co-curricular activities on the campus and in the neighborhood community. Programs of literary associations, Vasundhara-the Geography Mandal, NSS, Tournaments on the home ground and other places, Field visits, are some of the places where program outcomes are inculcated among our students. Thus these objectives are communicated to the students every now and then during the teaching learning process. Every now and then students are made aware of the fact that education expects a raw man's transformation into a responsible member of the society, because our societies ultimately make the nation. They are also made aware that education earns you a bread, but it is not the soul of education. Transformation is the soul and it is the ultimate goal. Along with this, the students' response to research projects, their participation in elocution competitions, question answer sessions, and essay writing competitions, *rangoli* competitions, wall paper presentations, poster presentations in and outside the institute are some of the places where they room to demonstrate Pos, PSOs and COs. Level three students are given free access to library. There too, they exhibit change in their behavioral patterns and in their communication manners. They exhibit knowledge of the subject and the world around. Some of the students are ranked in the *Avishkar*. Some students write for the college magazine, there too they reflect the outcome of their respective program. Some our Commerce students have become fruit vendors. They came together. They increased their group and started fruit business instead of running after jobs in public and private sectors. Students represent various academic and administrative committees on the campus. They have become an integral part of decision-making machinery. When they give feedback on their teachers, on campus experience, they make, directly or indirectly, comments. This is nothing but the program outcome in visible and scalable form. Thus their responses in their feedback are their upward communication of the attainment of POs, and SOs.

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

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

**Response:** 72.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
211	187	134	134	101

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

2019-20	2018-19	2017-18	2016-17	2015-16
224	225	213	200	176

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

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

**Response:** 3.82

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

##### 3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	9	6	6

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

**3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years****Response:** 24**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	4	4	3

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2 Research Publications and Awards****3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0.46**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	5	1	0

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

**3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.31



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

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

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

**3.3 Extension Activities****3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:****RESPONSE:**

Shri. Dadasaheb Jotiram Godase laid the foundation of Arts and Commerce College with the noble cause to provide quality higher education to the rural and socio-economically backward youth.

Chhatrapati Shivaji Shikshan Mandal Vaduj also caters to the up-lift-ment and all round development of the socially and economically backward students. The Management also realized the need to sensitize the students to social issues for the development of holistic environment. Hence the college, too, has developed a healthy network with neighborhood community through various extra-curricular and extension activities.

Extension activities are planned taking this view into consideration. The institution has taken efforts to create awareness and promote institution's neighborhood community network. The students, being the major factor, play a major role in the organization of neighbourhood activities. The faculty shoulders the responsibility to engage students in the extension activities. Activities are organized and implemented through the support services like NSS, Cultural Activities, the college magazine, and other programs.

The NSS unit of the college is an important medium and source of extension activities. Our NSS unit is active and discharges its duties in the neighbourhood community. NSS unit implements various extension activities throughout the academic year. Every year a seven day special labour camp is organized in a village adopted by the college. The NSS participants (boys and girls) and teachers organize laour activities, socio-cultural activities, health activities, cleanliness activities, and anti-superstition activities in village. A life style schedule is finalized. They have a schedule of work. The work comprises of making roads, digging soak pits, building bandhs, etc. NSS also carries out activities like Save the Girl Child, Nirbhaya



Rallies, Workshops, Cleanliness Drives, Water Conservation program, Aids Awareness Rally, Eradication of Plastic, Tree Plantation, Voter Day celebration, Free health check-up program, are organized.

Students are encouraged to be aware of the recent developments in the community. This is done through mentorship mechanism. Students are encouraged to write research articles on sensitive issue. The articles are published in college magazine.

All these activities have positive impact on students to enhance emotional, intellectual, social and personal development. By working together in NSS camps, and regular activities, students develop team spirit. They learn to negotiate, communicate, manage conflicts and understand social issues. They help to make them sensible towards the problems of disadvantaged and under privileged of the community. This awareness naturally helps develop holistic atmosphere among the stakeholders. It also helps to increase academic and intellectual competence and boost their self-confidence.

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

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

**Response: 1**

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 23**

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	4	3	7

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years****Response:** 20.78**3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
192	192	191	191	188

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4 Collaboration****3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response:** 5**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of linkage related Document	<a href="#">View Document</a>

### 3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

**Response:** 3

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
e-Copies of the MoUs with institution./ industry/ corporate houses	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

Arts and Commerce College, Vaduj has adequate physical, academic and support facilities as demanded by the university to run the different programmes. The college is well-equipped with the physical and technology-enabled infrastructure including classrooms, laboratories library, sports and other supports facilities for the existing academic programmes and administration.

For teaching and learning process, we have 15 class rooms. Five departments at level III in arts faculty have five separate department rooms which are well equipped with computers with broadband facility with 100 KBPS. These five departments have class section, seating arrangement for students and the faculty and necessary furniture for keeping record, cupboards for departmental library etc. Departmental faculty works from their respective departments. Department of Geography has separate Geography lab. There are two class rooms (hall No 10 and 17) for compulsory lectures with seating capacity of 120-140 each. These rooms are also used as seminar hall. Other four classrooms can accommodate 60 students each. This is for Arts faculty. For Commerce faculty, three separate classrooms are constructed of which room No 22 is with seating capacity of 120 and other two can accommodate 80 students each. For science faculty, the institution has recently constructed a separate new two-storey building with adequate furniture and other essential support systems. Library of the institution functions from Hall No.11. Library has a reading room and is equipped with computers, broadband connectivity, steel cabinets for books and reference books, issue counter, notice boards, a showcase for new arrivals, a rack for journals and periodicals and a separate section of books for competitive examinations. There are four scholar points meant for close spot reading. Reprography facility is also made available in the library. Adjacent to the library, we have created a computer lab with 11 computers with internet, inverter, and separate cabin for the officer-in-charge. Science laboratories are three in number and are as per the requirement of the affiliating university norms.

Reading room facility, common room for girls, boys, separate sections for examination, NSS, and sports are there on the campus. Administrative office is well-equipped with computers, internet, printers, fax, inverter, and all necessary furniture. The principal's cabin is self contained and sufficiently furnished and has a rest room. Separate toilet facility is provided to staff and students. Common canteen facility is provided with separate seating arrangements for staff and students. The college has an offset printer. It is of great help during examination period. For drinking water, we have two water coolers with water purifier. For sports persons, washing space is made available.

