



# **SELF STUDY REPORT**

**FOR**

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

## **SHAHADA TALUKA CO-OPERATIVE EDUCATION SOCIETY'S SCIENCE SENIOR COLLEGE**

**KAI DR VISHRAM KAKA SHAIKSHANIK SANKUL, DONDAICHA ROAD,  
SHAHADA DIST NANDURBAR**

**425409**

**[www.stcsciencecollege.com](http://www.stcsciencecollege.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2019**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

S.T.Co.Op Education Society's Ltd Science Senior College Shahada, Dist Nandurbar has been established in the year 2001. It is located near satpuda mountain range at Shahada Dist Nandurbar. It is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon. The institute is un-aided self financed. The college is indeed centrally located in terms of the geo-political map of shahada city. The institute offers B.Sc (UG) programme in Computer Science, Biotechnology, Chemistry and M.Sc (PG) programme in Computer Science.

Our institute being a result oriented institution to provide higher education. Like the humble beginning of the great tree in the tiny speed, the origin of the college is traced back to 2001. The institution aims to transform the understanding of every student, who passes through its portals, towards a progressive and scientific society while at the same time being tempered by socio legal concern Science Sr. College is quite proud to have contributed to society's growth and consciousness through its own set of students, who are etched as knowledge revolutionaries in the by lane of history. Shahada taluka education society's Ltd Shahada established in 1952 its being in ancient society. Then very historical touch it first founder member Dr. Vishram kaka was established. He was first Ph.D holder in this area and his approach or mission to change life style for people in tribal zone and also his aim was to provide an opportunity to the rural students of this area especially the rural girls student to pursue the higher education for their development and progress of the family.

The institute is awarded with Adiwasi (Tribal) Seva Sanstha Puraskar By Maharashtra Government and Great visionary the Chairman Honorable Motilal Fakira Patil awarded by Vanshree Puraskar in 2000, Khandesh Lokmat Icon Award in 2017, State Level Hariyali Green Man Puraskar in 2019 and Honorable Member Abhijeet Motilal Patil awarded by Lokmat Political Icon of Khandesh in 2019 and special enmarked thing our Chairman is the first citizen of Shahada city means he is President of Muncipal Corporation Shahada Dist Nandurbar. He elected from public.

### Vision

“ To achieve the Everest educational heights that moulds the student to be eminent academic professional personalities to work literacy.”

### Our Convictions are

- Education is an ongoing process of development.
- Dissemination of knowledge by students in masses.
- Contribution of students in development of sustainable and economic society as a responsible citizen.
- The institute vision and mission are displayed at the main entrance of the college.
- It is communicated to the students through college prospectus, college magazine.

### Objectives

- To impart quality education to sensible, imaginative, responsible creative youth.
- To initiate process to attain harmony and social balance in the society.

- To create a common platform for the young student leaders.
- To achieve excellence in academic disciplines, research and extension activities through emphasis on "Quality in every Activity".

## **Mission**

“ To impart relevant quality higher educational heights to the student and disseminate advance knowledge for suitable socio-economic development of society.”

The mission and objectives of the institution are reflected in the curricular through

- The introduction of B.Sc courses of three year duration and M.Sc in two year duration for meeting the ever growing challenges in the modern world.
- Introducing value based education.
- Introducing innovative academic methods of teaching.
- Raising moral standards in education and realization of higher values of life to make the students responsible citizen and professionals there by contributing to the society and the nation at large.

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

### **Institutional Strength**

- Supportive management emphasizing conducive environment for academic excellence.
- Well developed and maintained infrastructure with hostel.
- Facilities like ICT enabled to promote teaching learning environment.
- Library with vast collection of books.
- Excellent academic record.
- Well developed 'Monitoring System' for overall development of students.
- Assistance to students for fetching 'government scholarships'.
- There is an active parent teacher and alumni association.
- For poor students college participate in contribution of "Earn and learn scheme", Student weaker relief fund scheme.
- Other state students are admitted in our institute.
- Active NSS cell.
- Feedback from all stakeholder outgoing & present U.G. & P.G. students and suggestions from all faculty members.

Good number of books published by faculty members.

### **Institutional Weakness**

- Maximum student come from tribal zone hence weak communication skills of students.
- Limited industry-institutional interactions.
- The college is self financed.
- The college has insufficient space in terms of seminar rooms and reading room.

- Collaborative projects are insufficient.
- Placements facility does not cover all outgoing students.
- Limited sports achievements.

Limited collaborations with alumni.

### **Institutional Opportunity**

- The number of higher educational institutions are less in our area.
- Organizing more number of UGC sponsored national and state level seminars, workshops and conferences.
- scope for consultancy & collaborative work with various industries.
- Development of leadership qualities to become successful entrepreneur
- Scope for initiating more number of community development programs.
- Increased acceptance for new courses at under graduate such as Zoology, Electronics, Botany.
- There is a great opportunity for us to promote higher education in our surrounding area as Nandurbar is declared as aspirational district by the government.
- To uplift the social educational and economic condition of tribal student in our area.
- To give affordable and modern education to the students.
- To improve their life style by providing higher education to the students.
- Better use of the vast potentials of the alumni.
- Scope for providing better placement assistance facilities.

Submissions of 12B & permanent affiliation proposals.

### **Institutional Challenge**

- To fulfill increasing expectations of stake holders.
- To inculcate research & entrepreneurship skills in students so as to prepare socially responsible computer professionals- continuously upgrading technological tools of education.
- Limited infrastructure eg student computer ratio availability to provide quality education.
- Availability of qualified staff.
- Mobilization of funds and resources are restricted due to limited revenue generation through only the prescribed fee collection.
- Lack of non-salary grant has adversely affected the academic administration.
- Rising cost of education.

The library need to be expanded and digitalized for its smooth functioning & students reading room needs to be expanded as well as a staff reading room is urgently required. The college is challenged by lack of infrastructure & adequate space for its expansion.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Our college offers undergraduate and postgraduate education in science subjects. There are one undergraduate, one post graduate programs. The curricular for these programs are designed by the affiliating university, Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. But the faculty members of the college contribute to this process and actively participate in consultative workshops on restructuring of syllabi and give their inputs. College insures effective curriculum delivery through well planned academic calendar, scheduled of work, time table, formal/informal continuous evaluation and monitoring the overall teaching learning process. In last five years college has newly introduced one additional division for F.Y.B.Sc, S.Y.B.Sc. & T.Y.B.Sc. in UG programme and newly start T.Y.B.Sc. Chemistry, M.Sc.in Computer Science in PG programe. The mission & vision of the college is to fulfill what it has envisaged by providing quality education which will enable students to become educated, responsible, citizens & realize their position in society. The use of learner centric methods are meticulously planned. Teachers receive procedural & practical support from the college and university in implementing the curriculum. The IQAC facilitates the organization of various extension & co-curriculum activities & fostering of communication & computer skills that ensure self development, an environmental awareness, college further strengthens. These issues as follows: Gender by participation of female students & teachers in decision making and motivating them for field visits, tree plantation, rain water harvesting, organizing social activities like blood donation, health check-up camp, swachh Bharat Abhiyan, HIV Checkup Camp, SBSI Mission, Community or Locational Advantages Programme, Specific Initiative Programme etc.

Feedback terms are collected from students, parents, teachers, employers, alumni and other stack holder based on curriculum through well designed feedback forms and critically analyzed. Action taken on feedback report is resolved and implemented to enrich the curricular aspects & the report is uploaded to college website.

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

The college admits students mostly from slum areas. College caters to the learning needs of students of differed backgrounds and abilities, special efforts are taken to identify slow & advanced learners by initial assessment of their learning levels and initiatives are taken to satisfy their learning needs. The institution utilities student centric teaching approach process, various content delivery methods. ICT tools are adopted and experienced faculty member from diverse backgrounds. Teachers take initiative to upgrade their knowledge and keep abreast with the latest developments. Teacher strive to create scientific and research attitude in students. Teachers serve as mentors to students and counsel theme to improvise their overall performance. The college has framed significant reforms is Continuous Internal Evaluation (CIE). The learning outcomes of students is evaluated by internal assessment technique, end semester assessment techniques and feedback from stack holders. While this individually empowers the students. They also learns the importance of empowerment through team work like NSS & other co-curricular activities. The spirit is inculcated through a continuing preoccupation with cleanliness & beautification of the premises & by sensitizing staff and students on gender and inclusivity our college gives first preference an differently-abled (Divyangjan) for admission. In last five years 65 students from other states have studied in the college. The college had arranged the lectures in extra curriculum activity from different fields and create interaction with students Hence for this purpose institute make great effort for balancing student talent through arrengeing different courses like bridge courses, value added, add-on, certificate courses, slow and advance learner courses.

The IQAC plays a main role in continuously monitoring the teaching and learning process.

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

Primarily an undergraduate institution with only one post graduate department. The college has nevertheless been a centre of active research but it believes that research and education go hand in hand, for empowering research and innovations. There are various committees like research committee, placement cell etc. Research committee looks into every matter associated with motivation facilities, guidance in research work. 4 faculty members are awarded Ph.D, 20 papers published 21 papers presented and books have been authored. Some faculty members are participated in university level workshops. Students participated in activities dealing with social and environmental issues, under the guidance of cultural & NSS programme management committee arranged activities like blood donation camp, health check-up camp, tree plantation programme, AIDS rallies, street play, festival/days celebration, HIV checking camp, Eye checking camp, sickle cell anemia checkup camp etc.

For in Research era maximum students was participated in junior research activity, "AVISHKAR" teachers gives effort for rising research spirit in students and also some one are involed this activity.

To inculcate values like human values national integration communal harmony and social cohesion in the students leadership interpersonal skill for build self confidence among students by organizing events like 'Soft Skill Development Workshop', 'Earn while learn scheme' and aware him to participation in various intercollegiate competitions during national and international week celebration. Some needful events of society people have organized just like 'Save girl child programme', Laprocycy awarness, dengue maleriya, AIDS awarness rally etc.

Their research findings thus published enhance their teaching quality, keep students informed about the latest development in the topics and motivate.

### **Infrastructure and Learning Resources**

The college is well equipped to facilitate all the teaching and learning processes efficiently. The campus is spread across 2.79 acre. The college also has adequate facilities for sports, games and cultural activities, play grounds to cater various sports like cricket, volleyball, basketball, kabbadi etc. The college has been a considerable growth in infrastructure with the academic developments, that have taken place over the past five years, while the number of classrooms has increased, the existing ones have been upgraded with new improved technology. A seminar hall have, ICT, LAN and wi-fi facilities. The science laboratories and computer sciences laboratory have undergone effective modernization of instruments and equipments not only to meet current requirements of undergraduate teaching and learning but with a view to developing these physical facilities through constant monitoring. These are maintained physical amenities as per demand for basic requirements like clean toilets with sufficient water supply, drinking water, the building of separate toilets for male and female teachers for students and staff members. The office and the college library have undergone extensive up gradation to facilitate administrative and academic work respective. Botanical garden are also available in college premises, gymkhana for outdoor/indoor games are available. Hostel and reprography facilities are also available. Ramp are available for differently-able students, faculty cabins are well equipped with computers, Girls common room, Exam scribing room, NSS Special room are available in college building.

### **Student Support and Progression**

The college aims at developing the all round personality of the students and toward this the college has healthy environment and supportive resources for student progression and well being over the last five years number of

students benefited by Govt scholarships and relief fund provided by the universities apart from this some students are enhancement schemes such as career counseling bridge courses and personal counseling. Percentage of student progression to higher education in the previous representative are present on some of the college council, student committees such as IQAC, college annual magazine committee etc. Departments organize alumni meets periodically. The college continuous its interaction with students even after an active and vibrant alumni. A parent teacher association has also termed where parents give constructive advice and feed-back and are considered as valued stake holders of the college. As per UGC guidelines the college has an active internal grievance redressal cell, counseling cell for the protection of the students and for interaction between past and present student alumni association work out and make a member of student of association, every year alumni association arranged meetings and guided present students.

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

Our college is administered by the shahada taluka co-operative education society's Ltd, Shahada. Each year the college makes a systematic perspective plan in response to the feedback received and the emergent needs. The organizational structure has the principal at the head and some bodies do the administrative works. The college has a well established grievance redressed mechanism and external financial audit of our college regularly carried out by funding agencies. The external financial audit is undertaken by government departments and internal administrative audit through IQAC. The college IQAC is functional and contributes to the quality culture on the campus. The IQAC undertakes quality substances and quality enhancement measures over the five years. There have been one workshops on quality as well as soft skill development organized by IQAC. The principal as the head of the college along with the members of teaching and non teaching staff implement the decisions and policies of the management. The teachers council and academic sub committee meet regularly to further implement important decisions regarding academics and co-curricular activities of the college. The principal and members of staff focus on the recommendations of the NAAC peer teams post their visit and try to implement and improve the infrastructure and quality of education as per their recommendation. Implementation of software like CMS, LIBMAN etc for accounts and library. The fee structure is kept at a reasonable level. Financial aid is also extended to economically backward students, NSS units, Anti-ragging and sexual harassment cells have been set up. IQAC has been formed on as per NAAC guideline. The college is having a well structured governing body and college development committee (CDC) and also the auxiliary bodies play important role in the overall functioning of the institute.

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

College provides equal opportunity to male and female to create awareness of gender equity. College has CCTV surveillance for safety. Some faculty members are appointed for counseling of the students. College has anti-ragging committee, grievance cell to prevent undue incidences. LED lights are installed to reduce energy consumption. Color coded dustbins are used for wet and dry solid liquid wastes disposed through municipal corporation vehicles. The campus has centralized facility to dispose e-waste and also the rain water harvesting systems and botanical garden are in college campus. In college physical Facilities like ramp, commode, scribe for examination are available College has conducted gender equity program in addition to academic training and extension program through NSS and various departments for girl students common room facility are available. For needy students 'Earn while learn scheme' is adopted in college. New undergraduate and post graduate courses in some subjects have been introduced to encourage higher studies, placement cell, counseling cell, parent- teacher's associates and other best practices of the college which are aimed at addressing students needs and general welfare.

NAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |                                                                                |
|---------------------------------|--------------------------------------------------------------------------------|
| Name                            | SHAHADA TALUKA CO-OPERATIVE EDUCATION SOCIETY'S SCIENCE SENIOR COLLEGE         |
| Address                         | KAI DR VISHRAM KAKA SHAIKSHANIK SANKUL, DONDAICHA ROAD, SHAHADA DIST NANDURBAR |
| City                            | SHAHADA                                                                        |
| State                           | Maharashtra                                                                    |
| Pin                             | 425409                                                                         |
| Website                         | <a href="http://www.stcsciencecollege.com">www.stcsciencecollege.com</a>       |

| Contacts for Communication |                         |                         |            |              |                        |
|----------------------------|-------------------------|-------------------------|------------|--------------|------------------------|
| Designation                | Name                    | Telephone with STD Code | Mobile     | Fax          | Email                  |
| Principal(in-charge)       | Sandeep A. Marathe      | 02565-223122            | 9850036462 | 02565-227458 | stcopscience@gmail.com |
| IQAC / CIQA coordinator    | Bhushan Prabhakar Nikam | 02565-223532            | 8788356600 | 02565-225566 | manudada03@gmail.com   |

| Status of the Institution |                            |
|---------------------------|----------------------------|
| Institution Status        | Private and Self Financing |

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

|                                            |                                                 |
|--------------------------------------------|-------------------------------------------------|
| <b>Recognized Minority institution</b>     |                                                 |
| If it is a recognized minority institution | Yes<br><a href="#">MINORITY CERTIFICATE.pdf</a> |
| If Yes, Specify minority status            |                                                 |
| Religious                                  |                                                 |
| Linguistic                                 | Linguistic                                      |
| Any Other                                  |                                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------|--|----------------------|------------------------|---------------------------------------|----------------------------------------------------------------------|---------------------------------------|-------------------------------|----------------|-------------|--|--|--|--|
| <b>Establishment Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
| Date of establishment of the college                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 22-06-2001                                                           |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
| <table border="1"> <tr> <td colspan="3"><b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b></td> </tr> <tr> <td><b>State</b></td> <td><b>University name</b></td> <td><b>Document</b></td> </tr> <tr> <td>Maharashtra</td> <td>North Maharashtra University</td> <td><a href="#">View Document</a></td> </tr> </table>                                                                                               |                                                                      |                                       | <b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>        |                |  | <b>State</b>         | <b>University name</b> | <b>Document</b>                       | Maharashtra                                                          | North Maharashtra University          | <a href="#">View Document</a> |                |             |  |  |  |  |
| <b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
| <b>State</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>University name</b>                                               | <b>Document</b>                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
| Maharashtra                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | North Maharashtra University                                         | <a href="#">View Document</a>         |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
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| <b>Details of UGC recognition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
| <b>Under Section</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date</b>                                                          | <b>View Document</b>                  |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
| 2f of UGC                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 13-02-2016                                                           | <a href="#">View Document</a>         |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
| 12B of UGC                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
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| <b>Statutory Regulatory Authority</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b>                                                                                                  | <b>Remarks</b> |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |
| No contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |  |  |  |  |

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

| <b>Recognitions</b>                                                               |    |
|-----------------------------------------------------------------------------------|----|
| 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                   | KAI DR VISHRAM KAKA SHAIKSHANIK SANKUL, DONDAICHA ROAD, SHAHADA DIST NANDURBAR | Urban            | 2.79                        | 3102.18                         |