Our institution has enough ground for sports games. In-door and out-door games are played. Volley-Ball, Kho-kho, cricket are among the out-door and Chase and carom are in-door games on the campus. In athletics, javellion throw, disc throe, shot put, 100, 200, 400 meters running, long jump, high jump etc are the events. The institution has an open-air gymnasium also

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

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

##### Response:

The institution has played a proactive role in grooming students so far their physical and cultural development is concerned. We have basic, though not very good, physical infrastructure and facilities for sports, games, Yoga, and cultural activities. For certain sports related and cultural activities, we take help of community and government establishments. Since we do not have, in-door sports complex, for practice session of badminton, we have been given permission by the owners of Swayamvar Mangal Karyalaya for the same. For cultural programmes like prize Distribution Ceremony and cultural and recreational activities, Bachat Bhavan of Panchayat Samiti is made available for our use which is located right in front of our college with just a road between. Bachat Bhavan is a state govt. establishment and it is made available for government and educational meets. Cultural activities like Fun-fare, Food-fare, Traditional day Celebration are held on the college ground. For sports, two standard size grounds of Volley-ball and one ground of Kho-kho and one ground of Kabbaddi are available. Chase and Carom are played in the gymkhana room of the college. We take annual cultural program in Bachat Sabhagraha of Panchayat Samitti, Khatav We have also enough play ground to organize various programs such as yoga for all students etc. The carpet area of the gymkhana room of our college is 150 sq./ft. It is small but we make optimum use of it. Separate budget head is allocated for gymkhana. In academic year, 2019-20, the budgetary provision made for gymkhana was Rs.86913/-

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

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

Response: 0

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)****Response:** 4.76**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1.00	1.87	1.37	0.40	0

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

The library of the college is partially automated by using Integrated Library Management System (ILMS) with its current version of V 1.0 The library of the institution is using the SOFTLIBRARY software from 2017-2018. SOFTLIBRARY is the library management software developed and powered by Shiv.com Technology, Navi Mumbai It is continuously used by the library to enter the new arrivals. The barcode system helps to preserve the data related to The book in the Integrated Library Management System that is used to track the book in future in one click. The barcode helps to check in and check out of the books for their availability status, besides the borrowing history of the book. However, apart from its library access number, the user can access the book with the keys like author of the book, publisher of the book, subject of the book etc. It has tremendous impact to access the information to its user. Library has two computers with internet broadband connectivity with 100 MBPS speed. One computer is provided for the use of students and one computer is used by the library staff. Reprographic facility is also provided in the library that serves students, teachers, and the college office.

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

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

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:** 0.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.42	0.51	0.43	0.31	0.34

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 1.69

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

**Response:** 16



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

### 4.3 IT Infrastructure

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

**Response:**

The institution uses IT infrastructure and updates it at regular intervals. The institution has 31 computers including three laptops. Computers and laptops in library, departments, administrative office, examination department, and computer lab are protected from soft virus using anti-viruses namely Net-Protector (name of antivirus) on regular basis. The last updation of anti-virus was done on 19/08/2020.

For the administrative office, the institution uses Educare soft-ware version 3.0 which is installed on 14/06/2019 and brought in use from 15/06/2019. This software has in-built process for its online updating facility. Previously we had installed Microsoft software for the office use.

The institution has Wi-Fi also which is accessible with password on demand. The broadband speed is increased to 100 MBPS from 2018-19. Previously, it was 50 MBPS. The institution has installed 19 CCTV cameras from the academic year 2018-19 for round the clock surveillance on the campus. The institution has purchased a Soft Small Messaging System (SSMS) from 2018-19 for mass communication with the students and parents.

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

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

**Response:** 48:1

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

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

**Response:** A. 750 MBPS



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

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 4.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.00	1.19	0.44	0.43	0.73

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

The Institution has standard and systematic procedures for the development and maintenance of physical, academic and support facilities on the campus. For the purpose of purchase of any support material for library, laboratory, NSS, sports etc., we have formed a Purchase Committee established as per university guidelines. For Building construction works, and repair works, we have formed a Building Committee as per UGC and Govt. norms. So far maintenance work on the campus is concerned, under 1000 rupees maintenance is done as per requirement without any prior permission of the statutory body. However, for the maintenance over Rs. 1000/- of any of the above mentioned items, standard and established procedures are followed. The mother institution has employed skilled men on the campus who look after maintenance of various facilities.

- Any new introduction in physical and infrastructural development is first discussed in either IQAC

or CDC or both the constitutional bodies. The financial requirement and available budgetary provisions are thought and discussed. Feasibility and necessity of the facility is also thought of.

- For augmentation and maintenance of facilities, standard structured and approved procedures are followed. While doing so, government rules and UGC guidelines are followed strictly and complete transparency is observed. Quotations are invited and put before and discussed in CDC meetings.
- Yuvraj Mahamuni, an employee of the mother institution looks after the maintenance of wood furniture.
- For the maintenance steel furniture, the welding department of Shivaji Polytechnic of mother undergoes it. So far polishing and painting work is concerned, it is done by a local service provider who is also an ex student of the mother institution.
- For repair works related to Electrification and Plumbing on the campus, the institution has deployed Manoj Chavan, He is the lab. attendant.
- Maintenance work of Science laboratories is done by our employee Mr. Manoj Chavan and attendants Jaydeep Bharat Gharge and Walmik Karbhari Sabale.
- We have Xerox and offset machines. Their maintenance is done by Abhishekh Sales and Services, Behind Collector Office, Satara.

Employees are scheduled, timetable is prepared and the entire campus remains under observation round the clock.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 58.35

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

2019-20	2018-19	2017-18	2016-17	2015-16
642	680	456	464	443

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

Response: 0

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

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

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

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

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 3.7

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	27	32	23	46

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

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

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

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

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

## 5.2 Student Progression

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

Response: 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	1	3	7	10

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

Response: 36.8

#### 5.2.2.1 Number of outgoing student progressing to higher education.

Response: 92

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State

government examinations)

Response: 80

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	0	1	04	06

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	0	01	04	06

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

Response: 28

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	10	1	7	6

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

#### **Response:**

The college had an active Student Council, as per the Maharashtra Universities Act 1994. The Students Council was formed in academic year 2015-16. But there was no provision for the formation of student council after 2016-17 as the Maharashtra University Act was under process of reform and all these bodies were suspended by the Maharashtra Government.

Yet college has established a student committee on the merit basis. It consist of student's representatives from each class having highest marks in previous year's examinations. There is provision to nominate students' representation from NSS, Cultural activities and from Girl Students.

Student committee plays pivotal role in establishing and maintaining good rapport between the college administration and the student's community. It proved to be an effective platform for the students to put on records their demands, inconveniences and requirements related to all aspects of the institution. It also helped the college to understand the demands of students and to find out the amicable solutions. At least two meeting of student council were held every year. Issues like extending library working hours, providing more facilities of drinking water, sports, customization of dress code, organization of annual functions, starting of a self-funded competitive examination guidance center, Celebration of certain days, felicitation of students for different achievements, organization of Annual Prize Distribution Function and such other issues were discussed in these meetings. The college administration also responds positively in solving the problems and issues raised by Students' Council. It helps to maintain a good and healthy atmosphere on the campus.