## 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                                                                                        | BSc,Computer Science            | 36                        | HSC SCIENCE WITH MATH      | English                      | 660                        | 87                             |
| UG                                                                                        | BSc,Biotechnology               | 36                        | HSC SCIENCE                | English                      | 660                        | 204                            |
| UG                                                                                        | BSc,Chemistry                   | 36                        | HSC SCIENCE                | English                      | 660                        | 192                            |
| PG                                                                                        | MSc,Computer Science            | 24                        | BSC COMPUTER SCIENCE       | English                      | 60                         | 29                             |

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

| Teaching Faculty                                                |           |        |        |       |                     |        |        |       |                     |        |        |       |
|-----------------------------------------------------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|                                                                 | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|                                                                 | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 0                   |        |        |       | 39                  |        |        |       |
| Recruited                                                       | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 4                   | 3      | 0      | 7     |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 32                  |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 25                  |        |        |       |
| Recruited                                                       | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 11                  | 14     | 0      | 25    |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| Non-Teaching Staff                                              |      |        |        |       |
|-----------------------------------------------------------------|------|--------|--------|-------|
|                                                                 | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government              |      |        |        | 10    |
| Recruited                                                       | 0    | 0      | 0      | 0     |
| Yet to Recruit                                                  |      |        |        | 10    |
| Sanctioned by the Management/Society or Other Authorized Bodies |      |        |        | 10    |
| Recruited                                                       | 10   | 0      | 0      | 10    |
| Yet to Recruit                                                  |      |        |        | 0     |

| Technical Staff                                                 |      |        |        |       |
|-----------------------------------------------------------------|------|--------|--------|-------|
|                                                                 | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government              |      |        |        | 0     |
| Recruited                                                       | 0    | 0      | 0      | 0     |
| Yet to Recruit                                                  |      |        |        | 0     |
| Sanctioned by the Management/Society or Other Authorized Bodies |      |        |        | 1     |
| Recruited                                                       | 1    | 0      | 0      | 1     |
| Yet to Recruit                                                  |      |        |        | 0     |

### Qualification Details of the Teaching Staff

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

| Temporary Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt.          | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 1                   | 0      | 0      | 1     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 10                  | 14     | 0      | 24    |

| Part Time Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt.          | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 1                   | 0      | 0      | 1     |

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

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

| Programme                  |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|----------------------------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| UG                         | Male   | 273                                           | 5                             | 0            | 0                   | 278   |
|                            | Female | 200                                           | 5                             | 0            | 0                   | 205   |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| PG                         | Male   | 8                                             | 0                             | 0            | 0                   | 8     |
|                            | Female | 20                                            | 1                             | 0            | 0                   | 21    |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| Certificate /<br>Awareness | 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   | 11     | 17     | 9      | 19     |
|                                                                                                       | Female | 14     | 9      | 11     | 15     |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| ST                                                                                                    | Male   | 43     | 37     | 35     | 55     |
|                                                                                                       | Female | 33     | 19     | 13     | 21     |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| OBC                                                                                                   | Male   | 104    | 117    | 93     | 131    |
|                                                                                                       | Female | 176    | 191    | 145    | 139    |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| General                                                                                               | Male   | 42     | 43     | 30     | 46     |
|                                                                                                       | Female | 38     | 36     | 28     | 33     |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| Others                                                                                                | Male   | 15     | 21     | 26     | 33     |
|                                                                                                       | Female | 19     | 23     | 12     | 20     |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| Total                                                                                                 |        | 495    | 513    | 402    | 512    |



### 3. Extended Profile

#### 3.1 Program

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

Response: 195

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

Number of programs offered year-wise for last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 09      | 09      | 09      | 09      | 09      |

#### 3.2 Students

Number of students year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 402     | 513     | 495     | 416     | 378     |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 250     | 250     | 250     | 250     | 250     |

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

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 85      | 120     | 143     | 85      | 74      |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

### 3.3 Teachers

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 31      | 25      | 26      | 22      | 21      |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 39      | 25      | 26      | 23      | 22      |

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

### 3.4 Institution

#### Total number of classrooms and seminar halls

Response: 10

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 43.20   | 59.02   | 36.84   | 29.66   | 26.49   |

#### Number of computers

Response: 64

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

The college is a minority institution affiliated to the K.B.C. North Maharashtra University Jalgaon and adheres to the curriculum designed and prescribed by the university. But towards the framing of the curriculum senior faculty from the college also make contribution as members of syllabus reframing or restructuring committee or by sharing their inputs with the members of the BOS in their respective subjects. Consultative workshops regarding the restructuring of syllabi are organized by the university in which faculty members of the college actively participate and give their inputs. At the beginning of the academic year each department conducts departmental meetings where workload distribution among staff is prepared. A schedule of work is prepared following the academic calendar issued by the affiliating university and the college. Students are made aware of the academic plans through the college prospectus, time table. Teachers plan their work in view of the abilities of the slow learners, the average students and the advanced learners. Class tests are a prominent feature of the academic plans of the college. The meticulously developed plans are implemented by teachers through innovative and participative teaching methods. Regular tests seminars, assignments and examinations are the means through which progress of the student is supervised. The head of departments strictly adhere to the academic calendar and in case the IQAC monitors the feedback of students regarding curriculum delivery which helps in incorporating remedial measures. Every department prepares teaching plan term wise topics to be taught. Syllabus of each subject for the academic session is provided to the students. Faculty maintain a teacher daily report for effective academic planning implementation and review of the curriculum. Theory and practical classes are held according to the time table which is prepared prior to the commencement of the academic year by the routine committee. The college library provides teachers with necessary learning resource for effective delivery of curriculum. Bridge course/special classes are conducted for low achievers.

##### Academic Monitoring Committee Monitored:

##### 1) Teaching Plans:

Teaching plans are prepared by the teachers & monitored by academic monitoring committee of same department.

##### 2) Bridge Courses:-

After the admission process in the initial lectures college conducts the different types of test by raising questions to understand knowledge level. The purpose of the test is to sustain the knowledge level of students and their core interest areas. Based on the results of test, teachers design bridge course to understand basic concepts of subject. The syllabus is taught to the students before the curriculum actually commences.

**3) Innovative Teaching Methods:-**

Within the given framework, teachers freely use devices there are innovative teaching methods use of ICT.

**4) Participation of teachers in curriculum Innovation:-**

Teachers actively participated in the syllabus designing process.

**5) Slow and Advanced Learners Scheme:**

Slow and advanced learners are identified by organising different test and encouraged to student for improvement in previous performance & initial interaction of teachers is useful for student performance so that college can provide facilities and support to the advanced learners.

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

**1.1.2 Number of certificate/diploma program introduced during the last five years**

**Response: 4**

**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 04      |

| File Description                                  | Document                      |
|---------------------------------------------------|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | <a href="#">View Document</a> |
| Details of the certificate/Diploma programs       | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**

**Response: 0**

**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic**

Council year-wise during the last five years

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

| File Description                                       | Document                      |
|--------------------------------------------------------|-------------------------------|
| Details of participation of teachers in various bodies | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

**Response:** 74.87

1.2.1.1 How many new courses are introduced within the last five years

Response: 146

| File Description                                   | Document                      |
|----------------------------------------------------|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings. | <a href="#">View Document</a> |
| Details of the new courses introduced              | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

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

**Response:** 100

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

Response: 09

| File Description                                   | Document                      |
|----------------------------------------------------|-------------------------------|
| Name of the programs in which CBCS is implemented  | <a href="#">View Document</a> |
| Minutes of relevant Academic Council/BOS meetings. | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

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

**Response:** 70.52

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 335     | 347     | 327     | 279     | 259     |

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Diploma/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 cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

**Response:**

The college is sensitive to the various social issues and marks every effort to sensitive the students in this regard. There are specific committees and associations that make a collective effort to sensitive the students on areas of concern like gender equality, environmental issues etc. The general atmosphere of our college with a 1:2 ratios of boys to girls. In classroom provides an enabling environment for gender equality. Women's cell promotes gender equality through lectures and exhibitions on violence against women, equality before law & self defense training conducted through NSS for girls. A Gender related issued is taught to the UG, Environment is a part of the curriculum of undergraduate students. Department of botany promotes green practices. Department organizes exhibitions which serve the purpose of sensitizing students to environment related issues. The department undertakes the green audit of the college campus every year NSS promotes environmental protection through tree plantation and other sustainable

programs. Every year the college NSS unit students undertake a host of activities in the nearby villages during the yearly winter camp. In these camps NSS undertakes various environment related programmes. These programmes includes construction of pits for planting trees, village cleanliness, cleaning of gutter, digging of sock pits, free plastic drive, human values and professional ethics. Usage of ICT by teachers and students is promoted practical emphasis is given to ICT learning modules in course like UG & PG computer science.