Apart from Student Council , there is a provision for nomination of students on college committees like NSS , Cultural, Grievance Redressal Cell, Sports , Literary Associations , Science and Social Science Association, etc. Students' views are taken into account while planning and execution of all activities of these committees. The college has succeeded in introducing dress code to all students. It has brought a uniform, decent and holistic atmosphere on the campus. Most importantly, it has helped to reduce the issues related to indiscipline and the unauthorized entry of outsiders in college premises.

Students' representation and participation in academic committees like literary associations, have enhanced their skills like introducing guests, anchoring, participating in debates, organizing functions etc. Because of this Student representatives play important role in organization of science exhibition, poster presentations, wall papers, sport events, organization of Seminars, Conferences, etc. Even though there was no Students' Councils for last two years, the students have got the opportunity to participate in all the activities organized in the college.



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

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

**Response:** 4.4

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

Our institution has an Alumni Association. Our college comes in drought prone area. Mostly the working population migrate for jobs to Mumbai, Pune and other metro cities. There is no industrial zone in our locality. So, there are less opportunities of jobs in the vicinity. Due to meager rainfall, the farm yield is also low. Whatever work opportunities are available, they are able to feed their families. Considering these adverse conditions, we do not receive any financial or other help from our alumni.

Our alumni association's task is limited to meet once or twice in a year. In these meetings, their suggestions are taken into account, and are used for further developments. Some of our alumni are engaged in private sector and some are running their own shops and parental businesses. Their attachment with the institution is genuine.

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



**Response:** E. <1 Lakhs

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

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**RESPONSE:**

The college was established with the vision of providing good quality higher education to the economically and socially deprived sections of the society, especially to the girls. We see that a good number of students are educating themselves and the number of girls is almost about 70%. Students from socially backward classes are also about 90% of the quota meant for them. This results in increase in their life-style, knowledge and a sense of social responsibility.

Empowerment of women community is one of our mission statements. To empower girls community, we organize special lectures for them through which they are made aware of their legal rights, special provisions for them. In this way their mindset is prepared to fight future challenges. At the same time, through course contents, they are also made aware that law is one thing and life is another. We should not let laws intervene our lives unless it is the dire need of the moment. This results in balanced thinking of laws and positive outlook to life.

Introduction of new technologies in teaching-learning process, bringing socially and economically backward and deprived sections of the society into mainstream have been our mission statements. Our teachers use PPT presentations, computer printouts, web links and online study-material. Healthy practices on the campus help bring our deprived students into mainstream. Love for nation, love for humanity and philanthropic bent of mind is the indication of the success of higher education, The institution organizes various programmes and activities to inculcate these and such other values among students. In the world of privatization and globalization, our students are always asked to acquire latest knowledge but with their feet on the ground as knowledge without humanity is as good as nothing. Students are asked to learn, acquire degrees and not to run after jobs. They are guided accordingly to explore other paths of successful life, as money is only one of the parameters of success. Life is beautiful. Cleanliness makes it yet more beautiful from within and from without. Our NSS department not only exercises cleanliness campaigns but also teaches them the importance of cleanliness in human life.

Not only teachers but students are also given participation in decision making mechanism. Teachers and students are given representation in various constitutional and other committees formed for smooth functioning on the campus. Both the stakeholders are asked to share their views on various issues. This results in creating sense of responsibility among the individuals. The CDC, the IQAC, the library committee are represented by teachers and students. The governance on the campus is smooth, transparent, and proactive. This is because of inclusiveness of human resources in daily work.

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

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

#### Response:

The institution practices decentralization and participative management in its every-day activities and governance. This is in the line of the national policy of higher education. Local needs and environment are also considered. Stakeholders share their views that are also incorporated in making final decisions.

Establishment of Competitive Examination Guidance center, separate section in the library for the same, introduction of science stream, etc are the results of participative decentralized management in which students' alumni's and parents' suggestions were considered..

#### Case:

Convocation Ceremony of the university was held on the college campus in March 2019.

The convocation ceremony of our students of Shivaji University was held in the college. It was the decision of the university. The university communicated its decision to the college on 13/03/2019

The principal met the management and intimated the decision of the affiliating university and discussed the same with his Chairman and members. College Development Committee's meeting was called on 04/01/2019 and the matter was put up for discussion. After receiving consent in the CDC, the principal held meeting with the staff and the faculty in which all members of the IQAC were also present. The Convocation Committee was formed which was headed by Sri Kathare Dhanaji Narayan of Political Science.

Sri Kathare held meetings on 03/03/2019 of the members in which important and necessary duties were enlisted their implementation was discussed. Nature of works and duties were taken into consideration keeping in mind the grace and constitutional significance of the function. Various committees were formed for smooth functioning. These committees included 6 faculty members

The next day, students were informed duly at the time of playing of the National Anthem. The same was done through telephone, letter correspondence, phone calls and Whats App groups so far awardees were concerned.

All faculty members discussed the forth-coming celebration with students in the classes and were asked to intimate the same to their parents concerned.

As pre-decided, In the cultural programme and the Prize Distribution Ceremony which took place on 15/2/2019, declaration regarding the same was made for the sake of members from the society, parents and also the former students of the institution.

On 13.03.2019, at 3.00 pm the convocation Ceremony of our students was held. Dr. Krantikumar Patil, Executive Director, Tararani University, Kolhapur, was the guest of honour in the occasion.

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

## 6.2 Strategy Development and Deployment

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

#### Response:

The college was first accredited in 2004. The letter of second accreditation, we received on 05.01.2013. The peer team members had appreciated our faculty's philanthropic activity towards Cattle Feeder Camp. They also made certain suggestions.

We, in the IQAC meeting held on 11/01/2013, enlisted and enrolled all suggestions and resolved to incorporate the suggestions in our strategy. Out of 11, one was to start PG programs in certain disciplines. It was notable that bachelor's degree programme in science was wanting. So, in 2018-19, we introduced first year of B.Sc. with 47 students.

In the IQAC meeting held on 04/02/2014, we resolved to apply uniform dress code to all on the campus, and from academic year 2015-16, the same brought into practice. It is notable that we invited students' suggestions, observed complete transparency and democratic procedures in its implementation.

On 27/06/2014, it was resolved to initiate Mentor Mechanism on the campus and from the same academic year, mentorship mechanism was implemented.

We introduced B.Sc. on the campus. In 2019-20, second year is started. From 2020-2021, part III will be started. The existing building was insufficient. So, the College Development Committee called a meeting and unanimously resolved to initiate the construction of a separate building for science stream with immediate effect. On 31st of December, 2019, 90% of the construction work is completed. For proper laboratory set up, a delegation of our visionary management visited Shreemant Balasaheb Pantpratidhi Mahavidyalaya, Aundh college on 16/12/2019 and had discussion with their faculty and officers. The IQAC coordinator suggested to pay visits to NAAC accredited 'A' grade colleges in the neighborhood.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

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

**Response:**

Organizational Structure of the Institution including Governing Body, Administrative Set up and Function of Various Bodies, Service Rules, Procedures, Recruitment, Promotional Policies as well as Grievance

Redressal Mechanism: Organizational structure of the institution is as follows:

**College Development Committee (CDC):**

The committee comprises of 13 members including the principal, 6 members from the management, and five senior faculty members, one staff representative, and the coordinator of the Internal Quality Assurance Cell.

The principal functions as the secretary of CDC. The committee is constituted according to the Maharashtra University Act 1994. The budgetary provisions, recruitment of teachers and non teaching staff are made. The CDC follows the all govt. rules and of the state and Central governments and the regulations of the UGC, and the affiliating university. The college functions according to the decisions taken in CDC meetings. Keeping all related things in mind annual budget of the college is prepared and presented for discussions followed by, questions and answers, and queries raised by the members and also by suggestions. Final decisions are taken only after thorough discussion. Changes, if any, are made and use full suggestions are incorporated and final budget is prepared and given CDC's sanction.

The principal shoulders the responsibility of the implementation of the decisions taken. In this task, the heads of various departments, faculty, and the support staff assists him. For the sooth implementation of decisions taken in the CDC, the Principal forms other committees that execute the plans.

**Internal Quality Assurance Cell (IQAC)**

The IQAC consists of 11 members including one student representative, one member from the society, senior faculty members. The principal is the chair person. This committee's main task is to keep the graph of the college in ascending order in almost all respects. Policy decisions are taken in the CDC and the IQAC executes them.

Certain committees are constitutionally formed and they discharge their tasks: Among such committees, our college have:

College Development Committee

Anti-ragging Committee

Anti sexual Harassment Committee

Purchase Committee

Discipline Committee

Library Committee

Committee for Cultural Activities

Grievances Redressal Cell

College Magazine Committee

Lead College Committee

### Service Rules, Procedures, and Recruitment:

The institute follows the rules, regulations and procedures and guidelines mentioned in Maharashtra Public University Act 2017. Rules and regulations of the UGC and the affiliating university are observed strictly. Recruitment procedures are extremely transparent and fair.

### Grievance Redressal Mechanism:

The college has formed a grievance Redressal Cell headed by the principal for faculty, staff and the students to address their complaints regarding education process on the campus.

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

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

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

#### Response:

Arts and Commerce College, Vaduj has the following Welfare Measures for the teaching and non-teaching staff are as follows:

#### Academic Welfare measures for teaching staff :

- \*Implementation of Career Advance Scheme (CAS)
- \*Financial support to attend seminars or Workshops.
- \*Deputation of the faculty for orientation programmes, refresher courses,
- \*training programmes and faculty development programmes.
- \*Encouragement to publish the books written by the faculty.
- \*Felicitation and recognition of the award winning faculties in Annual Prize Distribution Ceremony.
- \*Motivation and encouragement for academic development of the faculty.

#### Economic Welfare:

- \*Provided insurance coverage to every employee of the college through Shivaji University, Kolhapur.
- \*reimbursement of expenditure on health expenses from govt.
- \*Salary Slip and other document assistance are provided for Loan facility in Patsanstha and other national banks.
- \*Personal Loan, Housing Loan, Vehicle Loan, Emergency loan and Cash Credit Loan etc. are provided to faculty members and non teaching.
- \*Reimbursement of health expenditure through government machinery. Provision of advanced payment in case of emergency.

#### Office Training Measurement for non teaching staff:

- Encouragement to attend training programmes.
- Motivation to the non-teaching faculty to upgrade their educational qualification.

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

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

**Response:** 7.74

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	0	2	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:** 0.2

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation /



**Induction Programmes, Refresher Course, Short Term Course ).****Response:** 20.07**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	6	3	0	7

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

**6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff****Response:**

Performance Appraisal for Teachers:

The college follows the 'Performance Based Assessment System' prescribed by UGC in its regulations of June 2009. College. All faculty members fill up the PBAS forms for annual self-assessment. The API Scrutiny Committee Chairman evaluates the forms and submits them to the Principal through IQAC. Academic diary is also maintained by the faculty which is checked and assessed by the HODs and the Principal at the end of the year. On the basis of the score of the faculty in API forms, the Principal forwards the eligible cases to University and Joint Director of Higher Education, Govt. of Maharashtra under Career Advancement Scheme. The Co-coordinators of curricular, co-curricular and extra-curricular activities submit their reports to the Principal at the end of every year.

Performance Appraisal of Non Teaching Staff:

Performance Appraisal of non teaching staff is done through the Confidential Reports. Every employee submits his confidential form to the Senior Clerk who evaluates the form on the basis of discipline, punctuality, accountability, technical knowledge, administrative skills, emotional integrity and behavior pattern. His remarks are forwarded to the Principal. Principal after careful scrutiny and necessary remarks submit the reports to the Management. The Staff are given promotions on the basis of the Confidential Reports, The Govt. rules as well as The norms of Management.

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

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

**Institution conducts internal and external financial audits regularly.**

The college has three tier audit mechanism to undertake internal audit every year. The external audit takes place after financial year. The Management has deputed an agency of internal auditors to audit the documents of the college. The management, in the meetings of the college development committee, discusses and approves the budgets and expenditures. Chartered Accountant Mhetre, Sangli is appointed as external auditor of the college. The CDC of the college evaluates both audit reports and seeks compliance reports if any, from the accounts section. The Joint Director, Higher Education, Kolhapur, the Senior Auditor conducts the audit of the college regularly as per the rules and regulation of the state Government of Maharashtra and submit the report. The final audit is done by the AG of Maharashtra. It is done after every ten years. The last external audit by the Management nominated CA was conducted on 10th April 2019 for the financial year 2018-19. There were no serious audit objections either by internal or external auditors in the last five years.

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

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

**Response: 0**

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

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

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

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

#### Response:

Institution has developed strategies for mobilization of funds and the optimal utilization of resources

Arts and Commerce College, Vaduj has a well-defined policy and mechanism to monitor effective and efficient well planned strategies of available financial resources. The annual budget is prepared considering needs and requirements of the college. The Principal prepares the budget taking into account requirements of all departments, developmental plans augmentation and maintenance of physical, academic, technical and other requirements of the institution. The budget is presented in the College Development Committee for approval. In the CDC, every minute details are discussed and approvals to budgetary provisions are sought. After seeking approval, comparative chart of quotation is prepared and submitted to the purchase committee. Purchase committee consisting of the Principal, Heads of Department, Registrar and Head of Accounts section. The purchase committee looks after the purchase of items and accounts are settled immediately. The management makes a special budgetary provision for maintaining the existing infrastructure as well as for providing required infrastructure to the departments and the college as and when required.

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

## 6.5 Internal Quality Assurance System

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

#### Response:

: The IQAC was established in the college in 2004, It has been trying to institutionalize number of quality assurance strategies such as digitization of student related academic facilities and administration. Two initiatives can be mentioned – Practice – 1 - Developing Quality Culture among Teachers Since second cycle of the NAAC: IQAC has been promoting the quality culture in overall activities of the college. It was very clear that if one wants the outcome based education, the quality of teachers should be upgraded. Before NAAC-II, there were three teachers having obtained Ph.D. degree. In Post NAAC period, the number has become 05. One of our faculties is recognized as Ph. D. supervisor. Presently, four scholars are doing under his supervision.