In college syllabi gender, Environment and sustainability and professional Ethics included in curriculum of KBC North Maharashtra University.

| Year of Semester | Core Courses |                                         | Cross Cutting issues |                                  |              |
|------------------|--------------|-----------------------------------------|----------------------|----------------------------------|--------------|
|                  |              |                                         | Gender               | Environmental And Sustainability | Human Values |
| 2018-2019        |              |                                         |                      |                                  |              |
|                  | PHY- 201     | Electricity and Electrostatics          |                      |                                  | ?            |
|                  | PHY- 202     | Magnetism and Electromagnetism          |                      |                                  |              |
|                  | MTH-102      | Calculus                                |                      |                                  |              |
|                  | ELE-101      | Network analysis & Semiconductor diodes |                      |                                  |              |
|                  | ELE-102      | Digital integrated circuits             |                      |                                  |              |
|                  | ELE-201      | Analog Electronics                      |                      |                                  |              |
|                  | ELE-202      | Linear Integrated circuits              |                      |                                  |              |
|                  | CS-301       | Software Engineering                    |                      |                                  |              |
|                  | CS-302       | Optimization of Algorithms              |                      |                                  |              |
|                  | CS-303       | Advanced Java Programming               |                      |                                  |              |
|                  | CS-304       | Windows , WCF & WPF programming         |                      |                                  |              |
|                  | CS-401       | Natural Language Processing             |                      |                                  |              |
|                  | CS-202       | Internet Computing                      |                      |                                  |              |
|                  | BT-101       | Cell Biology                            | ?                    |                                  |              |
|                  | BT-102       | Biochemical Tools                       |                      | ?                                |              |
|                  | BT-201       | Biomolecules                            |                      | ?                                |              |
|                  | BT-202       | Basic Microbiology                      |                      | ?                                |              |
|                  | BOT-101      | Microbial Diversity Algae & Fungi       |                      | ?                                | ?            |
|                  | BOT-202      | Plant Ecology                           |                      | ?                                |              |
|                  | ZOO-101      | Animal Diversity-I                      | ?                    |                                  | ?            |
|                  | ZOO-102      | Animal Diversity-II                     | ?                    |                                  | ?            |

|  |           |                                               |   |   |   |
|--|-----------|-----------------------------------------------|---|---|---|
|  | ZOO-201   | Comparative Anatomy of Vertibrates            |   |   | ? |
|  | ZOO-202   | Development Biology of vertebrates            |   | ? |   |
|  | ZOO-232   | Medical Zoology                               |   |   | ? |
|  | BT-352    | Agriculture Biotechnology                     |   | ? | ? |
|  | BT-355    | Food Biotechnology                            |   | ? |   |
|  | BT-356    | Environment Biotechnology                     |   | ? |   |
|  | BT-361    | Gene Biotechnology and Bioinformatics         |   |   | ? |
|  | BT-366    | Biodiversity & Biometric                      | ? |   | ? |
|  | BT-369    | Practical Course Pharmaceutical Biotechnology |   |   | ? |
|  | CH-355    | Industrial Chemistry                          |   |   |   |
|  | CH-356(B) | Environmental Chemistry                       |   | ? |   |
|  | 85555     | Environment Studies                           |   | ? |   |

## Environmental Studies:

This is a compulsory course offered to first year UG students. It consists of 60 marks and includes the following topic in its curriculum.

1. Fundamental of environment.
2. Native and Natural processes.
3. Ecosystem.
4. Population and environment.
5. Land and water use of the earth.
6. Air pollution.
7. Energy sources.
8. Environment and public health.
9. Waste management
10. Environmental policies.



| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any Additional Information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response: 11**

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

Response: 11

| File Description                                                          | Document                      |
|---------------------------------------------------------------------------|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | <a href="#">View Document</a> |
| Brochure or any other document relating to value added courses.           | <a href="#">View Document</a> |
| Any additional information                                                | <a href="#">View Document</a> |

### 1.3.3 Percentage of students undertaking field projects / internships

**Response: 0**

#### 1.3.3.1 Number of students undertaking field projects or internships

Response: 00

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| List of students enrolled               | <a href="#">View Document</a> |
| 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 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

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

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

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

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

| File Description           | Document                      |
|----------------------------|-------------------------------|
| 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 percentage of students from other States and Countries during the last five years

**Response:** 0.86

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00      | 03      | 07      | 04      | 05      |

| File Description                              | Document                      |
|-----------------------------------------------|-------------------------------|
| List of students (other states and countries) | <a href="#">View Document</a> |
| Institutional data in prescribed format       | <a href="#">View Document</a> |
| Any additional information                    | <a href="#">View Document</a> |

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 82.96

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 196     | 245     | 199     | 189     | 208     |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 250     | 250     | 250     | 250     | 250     |

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

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per

**applicable reservation policy during the last five years****Response:** 67.28

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 163     | 188     | 155     | 162     | 173     |

| 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, after admission and organises special programs for advanced learners and slow learners****Response:**

Response: Our college has students from diverse backgrounds- urban-rural, English-Marathi-Hindi mediums, from state boards within and outside Maharashtra state etc. A significant number of students from the Madhya Pradesh and Gujarat state admitted in our college. Every year most of the students taking admission in the college are from tribal area and has many lacunas their completeness-levels also vary, language proficiency, competence, not familiarity with techniques and technology subject knowledge etc. At the entry stage, teachers review the academic performance of students from class room lectures, discussions, laboratory practicals, unit tests, class seminar etc. and also the college has adopted the policy to identify advanced and slow learners by using following methods

- 1) Conduct subject related aptitude test and evaluate it.
- 2) Performance in session examinations are reviewed to monitor their learning levels.

Committee co-ordinator and mentors evaluate above data and categories students as advanced and slow learners providing suitable guidance.

**Slow learners:**

- Special attention is given to the students in the tutorial classes, who are identical as the weaker students. Doubts and personal difficulties regarding the subject are solved in the tutorial classes.
- In the start of the session fundamentals are taught for the better understanding of the subject concepts which could not be grasped easily are repeated in consequent classes. Sometimes the

students are encourage to board work before the class so that their level of comprehension could be increased and teachers could rectify his problems.

- Extra classes are conducted for the full coverage of the syllabus where the involvement of the students is ensured which results in the interactive teaching learning process.
- Slow learners are specially advised and counseled by the respective subject teacher/HOD.

#### The advanced learners:

Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth.

- Experts from the different colleges are invited to conduct the classes for the difficult subjects in the curriculum.
- Motivating them to involve in projects as per prescribed by the university to inculcate research orientation(department computer, biotechnology etc) and practical awareness.The different departments organizes student seminars, group discussions etc to develop analytical and problem solving abilities in them and thereby to improve their presentation skills.
- Encouraging them with extra are to obtain university ranks.
- Motivating them with awards and prizes for departmental activities
- Motivation to appear for competitive exams is given and with that purpose in mind the college library is also well equipped with books related to general knowledge.
- Computer facility with internet connection and wi-fi connectivity for fast and precise access of information for independent learning.
- Interactive sessions with successful alumni are held to motivate students.

Thus the college ensures that advanced learners needs are meet and they are supported in their quest for knowledge.

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

#### 2.2.2 Student - Full time teacher ratio

**Response:** 12.56

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

#### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.25**2.2.3.1 Number of differently abled students on rolls**

Response: 1

| File Description                                                                               | Document                      |
|------------------------------------------------------------------------------------------------|-------------------------------|
| List of students(differently abled)                                                            | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                        | <a href="#">View Document</a> |
| Any other document submitted by the Institution to a Government agency giving this 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:**

The college undertakes many student centric methods for enhancing learning experiences are such method is monitoring system for students.

1) Objective of the practice:

To minimize drop outs through personal counseling.

2) Need addressed & the context:

Students undergo various problems of stress, considering the student teacher ratio in classrooms, it is impossible at times to give personal attention to students in class. One solution therefore is a mentor who can form the bond with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision making for overall program.

3) Experimental learning:

i) Students learn from their experiences during various learning activities assigned to them like seminars on course topics, assignments, preparation of informative display posters industrial visits.

ii) Students learn about their social responsibility through participating in Beti Bachav rally, Khushtrog Nirmulan or other immunization programs, blood donation and health check-up camps. Exports from different fields share their experience with the students which prepares for the real time job scenario.

iii) Central computing facilities well equipped library facilities lectures and seminars by eminent experts from different field it helps students in self learning process and enhancing their knowledge.

4) Participative learning:

i) To enhance participatory learning group discussions are conducted during regular teaching hours.

ii) Students are encourage to participate in group activities projects and also shared his art in poster presentation speech activities.

5) Problem based learning:

- i) The problem solving abilities of students are enhanced by including case studies and assignments related to respective course subjects in theory or practicals sessions.
- ii) Case studies help to bridge the gap between theory and practice and allow students to think critically and utilize the knowledge to arrive with work able solutions for problems related to science theory as well as practical's.
- iii) The faculty is encouraged to develop new experiments beyond syllabus.
- iv) M.Sc computer syllabus consists number of critical programmes related to numerical concepts which students solve in class. Students are allowed to give seminars based on numerical type programmes as well as theoretical problems. In undergraduate classes, the textbooks contain tasks which the students have to solve. They also contain questions for critical thinking which the students try to answers with the teacher's assistance.

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

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

**Response:** 87.1

#### 2.3.2.1 Number of teachers using ICT

**Response:** 27

| File Description                                                           | Document                      |
|----------------------------------------------------------------------------|-------------------------------|
| List of teachers (using ICT for teaching)                                  | <a href="#">View Document</a> |
| Any additional information                                                 | <a href="#">View Document</a> |
| Provide link for webpage describing the " LMS/ Academic management system" | <a href="#">View Document</a> |

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

**Response:** 21.16

#### 2.3.3.1 Number of mentors

**Response:** 19

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



### 2.3.4 Innovation and creativity in teaching-learning

#### Response:

To facilitate teaching learning process, the college makes use of ICT. The college faculties uses laptops and LCD projectors in the classrooms to make learning more interesting for the students. Since the college has internet connections, YouTube assisted learning is being practiced. It becomes easier for student who understands a subject matter from different perspective in a convenient and easy manner to make the student confident of themselves, Paper presentation are encouraged. After teaching a topic the teacher gives the students assignments, which may include paper presentation that topic, students are divided into group. They undertake teamwork and finally present papers in seminars on different curriculum articles.

Another important innovative procedure used in the college is use proctors. Proctors are the advanced students of the class who help other students to learn, often there are many students in the class who are slow learners and may need help. The students who are brighter or advanced come forward for help. Since they are of the same age group, they can easily connect and guide the slow learners and help them in their academic difficulties. This will ensure low drop-out rates.

Use of PPTs (both ready-made and self-made) by teachers offers them situations where they can teach while students can note down the important points. The fact that a large number of PPTs are in use in the college is indicative of teachers willingness to adopt new methods of teaching. The PPTs containing information, diagram etc save teachers time and according to learners, needs the material are displayed on college website for students or sending through messengers.

Apart from this advanced learner programmes are under taken, bright students are encouraged to solve previous 5-10 years university question papers. This helps high achievers to appear in the final examination with more confidence and can ensure good university result.

Some following innovative methods are also implement like mind map, its helps student to record in our mind, use of mnemonics, educational charts, some live videos, model etc. They help for understanding. One of the good inovative process that is bridge course we adopt in our college maximum student dont know subject related basic concept by learning this course students can help to understood details curriculum related concept and well known about it, Experties in related subject also come in college and delivered lectures, apart from this innovative method we impliment careeier oriented courses it can help us student for increasing morality and ethices besicallly value added courses , professional &human value ethices programme also we organise different competitions its related student centric . After that competitions of this activity obtaining the result which help us for everybody can express ourself very confidently.

For using this innovative students get to acquire knowledge about the recent developments in a variety of areas.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <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:** 102.77

| File Description                                              | Document                      |
|---------------------------------------------------------------|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI  | <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. during the last five years

**Response:** 9.44

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 4       | 2       | 2       | 2       | 2       |

| File Description                                                                           | Document                      |
|--------------------------------------------------------------------------------------------|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |
| Any additional information                                                                 | <a href="#">View Document</a> |

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 4.69

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

**Response:** 145.5

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

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State,

**National, International level from Government, recognised bodies during the last five years****Response:** 0

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

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

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)

Any additional information

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 0

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

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

**File Description****Document**

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

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

The evaluation mechanism followed by the college to a large extent is in conformity with that of the affiliating university i.e. Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon, introduced semester pattern since 2010-2011 during the period of this pattern university implemented 40+10 marks pattern. In this pattern 40 marks for theory external exam and 10 marks for internal exam and for passing

out of 40, students obtained 16 marks in external exam and 04 marks in internal exam. Same way this pattern continuous forward upto 2014 then after that also change this pattern and it convert 60:40 pattern. In this pattern the criteria for 40 marks is uniform distribution for under graduate course i.e. Test-I 10 marks and Test-II 10 marks. Attendance and behavior 10 marks and seminar /GD/Home assignment/tutorial conducted for 10 marks. This way 40 marks distributed but for PG programe, this distribution is change Test-I 20 and Test-II 20 marks, same way it continuous forward up to the year 2017-2018 then after 2017-2018 10 points CGPA methods are introduced and for second and third year UG and PG programme answer sheets online screen evaluation process are introduced for first year UG programme. Own college asses or evaluate answer sheet. Since from 2018-2019 choice base credit system (CBCS) are introduced for some programmes. The CBCS also follows semester system. The continuous internal evaluation system is framed by university. The entry of internal marks is made online. Hall tickets for all exams are received online printouts are taken authenticated and circulated by the college. Examination forms are filled online by all the students during the given period. The college also has introduced its own reforms in the evaluation system. Following the new examination policy one college officer and one assistant college examination officer from among the teaching faculty have been appointed. This appointment is for a specific period for all the first year degree courses while the question papers are set by university examination unit. A central assessment program is conducted at the examination sections of college results are prepared and distributed by the college. The college also process for photocopies of answer sheets to candidate on demand. Other reforms include internal squad, unit tests are conducted prior to session examination, topic wise question banks are provided for all subjects, students are encouraged to solve previous years university exam question papers. The college regularly conducts group discussion, seminars and guest lectures. The college effectively uses whatsapp for the exam section where in all the notices related to the examination and academic can be circulated and communicated to all students monitoring the improvement in learning of slow learners and encouraging the advanced learners by reviewing their performance in exams.

#### Impact:

These reforms have resulted in substantial improvement in students performance through comprehension of difficult topics, improved time management enhanced writing skills and individualized attention resulting in refining their cognitive, psychomotor and affective domains of learning. This has significantly enhanced the pass percentage and academic excellence of students

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

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

##### Response:

College follows Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon guidelines for internal assessment.

Transparency:

1. The examination planner is prepared in line with the academic calendar before the start of the session.
2. The college institute organizes induction program and parents with the rules and regulations of the affiliating university, internal examination scheme and evaluation processes.
3. The examination planner and examination scheduled is displayed in academic calendar at the start of each term and every information related to internal exam time to time display for students through notice by college notice book.

**Mechanism:**

There are two levels at which the internal assessment is carried out at the college. PG and UG following the internal examination pattern prescribed by the affiliating university. All the UG and PG departments conduct continuous internal evaluation for 40 marks respectively for every paper in each semester. This systems of evaluation includes variety of test types such as class tests have assignments, projects, attendance and behavior tutorial over a period of 4 months 2 internal examination are conducted. The complete guidance and rules regarding examinations are display on the college notice board. After the internal evaluation, students performance is discussed with students and necessary suggestions are given for further improvement for UG students. Internal assessment comprises term end examinations and practical or assignments. Practicals are conducted regularly and according to a well planned and properly communicated schedule. Thus students are prepared to perform well in the practical examinations. Term end examinations are held at the end of the term. Term wise syllabus as prescribed by the affiliating university. The internal examinations are conducted following the same model as the final examinations.

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

### 2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

**Response:**

The examination grievances redressed by concern subject teachers at on same place and same day solve it, also grievances committee of our college is solved majored issued create in exam. The grievances of students are divided into two sections.

- I. Grievances related to internal assessment.
- II. Grievances related to external assessment.

Grievances related to internal assessment:

1. The students raise their grievance in the examination grievance redressal form to the examination grievance redressal committee.
2. The examination grievance redressal committee informs the grievance to the concerned subject teacher.
3. Concern subject teacher looks into matter, analyzes and verify the same and forward the

corrections if any

4. Examinations grievance redressal committee takes the corrective action satisfying the student.

5. Student grievances related to internal examination are resolved in a specific time bound on a notice board.

6. After assessment of sessional theory answer sheets, the subject faculty shows the corrected answer scripts to the students for transparency in evaluation. Any query from students in the allotted marks is resolved through the examinations grievances redressal committee.

7. At the end of the term average internal marks are shown to the students, which confirmed by students.

8. In case the student suffers from psychological instability or examinations- phobia. Our personal Counselling cell members try to deal with the suffering students and their parents sympathetically.