The NAAC peer team, in their report, had suggested introducing PG Programs in certain subjects and Commerce. However, our visionary management had conviction that in modern times, lessons in science faculty are of utmost importance. So they decided to start B. Sc. on the campus. In 2018-19, we came up with B. Sc. Part-I with 47 students.

Infrastructural development is, though secondary, an important factor for academic development in any educational institution. Keeping this in mind, our institution constructed separate floor for Commerce faculty with sufficient sized 3 classrooms in 2018. In 2018-19, we were given permission to start B.Sc. program. Immediately, our mother institution started construction of Science Laboratory building. Now, four laboratories viz. Physics, Chemistry, Botany and Zoology are ready with all necessary furniture, equipment and support systems.

It is always expected that an HEI should go hand in hand with time and technology. After the second cycle of NAAC, it was the duty of IQAC to sustain the quality culture in the HEIs. Now our institution's all office activities like admissions, scholarships. The IQAC is constantly working to enhance the quality of teaching and learning process on the campus by channelized efforts towards promoting academic excellence. Two initiatives are as follow – Practice – 1 - Developing Quality Culture among Teachers Since second cycle of the NAAC: IQAC has been promoting the quality culture in overall activities of the college. It was very clear that if one wants the outcome based education, the quality of teachers should be upgraded. Before NAAC-II, there were three teachers having obtained Ph.D. degree. In Post NAAC period, the number has become 05. One of our faculties is recognized as Ph. D. supervisor. Presently, four scholars are doing under his supervision. We decided to start B. Sc. On the campus. In 2018-19, we came up with B. Sc. Part-I with 47 students.

Infrastructural development is, though secondary, an important factor for academic development in any educational institution. Keeping this in mind, our institution constructed separate floor for Commerce faculty with sufficient sized 3 classrooms in 2018. In 2018-19, we were given permission to start B.Sc. program. Immediately, our mother institution started construction of Science Laboratory building. We have also created PPT bank.

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

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

**Response:**

The approach of IQAC has always been focused on learner-centric teaching learning process and assesses

and evaluates it from time to time. Accordingly, IQAC complements the Teaching, Learning activities and modify after taking the review, suggestions. In order to perceive learning outcomes, the IQAC periodically reviews teaching learning process and suggests gradual and regular expansion, upgradation and addition of the requisite material, equipment, infrastructure etc. The college introduced certain short term courses of the Department of Adult and Lifelong learning. To increase language sense of the students, department of English introduced two certificate courses, Certificate Courses in Communicative English and Basic English Grammar. Department of Marathi conducted Certificate Course in Nursery Teacher Training. Our college comes in rural area where farming is main profession. Majority of students come from farmers' family. Keeping in mind the drawbacks of chemical farming, our college introduced a Certificate Course in Vermin Composting. Students of Hindi department were offered a Hindi Anuwad course. This course was introduced to create employability for them.

Learning through experience lasts longer. Therefore, college uses methods such as projects, field visits and ICT based teaching all departments create what's app groups and remain in touch with their students and guide them accordingly. Our institute has initiated a step towards job and self-employability training. Devi Mobile Shoppee provides mobile repair training to two students a year.

Our college organized workshops for students' and teachers' orientation. Workshops on Cashless Banking, Insurance and Banking were organized for Commerce Students and teachers. Since the number of girl students in the institution is larger, workshops on Physical Fitness for Women, Blood Group Check-up camp, Haemoglobin check-up camp were organized.

Learning outcome oriented teaching and learning process on the campus goes hand in hand with creating a sense of social and national responsibility. As per the recommendation made by the Peer team in their visit report for Value Education, our college organizes many activities. Our college has created a group of voluntary 'Any Time Blood Donors' (ATBD) under the name of 'Dayitwa'. In this group 104 students have registered their names. We have organized blood donation camps, blood check-up camps, and HIV test camps. The IQAC, works for the slow and advanced learners and modifies teaching methods and motivates them for better performance through various activities.

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

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

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

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

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

The college has enough sensitive regarding safety and security of the girl students & women staff. The following practices are in force in the college:

1] The surveillance systems with CCTV cameras is installed at classrooms, administrative office, principal's cabin, varanda, examination office and the library. Footage of the recordings are seen and appropriate action is taken, if any doubtful activity is observed by the Principal.

2] 'Nirbhaya Pathak' has been created by the local police and take preventive measures. The senior Inspector Sri. PramodJadhav& Ashok Shirke and their team visit the campus and give lectures on Cyber crime& Preventive laws to the students.

3] To identify our students, uniform dress code is made mandatory for 5 days in a week. Wednesday is an off day.

##### Counselling:-

1] Anti sexual harassment cell organizes counseling programme for the girl students, and boys students such as 'Vidhi-Saksharta Shibir' (Legal Literacy Drive).

2] The Mentorship committee appointed one teacher mentor behind every 30 to 40 students (1:34 is the average ratio). On Wednesdays, between 7:30 and 7:50 am, students and teachers meet on the ground and engage in rather informal talk. Teacher mentors initiate discussion on student related subjects to solve their personal & emotional & family problems. In such talks, issues of national importance such as, our Constitution, Swachha Bharat Abhiyan, Jan Dhan Yojana, Mudra Loan, Mera Vote – Mera Adhikar, GST, Digital India, Family Values, Social Values, and other current issues are discussed.

3] Our teaching faculty counsels on women rights, 'Beti Bachao-Beti Padhavo', moral ethics, gender equity, personality development, health consciousness etc.

4. Discipline committee is formed of which Sri. Ingale Rahul Madhukar is the head and all other members of the faculty and staff assist him in maintaining discipline on the campus.

5. We find it noteworthy that ours is an educational complex with primary school, secondary school and higher secondary wing. The high school, run by our parent institution is a renowned school in the district for its discipline. The chairman of the parent institution and his team visits the campus on almost daily basis.

So far, we have faced no such issues.



**C] Common Room:-**

The common room facility for girl students is provided by the college.

For boys students, we have created 'College Katta'. During off lectures, students converse, chat and read newspapers which are meant for them.

Gender equity initiatives under taken by the Institution such as:-

- 1] Mentorship Scheme; No discrimination is made on the basis of gender while making selection.
- 2] Dress code for girls & boys student.
- 3] N.S.S. Camp: In NSS Special Labour Camp, selection is done on the basis of students' devotion and their participation in regular NSS activities and not on the basis of gender.
- 4] Lead college scheme workshops: All students participate.
- 5] Organization of Traditional Day: Girls and boys, both participate in Traditional Day Celebration.
- 6] Birthday wishes are extended to both, girls and boys on their birthdays.
- 7] Cultural Activities – Participation of girl students is notable in cultural activities.