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

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

##### Response:

The institution adheres to the academic calendar for the conduct of continuous internal evaluation. The adherence for the conduct of continuous internal examination is monitored by the academic monitoring committee in line with the examination committee. The college adheres to the planned dates for the actual conduct of continuous internal examination. Examination guidelines section of the college gives details about the pattern of the continuous internal evaluation system. The actual dates of internal examination and college unit test, seminars, group discussion etc dates are depends upon individual departments and teachers. But they adhere to the broad guidelines as contained in the academic calendar. As per as the undergraduates courses are concerned, the internal exams are held according to a time table announced in advance through notices circulated in the classrooms and on the display board. The departments conduct all their continuous internal evaluations with in this broad framework. Same way for U.G. programme and P.G. programme also regularly evaluations processes are implemented and gives us the reference for internal examination of academic calendar. The students are provided with the corrected answers- scripts of the class test and also internal exams so that they can be aware of their mistakes. If the students express their difficulties in understanding the questions which were set in the test, the questions and the topic on which such questions were set are discussed in the lecture hour by the faculty member. The students are further advised to write the answers to the same questions as home assignments with the suggestions and modifications made by the examiner of the class test.

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

**Response:**

**Mechanism of communication of COS**

- Decided in the academics subcommittee meeting by the head of the departments.
- Posted in the college notice board.
- Intimated to the students in the class room.

**Outcomes of UG and PG computer science:**

- This UG pass course gives a crisp as well as comprehensive idea about the subject in 1st year which includes general concepts about computer hardware, application software etc. Computer architecture and organization, digital logic design, operating system.
- 2nd year course generates the idea about algorithm and Data structure which have a big application in many subjects to compare the system based on completely.
- Apart from theory there is equal emphasis or weightage given on practical which includes 'DBMS' and C, C++ programming language primarily through practical sessions, along with theoretical classes which have a direct application in the software industry.
- In 3rd year this course contains communications and computer networks which gives the idea about the analog and digital communication, transmission medias, communication system, architecture of ICs, OSI, TCP/IP, LAN internet and token ring topology the internet, E-mail architecture & services etc.
- In the 3rd year practical course students learn about programming JAVA and make front end for software.
- Lastly there is a PHP, .NET, SQL primarily through practical sessions. which makes to create back end for software.

**Outcomes from Chemistry Course**

- The main objectives of this course is to increase the employability quotient of the students by preparing them with the technical and theoretical aspects of this continuously evolving subject.
- The principles of physical chemistry and how to apply in it experimental procedure of general chemistry will be understand after the end of the three years course. Special emphasis to be given to thermodynamics electrochemistry and chemical kinetics.
- The students will have an awareness of green chemistry and ecologically sustainable chemical procedures.
- Students will have a strong foundation in the fundamental and application of current organic



chemistry.

- Students becomes able to use spectroscopic methods in identification of complicated molecules.
- The basic principles of physical organic and inorganic chemistry are understand by the students.
- Chemical equations representing both inorganic and organic reactions could be framed and understand by the students.
- Chemical formulate of household chemical like naphthalene will be known.
- The basis tenets of environmental chemistry involving all enviornmental cycle will be understood.
- Understanding of bio molecules like amino acid and carbohydrates.

### Outcomes of 3 year degree course in Biotechnology

- Agricultural biotechnology student getting knowledge about the environmental issues and how can solve the such issues and problems student gives developed techniques himself.
- Student studied organic farming during this course known about soil fertility.
- Students aware about sustainable agriculture & their development.
- Third year students implements their views and ideas about treatment of industrial as well as domestic waste water.
- Student can help of aware for society's people about vaccination and health awareness.
- Green house, ploy house techniques can improve in student knowledge.
- Third year student aware about clone techniques of animal and maximum support his for soil management and garden design.

| File Description                              | Document                      |
|-----------------------------------------------|-------------------------------|
| COs for all courses (exemplars from Glossary) | <a href="#">View Document</a> |
| Link for Additional Information               | <a href="#">View Document</a> |

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

#### Response:

The program outcomes are measured over a period of time through the performance of the students in the role they play in the various activities they get involved in. Students are participated in differant activities through their departments, NSS and different committees, student organize a variety of programme in their departments. In the course of the year including exhibitions, fresher's day, different competitions, farewell function etc on behalf of their departments in the programs organized by the college. Departments also engage in social out rich activities on these occasions students display their social skills, communication skills, creative skills, leadership skills etc. Programme specific outcomes are measured through both academic and non academic performances of the students. The participation in class activities role in departmental activities are same of the means by which program specific outcomes are measured. Students are also encouraged to take part in competitions, seminars, research etc.

Their performance within and outside the college in the various academic events provides another index of

their learning- levels course outcomes are measured through the performance of the students in the class, practicals, internal evaluation and external evaluations, students are measured continuously based on their regularity. Their receptiveness, participation in class discussions, their answers to questions asked by the teacher and the overall quality of their conduct. Their performance in the internal examinations provides the initial indication of their learning outcome. Teachers provide critical inputs to the students on the basis of the performance. Thus they are helped to improve their performance in the external examination. Our college also has a counseling cell, which helps in resolving student's problems, academic psychological etc in order to

attain program outcomes on successful completion of the final year of study. There is a reward system through which students are encouraged to excel in life.

#### **Methods of attainment of Pos / PSOs:**

It assessed through direct and indirect methods.

##### **Direct method:**

It is carried out through evaluation of internal and university examination.

Average course outcome attainment by direct method = semester and examination (60%) + Internal examination (40%).

##### **Indirect method:**

It is carried out by student exit survey, alumni survey and employer survey from feedbacks. The program outcomes are assessed with above mentioned data and program assessment committee concludes the PO attainment level. Average attainment in indirect method= Average (Alumni survey + employer survey).

#### **Tools and frequencies for PO attainment. Assessment Tool and Descriptions.**

1. Internal sessional / credit examination: The internal exam class average marks of each course are calculated.
2. End semester examination (university exam): The end semester exam class average marks of each course is calculated.
3. Alumni survey: In the survey, specific questions are designed.
4. Employer survey: Employer survey is conducted for finding out whether the knowledge skill and attitude learned by the student.

The target set for the attainment of POS, PSOs and COs in the IQAC meeting was achieved. The college is taking efforts to increase the target level for the attainment of POs, PSOs and COs.

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

### **2.6.3 Average pass percentage of Students**

**Response:** 23.53

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

**Response:** 20



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

Response: 85

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

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.35

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

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

**File Description**

**Document**

List of project and grant details

[View Document](#)

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 0

3.1.2.1 Number of teachers recognised as research guides

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

**Response:** 0

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

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

Response: 127

### 3.2 Innovation Ecosystem

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

**Response:**

Being a predominantly undergraduate institution with only one post graduate department (Computer

science), our college has no recognized incubation centers associated with business start ups. But it appreciates and plays an encouraging role in promoting an ecosystem for innovation among the faculty members. The spirit of innovation encompasses various outreach program for creation and transfer of knowledge. The institute has research committee for monitoring research activities under the chairmanship of Dr. Sandeep Marathe. Research committee encourage faculty members and it guides and motivates faculty and students to publish / present their research work in reputed journals/various national and international conferences, seminars and workshops. Research committee monitor and upgrade the facilities required for research work. Every year committee encourage students to participate in junior research activity that is Avishkar and students get selected at university level exhibition for their projects some of the students have received university level Awards in this competition most important thing is some teachers are also participated in this activity. To improve the performance of the students in Avishkar, guidance is provided by reserach committee members to the students and some college forum orientation workshops are arranged, most of the faculty members are invited in various field to deliver talk on subjects of interests.

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

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

**Response:** 0

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

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

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

## 3.3 Research Publications and Awards

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

**Response:** No

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

### 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

**Response:** No

| File Description                   | Document                      |
|------------------------------------|-------------------------------|
| e- copies of the letters of awards | <a href="#">View Document</a> |
| Any additional information         | <a href="#">View Document</a> |

### 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

| File Description                                                                                   | Document                      |
|----------------------------------------------------------------------------------------------------|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| Any additional information                                                                         | <a href="#">View Document</a> |

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

**Response:** 0.12

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0       | 0       | 03      | 0       | 0       |

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

**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 0.84

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 6       | 5       | 6       |

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

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

The college promotes neighborhood network and student engagement in extension activities, contributing to good citizenship bearing high moral values, community services and holistic development of students. To sensitize students, cultural and NSS program management committee plays important role. The college NSS unit students undertake a host of activities in the near by adopted villages during the yearly winter camp. The year wise summary of work carried out is as follows-

- 2013-2014(KALSADI) digging pits for planting trees, village cleanliness, cleaning of roadsides and gutter.
- 2014-2015(KALSADI) cleaning of drainage and internal roads, plantation, repair of Z.P. School campus, awareness about save girl child, AIDS, sickle cell anemia, Road safety program, survey on shalabahu vidhyarthi at Prakasha.
- 2015-2016 awareness about cashless or digitalization process, cleanliness awareness, orientation about education, cleaning internal roads.
- 2016-2017 arrange eye checking camp, HB, Blood group and sickle cell, detection camp, disaster management related every activity is completed during winter camp, lectures of water management also arranged in winter camp, awareness of polling program.
- 2017-2018 student health check-up camp arranged in camp at KALSADI. NSS students regularly organize activities like tree plantation, celebration of important national days, blood donation camps, road safety awareness campaign, cleanliness programs, AIDS awareness campaign through

rally, orientation of people on subjects like education, awareness about voting, drug addiction anti tobacco awareness, gender equality, save girl child, NSS departments have also undertaken activities like street plays, poster competitions and exhibition within the campus to create awareness on women empowerment etc. Swach Bharat Abhiyan was undertaken by college students, NSS unit and teachers in college campus and also to aware students about how to fight back vector borne disease like dengue, elephantiasis and Chikunguniya. Students are encouraged to participate in the awareness programme like hazards by plastics in the environment and the need for cleanliness in human welfare. They have initiated the paper bag making activity among a group of students.

- 2018-2019 we organize HIV Test checking camp, ANTI-TOBACCO programme, in special camp activity we aware about Dengue, Malaria diseases and also sickle cell anemia checking camp organize during 7 days special camp. With in this year in regular activity programme we established Nirbhaya Pathak for security of girls student and conduct gender equity programme regularly.

### Impact

| Sr. No. | Name of Activity                                                                                                                                              | Type of Activity                                | Impact on Student                  |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------|
| 1       | Blood Donation Camp<br>Tree Plantation<br>Gram Swachhata Abhiyan<br>Campus Cleaning<br>Health Check-up Camp                                                   | Social Service                                  | Responsible<br>Citizenship         |
| 2       | Awareness About Diseases like AIDS, Polio, Dengue, Chikunguniya                                                                                               | Community Health Awareness and safety programme | Socially Respon                    |
| 3       | Street Play on different issues                                                                                                                               | National Week/daycelebration                    | Emotional Intel<br>personal develo |
| 4       | Organization of "Innovation"                                                                                                                                  | Social Technical Event                          | Personality Dev                    |
| 5       | Teachers day, Guru pournima, Shivjayanti, Jijau Jayanti, Swami Vivekanand Jayanti, Gandhi Jayanti, Ganesh Festival, Independence and Republic day celebration | National Day and festival celebration           | Sensitization to<br>and communal l |
| 6       | Yoga, Meditation, Soft Skill Development                                                                                                                      | Lectures and Training                           | Holistic Develo                    |

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response: 0**

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

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

| File Description                                          | Document                      |
|-----------------------------------------------------------|-------------------------------|
| Number of awards for extension activities in last 5 years | <a href="#">View Document</a> |
| e-copy of the award letters                               | <a href="#">View Document</a> |

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

**Response:** 56

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 14      | 12      | 10      | 12      | 08      |

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

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

**Response:** 37.46

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 140     | 148     | 178     | 182     | 166     |

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

### 3.5 Collaboration

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

**Response:** 20

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

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

| File Description                                             | Document                      |
|--------------------------------------------------------------|-------------------------------|
| Number of Collaborative activities for research, faculty etc | <a href="#">View Document</a> |
| Copies of collaboration                                      | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

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

**Response:** 4

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



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 00      | 00      | 01      | 01      | 2       |

| File Description                                                                                                                      | Document                      |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house                                                                      | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                                                            | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

S.T. Co. Op. education Society's Science senior College Shahada was established in 2000-2001. The college is situated near satpuda mountain range in tribal region at shahada, Nandurbar. The college has maintained high standards for infrastructure. The institution strictly follows the Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon norms to have adequate infrastructure facility for science courses.

Physical infrastructural facilities of our college are divided under three heads.

1. Instructional area
2. Administrative area
3. Amenities area

| Sr. No. | Facility            | Room Description                     | No | University (sq.m) | Requirement |
|---------|---------------------|--------------------------------------|----|-------------------|-------------|
| 1       | Instructional Area  | Class rooms (UG)                     | 07 | 366.1875          |             |
|         |                     | Class rooms (PG)                     | 02 | 52.3125           |             |
|         |                     | <b>Laboratories for UG</b>           |    |                   |             |
|         |                     | Physics Laboratory                   | 01 | 33.7135           |             |
|         |                     | Electronic Laboratory                | 01 | 54.8035           |             |
|         |                     | Chemistry Laboratory                 | 02 | 70.8741           |             |
|         |                     | Zoology Laboratory                   | 01 | 36.9891           |             |
|         |                     | Botany Laboratory                    | 01 | 36.9891           |             |
|         |                     | Computer Laboratory                  | 01 | 74.0883           |             |
|         |                     | Biotechnology Laboratory             | 01 | 74.0883           |             |
|         |                     | Computer Laboratory for PG           | 01 | 44.5470           |             |
|         |                     | Library and reading room(UG/PG)      | 01 | 112.0624          |             |
|         |                     | Seminar and Multipurpose hall(UG/PG) | 01 | 175.5588          |             |
| 2       | Administrative Area | Principal Cabin                      | 01 | 40.1341           |             |
|         |                     | Administrative office                | 01 | 43.4786           |             |
|         |                     | HOD Cabin Computer (UG/PG)           | 01 | 9.29              |             |
|         |                     | HOD Cabin Biotechnology(UG)          | 01 | 9.29              |             |
|         |                     | Staff Rooms UG/PG                    | 01 | 26.1466           |             |
|         |                     | Exam Room                            | 01 | 26.1466           |             |
|         |                     | NSS store Room                       | 01 | 26.1466           |             |
|         |                     | Gymkhana Room                        | 01 | 30.1006           |             |
|         |                     | NAAC (IQAC) Room                     | 01 | 26.1466           |             |
|         |                     | Toilet                               | 07 | 59.9782           |             |
| 3       | Amenities           | Girls common Room                    | 01 | 26.1466           |             |
|         |                     | Reprography                          | 01 | 9.29              |             |

|  |              |    |        |  |
|--|--------------|----|--------|--|
|  | Girls hostel | 01 | 650.32 |  |
|  | Canteen      | 01 | 92.93  |  |

### Physical infrastructural facilities

To support the disabled persons, the institution has provide facilities like ramp and specific arrangement in toilets, hostel facility is available for girls in campus premises which provide recreation facilities, gymkhana, wi-fi connection, library. There is an ample parking space in the campus. Institution is secured through CCTV surveillance.

### ICT enabled class rooms:

- Three step-up room with a capacity of 100 students are equipped with LCD projector
- Our auditorium well equipped with audio video equipments.

### Library Facilities:

The central library has been renovated and automation process is under progress which has a rich and varied collection of books, some rare which no longer in print and academic journals. It is fascilited with Computer and internet facility.

### Computing equipment and internet facilities:

|                                    |             |
|------------------------------------|-------------|
| Principal's chamber                | 01 Computer |
| Library with printer               | 03 Computer |
| Office with printer and scanner    | 03 Computer |
| IQAC Room with printer and scanner | 01 Computer |
| Every department                   | 07 Computer |

**Laptop Facilities**

IQAC convener 01

**Other facilities**

A photocopying facility is available within the campus at library and office.

**Laboratory facilities**

The science departments (physics, electronics, chemistry, computer science, zoology, botany, biotechnology) of the college has well equipped laboratories along with computer and internet facilities, some of the laboratories as on demand have gas, distilled water, well furnished dark room and well experimental set-ups. The computer laboratory is the most sophisticated on 20 to 30 students accommodate comfortably. There is a abundance of computers, printers, scanners etc In biotechnology laboratories every practical related instruments are available i.e. autoclave, laminar air flow, incubator, centrifuge machine, hot air oven, U V cabinet, colorimeter/spectrophotometer etc and every student fills comfortable in all laboratories. Institute provides all required facilities for every student.

**Canteen**

Canteen Facilities are available in college premises.

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

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

The college has spacious ground for outdoor sports and adequate facilities for indoor games, gymkhana is available in campus. Facilities for gymnasium try to provide of our college for student that is adjustable bench press and dumbbells, chromium plates, barbell rods and plates. To maintain and improve the health of students and faculty institution has provided additional space for recreational room and spacious ventilated.

Institution has a well furnished auditorium to carry out various extracurricular activities.

The facilities for sports, games and cultural activities are efficiently utilized by students for various events like Annual day, welcome function, AIDS week, NSS days, Innovision, Different heros birthday celebration etc. The usage for the same is monitored. College has a set up for sports, games (indoor, outdoor, yoga center etc) inside the campus and outdoor sports is regularly done in nearby play grounds. Students regularly participate in inter college sports activities throughout the year under the supervision of sports teacher. Volley ball, Kho-Kho, basketball, Kabbadi grounds are available in college premises, first aid kit for everyone is present in the office and sport room.