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

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

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

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



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

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

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

#### Response:

#### Solid Waste Management

##### Waste Segregation

Separate dustbins are provided to collect wet and dry waste at source.

Slogan Boards on the campus :- The College has displayed various slogans and thoughts to bring environmental consciousness among the stake holder.

**E Waste Management:-**It is carried by the municipal corporation.

#### Solid waste Management-

Solid waste is picked up by Nagar Panchayat's Ghantagadi at weekly basis. Paper waste or plastic is burnt by our peons on daily basis.

#### Waste Water Management-

Waste water is not drained. It is given to plants.

Most of the students and the staff come with their water bottles and consume their home water. This thing results in falling the men less sick.

File Description	Document
Geotagged photographs of the facilities	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

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

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

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

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.5 Green campus initiatives include:**

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

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

File Description	Document
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

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

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

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

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

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

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

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>

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

**Response:**

An educational institution has to work for communal religious, national, Communal harmony. In an educational institution, students come from diverse financial, religious, cultural and social backgrounds. The institution's main focus is converting them into true nationals. Without harmony and inclusive steps, it is hard to reach the objectives. Keeping in mind all these ground facts, the institution undergoes following activities:

Organization of Departmental tours: Marathi, Hindi, English, Geography and History Departments organized tours for providing the inclusive environment towards cultural, regional, communal socioeconomic and other diversities. To experience the study of saint literature, Marathi Department organized visit to Mahanubhav Monastery at Karanje Peth, Satara. For Environmental awareness, regional and cultural diversities, Geography Department visited konkan and costal area. To realize the socioeconomic aspects of Chh. Shivaji Maharaj's period and experience the thrill of amateur

mountaineering, History Department takes their students to Raigad, (The Capital of Marathi Empire) Pratapgad and Shivshrushti.

Uniform Dress-code for all: The institution has introduced uniform dress-code for girls, boys and for the entire staff to observe inclusiveness. By this all communal, financial, and other types of differences are put out of existence not only on the campus but in their life also.

Cultural Program celebration: Cultural activities are organized on the campus in which boys, girls of all religions participate and exhibit their skills.

Traditional Day Celebration: Traditional Day celebration is held on 14 January. In this celebration, maximum students take part forgetting their financial and religious and social status. They distribute traditional til-gul and wish each other a sweet future.

Birth-day wishes: Every day, after the playing of our National Anthem, the institution wishes happy birth day to the students whose birth day falls on that day.

National Anthem: Two patriotic songs and our National Anthem are played every day between 07:20 and 07:30.

NSS Regular Activities: NSS unit of the institution with its 200 volunteers, organizes regular social and environmental activities and special labour camp for seven day in a neighboring village towards Swachha Bharat, eradication of plastic, and other social activities. In these activities, boys and girls, irrespective of their gender differences, discharge their scheduled duties.

Organization of Bhondla: This cultural activity is held to revive the endangered folk culture of Maharashtra. This is women's celebration. Mostly, Bhondala was performed on the day of International Mahila Diwas. Boys, girls, teachers all participate in its celebration.

Work-shops under Lead College Scheme: Various programs and activities held on the campus include participation of girls and boys from all classes.

Mentor-Mentee Meets on Wednesdays: Our mentorship mechanism is a step ahead towards inclusive culture and situatedness. We have tried to throw light on the same elsewhere.

File Description	Document
Any other relevant information.	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations:

**values, rights, duties and responsibilities of citizens (within 500 words).****Response:**

The following activities were organized in the institution for inculcating values for being responsible citizens as reflected in constitution of India:

- National Anthem: is played every day. Before that two patriotic songs are also played on the system.
- Rashtrabhasha Hindi Day is celebrated on 14 September to create and promote respect for Hindi.
- Environment Day is celebrated on to create awareness for our earth and decreasing environment.
- Constitution day is celebrated on 26 November to educate the youth towards their fundamental rights and duties.
- A special lecture was organized on 13/08/2015. The theme was Road Safety. Collegians are energetic youth of India. At one moment, they are they go aggressive and rebellion but at the same time, they are sensitive as well. Mobile in one hand and bike handle in the other is the craze of the day which may prove dangerous for them. Keeping this in mind we invited Mr. Ramesh Godse to guide our students on road safety laws regarding the same.
- Work shop on stress management: A workshop on stress management was organized between 14/03/2017 to 21/03/2017. In this workshop, Rani Bahenji of Om Shanti foundation of Vaduj branch oriented our faculty. One chapter each day, she unfolded. Teachers were individually involved in the activity. This activity was a kind of undergoing some transformation. The teachers were asked to discuss the benefits of Meditation for Stress Management with the students in the next Wednesday meet on the ground.
- On Constitution day, Mr D N Kathare gives a small talk on the constitution of India. Students are appealed to respect our constitution despite disparities in the societies. Fundamental rights and duties of the citizens are thrown light on and the lecture is concluded by the pledge of constitution by every student teacher and the staff.
- Mentor mechanism is our important step towards inculcating national values among students. It is observed they learn in the class, they relate it to examination and what they are told and shared, they relate it with life.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>

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

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators**

**and other staff**

#### **4. Annual awareness programmes on Code of Conduct are organized**

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

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

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

**Response:**

The institution celebrates various days and festivals of national and international importance. The same is also mentioned in the Academic Calendar in the beginning of the academic year. The national festivals like Indian Independence Day, Republic Day, Constitution Day, International Women's Day etc are celebrated exploring their significance among the students.

To inculcate principles and philosophy of great Indian personalities like thinkers, reformers, and national heroes, our institution remembers them on their Birth and death anniversaries. Institution pays tribute to Mahatma Gandhi, Mahatma Jotiba Phule, Dr. Babasaheb Ambedkar, Savitribai Phule, Chahatrapati Shahu Maharaj, Shivaji Maharaj.

The following information in tabular form throw light on the same. 03 festivals are celebrated.

- Rajbhasha Marathi Pandharawda celebration is held between 1 January to 15 January During these days, poems by V VShirwadkar (Kusumagraj) are sung by students
- Lokshahi Pandharawda is celebrated between 25 January to 10 February. During this period, Rangoli Competitions, Poster Exhibition and Elocution competitions were held and for all competitions, the theme was MatdaarJagruti (Voter Awareness).
- Adv. R Ranganathan Birth anniversary is celebrated in the library which is followed by granthPradarshanSaptah(Book Exhibition Week). Subject wise exhibition is held each day and department students and teachers are expected to visit the exhibition. Each day one dignitary is invited to inaugurate the day's exhibition.
- The festival of Makar-Sankranti is celebrated on the campus as Saree Day by girl students, every year. Distribution of til-gul takes place. Every one wishes "Til-gulghya-God bola" which means 'Take sweet-talk sweet.

Sr No.	Particulars	Date	Organizing Department
1	International Yoga Day	21 June	Sports and Physical Edu
2	AnnabhauSathe Birth Anniversary	01 August	Marathi



3	Adv. R. Ranganathan Birth Anniversary	09 August	Library
4	Hindi Day	14 September	Hindi
5	Mahatma Gandhi Birth Anniversary	02 October	History
6	National Integration Day on SardarWallabhbhai Patel Birth Anniversary	31 October	Political Science
7	Samvidhan Divas (Indian Constitution Day)	26 November	Political Science
8	SavitribaiPhule Birth Anniversary	03 January	Marathi
9	Vasundhara Divas (Geography Day)	14 January	Geography
10	ChhatrapatiShivajiMaharaj Birth Anniversary	19 February	History
11	Marathi Rajbhasha Divas	27 February	Marathi
12	DrBabasahebAmbedkar Birth Anniversary	14 April	History
13	RajbhashaPandharawda (two week Celebration)	1 January to 15 January	Marathi
14	LokshahiPandharawda (fifteen Day Celebration of Democracy)	25 January to 10 February	Political Science
15	Book Exhibition WEEK		Library

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Title of the Practice:** *Book Exhibition Week*

**Objectives of the Practice:**

1. to introduce students to books and vice-versa
2. to create interest among students for books
3. to foster reading habit among students
4. to create research aptitude among students and teachers
5. to acquaint students with encyclopedia and dictionaries

6. to motivate students for proper selection of books

7. to minimize distance between students and books

### **The Context:**

It is generally observed that many readable and valuable books in the library remain untouched. Principal Dr. L G Jadhav suggested to remove books from shelves and place them in front of students and in this way reduce the distance between students and books. Library is the very soul of any higher educational institution. It was suggested that in the present scenario, when most students follow readymade study material, available in markets, the distance between should be reduced to the minimum.

### **The Practice:**

Our library celebrates birth and death anniversaries of Dr. S R Ranganathan, the father of Library Science in India. It was decided to celebrate his Death Anniversary in the form of 'Book Exhibition Week'. Our librarian thought it would be the most correct way to celebrate his anniversary. For this library activity, a week's duration was finalized. On one day, books related to a particular discipline were kept on display. One day was dedicated to one department viz. Marathi, Hindi, English, History, Geography, Social Sciences and Commerce. Each day of the exhibition was celebrated by inauguration by the department. The departments invited their alumnus or some other dignitary for inauguration. Books were displayed genre wise. Department wise visits were arranged.

### **Evidence of Success:**

Number of visiting faculty and students was increased.

Those students who very rarely visited library, were attracted to the books.

Students started demanding books out of their syllabus.

Many untouched and unexplored books were brought into light.

Interest for reading original texts is increased.

### **Problems Encountered and Resources Required:**

Other department students were found rather reluctant and paid visits to the expo rather casually when a specific day was devoted for a specific department.

Outstation students could not spare more time due to the schedule of their buses.

Many students and other people were found reluctant to enter their name in the visit book.

More support staff is needed to make arrangements for seven days.

### **Notes (Optional):**



1. We have opened our bookshelves for our students. We can invite society in the vicinity to visit the exhibition.
2. If this happens, we have every scope to invite various publishers for the same with their select products.
3. We can also invite students and faculty from other cluster colleges also.

### **Best Practices 2:**

#### **Mentorship**

##### **Objectives:**

- To create intimate relationship among students & teachers.
- To entertain students pains and pleasures end even personal problems
- To maintain the record of overall progress of the given group.
- To reduce the feeling of uncertainty among students in the present socio economics and cultural scenario.
  - To solve the problems of students.
  - To inform the students various practices and Educational governmental policies.

##### **Context:**

Mentorship is in practice on several premises. So it was decided to extend the activities of the skill for smooth functioning of academic and cultural activities on the campus and increase the students' participation in the activities.

##### **Practice:**

- 40 students were given to each teacher
- They sat in individual groups for 10 minutes on Wednesdays
- Each teacher discussed his students' problems such as family, economic, academic and even personal
- Intimate relations are maintained between students and his mentor teacher

##### **Success:**

- Students feel secure because of moral support of the mentors
- A sense of responsibility is evident among students
- Record of overall progress is prepared and preserved

- **Problem encountered**

- In the beginning, students felt shy to intimate their personal economic and family difficulties

- **Resource required**

- Such students were taken into confidence
- Those who had come on with very personal issues, their issues were kept with the mentor teacher only.
- Only problematic cases were reported to the principal and remedies were sought.

- **Notes (Optional)**

- We give the information to students of various educational policies of the Government and to develop the leadership quality among them.
- Discussions are arranged every week on recent issues.
- Students also engage in the activity and express themselves.

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

### 7.3 Institutional Distinctiveness

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

**Response:**

#### **Any Time Blood Donor (ATBD):**

Our institution’s mission statement is to create true nationals. In academic year 2015-16, our institution started an innovative social activity and named it “Any Time Blood Donor”. Many people, it is observed that, die of a drop of blood. Sometimes blood is available and sometimes patient dies due to non-availability of blood. Blood banks are there. But they too become helpless in certain cases. In such situation, our ATBD plays significant role. We have collected data of some of our students and have made it available to hospitals in the vicinity. In emergency only, the hospitals are asked to contact the concerned teacher of the college who makes all arrangements for the same. It is absolutely free. The data is also displayed on the campus.

With intention of fostering sense of responsibility and inculcating national and social values among our students, and to create awareness and significance of **Blood Donation** and **Organ Donation**, our

institution thought of an innovative and social activity and named it Dayitwa.

Dayitwa was established in 2015-16.

Students are informed about the activity every year are told the importance and significance of the activity and its working strategy.

So far, Dayitwa has 104 has registered members.

**Dayitwa Works as under:**

Dayitwa organizes blood donation camps.

Dayitwa conducts blood group checking camps.

Dayitwa organizes Haemoglobin check camps.

Dayitwa conducts HIV tests.

Dayitwa makes arrangement for blood supply for our students, their close relatives, former students, their close relatives and persons directly associated with the college, in emergency situation only.

ATBD blood donors' information is made available in our institutional website.

Those who are in need of blood are requested to contact the Principal of the College and the Coordinator of Dayitwa.

**Statistical Data of Dayitwa is under**

<b>BLOOD GROUP</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
A+	03	19	22
A-	--	--	--
B+	05	26	31
B-	--	--	--
AB+	04	07	11
AB-	--	--	--
O+	02	27	29
O-	--	01	01
<b>TOTAL</b>	<b>14</b>	<b>80</b>	<b>94</b>

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

---

### **Additional Information :**

Since our college is situated in drought prone zone, we do not receive any donations from any agency or from the vicinity, or from our alumni. Whatever donations are given they are at departmental levels and are valuable for us. We believe maintaining and developing mutual understanding and trust among our stakeholders.

### **Concluding Remarks :**

In brief, our institution is committed to bring about transformation in the life of the youth through disciplined education. We have conviction that education alone can bring about positive changes in human life. The institution functions as per government rules and university guidelines that are in force. It strives hard to implement curricular, co-curricular and extra-curricular activities on the campus strictly. University procedures and guidelines are closely observed in every respect. Teaching and learning practices are our major concern. Our faculty members try various methods to make the learning process lively and enjoyable. Our relations with our students are never at formal level but intimate. Many of our ex-students visit not only their respective departments but all teachers and staff also. When this happens, it makes us feel proud to be their teachers and also being in the field of education.

Definitely, we may not be up to the mark. Our efforts may fall short. But whatever efforts we are taking for our students, are genuine. In numerical language, we do not claim much. Local situations, faiths, beliefs, considerations differ from place to place and time to time. We prepare our students to face challenges of life. Loyalty, Self Discipline, and Ability to Think and Introspect are some of the attributes which we try to foster among student through course content, mentorship mechanism on the campus and curricular and co-curricular activities. Our teachers try to inculcate. No work is low is one more thing that our students learn on this campus.

We offer certain skill based certificate short term courses to add to their knowledge, Our teachers use student centric teaching and learning methods to enhance their learning experience. Experiential and participatory learning is done through various measures such as field visits, educational tours, etc.

Most of our students belong to farmers and farm labours' family. They always have yearning to join army and police force. In the assessment period, 32 students have been reported to have joined army and police force. Among them also, majority are girls.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p>1.2.1.1. <b>Number of Programmes in which CBCS/ Elective course system implemented.</b>            Answer before DVV Verification : 6            Answer after DVV Verification: 6</p>																				
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>104</td> <td>137</td> <td>81</td> <td>66</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>117</td> <td>159</td> <td>71</td> <td>79</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	00	104	137	81	66	2019-20	2018-19	2017-18	2016-17	2015-16	00	117	159	71	79
2019-20	2018-19	2017-18	2016-17	2015-16																	
00	104	137	81	66																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
00	117	159	71	79																	
1.3.3	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.3.1. <b>Number of students undertaking project work/field work / internships</b>            Answer before DVV Verification : 528            Answer after DVV Verification: 527</p>																				
2.1.1	<p><b>Average Enrolment percentage (Average of last five years)</b></p> <p>2.1.1.1. <b>Number of students admitted year-wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>919</td> <td>940</td> <td>986</td> <td>928</td> <td>831</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>389</td> <td>423</td> <td>433</td> <td>430</td> <td>385</td> </tr> </tbody> </table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b></p>	2019-20	2018-19	2017-18	2016-17	2015-16	919	940	986	928	831	2019-20	2018-19	2017-18	2016-17	2015-16	389	423	433	430	385
2019-20	2018-19	2017-18	2016-17	2015-16																	
919	940	986	928	831																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
389	423	433	430	385																	

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1344	1176	1104	1056	984

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
528	528	456	456	456

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
407	434	408	395	367

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
264	264	228	228	228

Remark : The Number of actual students admitted from the reserved categories year wise cannot be more than the Number of seats earmarked for reserved category as per GOI/State Govt rule in that Academic year. Hence the Number of actual students admitted from the reserved categories in any year are restricted to the Number of seats earmarked for reserved category as per GOI/State Govt rule in te same academic year.

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

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

Answer before DVV Verification : 342

Answer after DVV Verification: 299

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

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

Answer before DVV Verification:

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

**3.1.2.2. Number of departments offering academic programmes**

Answer before DVV Verification:

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

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	9	6	6

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	4	4	4	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	4	4	3

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	14	1	3	1

Answer After DVV Verification :

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

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



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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	18	14	9	19

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	4	3	7

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
200	200	200	200	200

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
192	192	191	191	188

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	1	1	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : 7

Answer after DVV Verification: 0

Remark : no proof of fixed LCD

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	3.67	4.42	0.40	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1.00	1.87	1.37	0.40	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.42	0.51	0.37	0.31	0.34

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.42	0.51	0.43	0.31	0.34

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

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

Answer before DVV Verification : 6

Answer after DVV Verification: 16

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : ONLY PROOF OF YOGA AND COMMUNICATION SKILL IS PROVIDED

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19	27	32	23	43

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
40	27	32	23	46

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	5	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	0	1	04	06

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	0	01	04	06

Remark : As per data

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
216	244	236	327	289

Answer After DVV Verification :

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

Remark : only taken the events not number of students

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

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

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: B. 3 of the above  
 Remark : as per data

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	0	2	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	0	2	0	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	6	3	0	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	6	3	0	7

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

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

Answer before DVV Verification : A. All of the above

	<p>Answer After DVV Verification: B. 3 of the above                  Remark : As per data three initiative were taken except participation in NIRF</p>
7.1.2	<p><b>The Institution has facilities for alternate sources of energy and energy conservation measures</b></p> <ol style="list-style-type: none"> <li>1. Solar energy</li> <li>2. Biogas plant</li> <li>3. Wheeling to the Grid</li> <li>4. Sensor-based energy conservation</li> <li>5. Use of LED bulbs/ power efficient equipment</li> </ol> <p>Answer before DVV Verification : C. 2 of the above                  Answer After DVV Verification: C. 2 of the above</p>
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Borewell /Open well recharge</li> <li>3. Construction of tanks and bunds</li> <li>4. Waste water recycling</li> <li>5. Maintenance of water bodies and distribution system in the campus</li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above                  Answer After DVV Verification: C. 2 of the above                  Remark : As per data</p>
7.1.5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Use of Bicycles/ Battery powered vehicles</li> <li>3. Pedestrian Friendly pathways</li> <li>4. Ban on use of Plastic</li> <li>5. landscaping with trees and plants</li> </ol> <p>Answer before DVV Verification : Any 4 or All of the above                  Answer After DVV Verification: Any 4 or All of the above</p>
7.1.6	<p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3. Environment audit</li> <li>4. Clean and green campus recognitions / awards</li> <li>5. Beyond the campus environmental promotion activities</li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above                  Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p>

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D.1 of the above

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : as per data

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>181</td> <td>166</td> <td>150</td> <td>150</td> <td>150</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>181</td> <td>166</td> <td>150</td> <td>150</td> <td>150</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	181	166	150	150	150	2019-20	2018-19	2017-18	2016-17	2015-16	181	166	150	150	150
2019-20	2018-19	2017-18	2016-17	2015-16																	
181	166	150	150	150																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
181	166	150	150	150																	
1.2	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	6	6	6	6	6	2019-20	2018-19	2017-18	2016-17	2015-16	6	6	6	6	6
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	6	6	6	6																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	6	6	6	6																	

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1021	588	552	528	492

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
264	264	228	228	228

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
211	187	134	134	101

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
250	234	231	206	182

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
33	29	23	23	23

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
31	27	27	27	27



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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
103.59	101.43	104.39	90.59	87.36

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15.07	22.40	21.95	15.58	19.96

NVAAC