#### Details of sport facilities:

| Sr. No. | Particulars                            | Quantity |
|---------|----------------------------------------|----------|
| 1       | Gym/ Yoga(Fitness activity)            | 01       |
|         | <b>Sports Game(Indoor Facilities)</b>  |          |
| 2       | T.T. Table viken star                  | 01       |
| 3       | T.T. Bats sticks                       | 02       |
| 4       | T.T. Balls                             | 02       |
| 5       | Chess Board                            | 02       |
|         | <b>Sports Game(Outdoor Facilities)</b> |          |
| 6       | Foot Ball                              | 02       |
| 7       | Badminton Racket, Net, Shuttle         | 04       |
| 8       | Height Measuring stand                 | 01       |
| 9       | Volley Ball post deluxe                | 01       |
|         | <b>Quality ground fixed type</b>       |          |
| 10      | Basket Ball                            | 01       |
|         |                                        |          |
| 11      | Cricket Bat                            | 06       |
| 12      | Mat                                    | 03       |
| 13      | Thali                                  | 03       |
| 14      | Lon tennis net                         | 01       |
| 15      | Helmet                                 | 03       |
| 16      | Batsman pair                           | 02       |
| 17      | Keeper pad                             | 01       |
| 18      | Thai pad                               | 02       |
| 19      | Chest pad                              | 02       |
| 20      | Central pad                            | 01       |
| 21      | Ball                                   | 04       |
| 22      | Keeper gloze                           | 01       |
| 23      | Batting gloze                          | 02       |
| 24      | Bells                                  | 02       |
| 25      | Stump                                  | 03       |
| 26      | Cricket kit Bat                        | 06       |
| 27      | Racket                                 | 06       |
| 28      | Shuttle cock                           | 04       |

|    |             |    |
|----|-------------|----|
| 29 | Thali       | 03 |
| 30 | Volley ball | 02 |
| 31 | Knee cap    | 06 |
| 32 | Acklate     | 06 |

### Cultural Activities:

To explore and nourish the hidden talents among the students, every year college organizes various cultural event i.e. 'VIKAS MAHOTSAV' to boost stage confidence and leadership abilities. Students are trained for anchoring of various events motivated students are participated in all competitions such as elocation, quiz, debate, essay writing, music, etc. program and annual competition, Mahatma Gandhi Jayanti, Sardar Vallabhbhai Patel Jayanti, International women's day, Swami Vivekanand, Jijau and Chattrapati Shivaji Maharaj Jayanti are celebrated with cultural activities, every year college student participated in 'YUVARANG' university level activity and also participated in 'AVISHKAR' to research activity. Awards are also given to talented and meritorious students during annual program.

### Innovation:

Every year college organized one day 'VIKAS MAHOTSAV' and college provide music system and computer. Institute offer soft board for wall magazine and student display their creations and innovative ideas in the form of drawing, paintings, poems, articles etc.

### Fire safety unit:

Some laboratories and office area of the college with adequate fire safety devices which is high risk area.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| 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****Response:** 60**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 06

| File Description                                                   | Document                      |
|--------------------------------------------------------------------|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | <a href="#">View Document</a> |
| any additional information                                         | <a href="#">View Document</a> |
| Link for additional information which is optional                  | <a href="#">View Document</a> |

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 6.67**4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 2.40004 | 1.49218 | 6.66772 | 1.31940 | 0.72438 |

| File Description                                                          | Document                      |
|---------------------------------------------------------------------------|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | <a href="#">View Document</a> |
| Audited utilization statements                                            | <a href="#">View Document</a> |
| Any additional information                                                | <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:**

Library is the resource hub for knowledge and has a vast collection of books, journals, magazines,

periodicals. Library has facilities such as LIBMAN i.e. library management system-LIBMAN software which is used by students and faculty for search of books by title, author name etc. separate reading room is available for undergraduate, post graduate students and teachers. The college library has text books, reference books, magazines and news papers. LIBMAN 1.0 had been installed in the year of 2011. Main feature of our library we provide facility of Infilbnet for students as well as teachers. Everyone can remote access facility used properly. This facility is available since last year.

Name of the ILMS software : - LIBMAN

Nature of automation : - Partially

Version : - 1.0

Year of automation :- 2 July 2011

Name of service provider : - MASTER's SOFTWARE

All the work related to issue and return of books has been computerized. This software covers all areas. LIBMAN for efficient information management and at the same time provides a precious tool to all its members to have access these resources at his fingertips.

Modules/ features of LIBMAN:-

- Cataloging
- OPAC (online public access catalogues)

### **Highlights of facilities in library:**

The books are arranged in the library in systematic manner.

### **Reference section:**

Separate reference section for books, journals, M.Sc. computer science projects is also available in the library.

### **Book Bank:**

The library of institute maintains book bank scheme which provide text books of each subject.

### **News paper section:**

There is separate news paper section

### **Reprography:**

Library provides print copy for student and teachers of rarer one.



**Question papers:**

Question papers of sessional and university examination are available for the past some years for student's reference.

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

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

College Library has some titles which are not available in market out of that some titles are like Bhagwat Gita etc. which are in marathi and sanskrit language along with this library also has an exclusive collection of reference source, dictionaries, biographies of national leaders, some project book etc. The college has rare books, manuscripts and special collections which are of great historical significance. The college library has text books, reference books, journals, magazines and news papers.

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

**4.2.3 Does the institution have the following:**

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

| File Description                                                                 | Document                      |
|----------------------------------------------------------------------------------|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | <a href="#">View Document</a> |
| Any additional information                                                       | <a href="#">View Document</a> |

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

**Response:** 0.58

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0.68368 | 0.62255 | 0.54297 | 1.07292 | 0       |

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |
| Audited statements of accounts                                                              | <a href="#">View Document</a> |
| Any additional information                                                                  | <a href="#">View Document</a> |

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

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

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 2.31

4.2.6.1 Average number of teachers and students using library per day over last one year

**Response:** 10

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

### 4.3 IT Infrastructure

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

##### Response:

Institution has well developed IT facilities with adequate number of computers with printers, scanner and high speed internet are available in office, examination section, computer room, library and every departments. All computers have LAN with internet bandwidth speed 50 MBPS.

There are **91** computers and **16** application software installed at different location in the institution.

| Sr.No. | Location of IT facilities available | Details                                                                                                                                          |  |
|--------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1      | Class room and seminar hall         | LCD Projector, Internet connection for power point                                                                                               |  |
| 2      | Laboratories                        | Computers with software installed in various labor                                                                                               |  |
| 3      | Computer room                       | Computers with internet connection have been pr<br>independent learning access for teachers and stude                                            |  |
| 4      | Library                             | In library LIBMAN software installed with includ<br>saver(UPS) etc.                                                                              |  |
| 5      | CCTV Cameras                        | CCTV cameras installed to enhance the security a<br>IT infrastructure                                                                            |  |
| 6      | Anti-Virus                          | All the desktops are secured and installing anti-<br>NSAV/ Kasperkey etc.                                                                        |  |
| 7      | Website                             | Institution has also maintained website www.stcs<br>which as a connecting link be a institution and al<br>The website is regularly updated.      |  |
| 8      | Internet                            | Internet connection with 50 MBPS speed fac<br>Educational video clips downloaded. Educatio<br>shown by lectures and practical's to UG and PG stu |  |

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

**4.3.2 Student - Computer ratio****Response:** 5.03

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

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)****>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response:** 20-35 MBPS

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

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No

| File Description                                                                  | Document                      |
|-----------------------------------------------------------------------------------|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |
| Any additional information                                                        | <a href="#">View Document</a> |
| Link to photographs                                                               | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support**

**facilities excluding salary component, as a percentage during the last five years****Response:** 13.45

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5.78    | 4.43    | 5.09    | 4.81    | 4.32    |

| File Description                                                                             | Document                      |
|----------------------------------------------------------------------------------------------|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |
| Audited statements of accounts.                                                              | <a href="#">View Document</a> |
| Any additional information                                                                   | <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:**

Institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college.

**Building Infrastructure:**

Our college fully non-aided but a constant effort is made to provide dedicated and secure space for equipments and tools. Our college formed a specific committee to look the maintenance, repair and constructional work related to the building and physical infrastructure like water, power supply and gas is looked after by this committee.

- During all maintenance and up gradation work related to civil and electrical a supervisor is assigned by the college authority to verify the work done by the our sister institute Kiman Kaushaly section expert teachers
- All minor faults are attended and repaired by hired technicians, carpenters etc.
- The college has a inverter system in special department for uninterrupted power supply.
- Maintenance of toilets and service areas are outsourced through sweeper

**Computer and IT infrastructure:**

- Maintains dead stock register regularly to keep account of the non-functional equipment and infrastructure like computers, printers etc.
- Maintenance and up gradation is looked after by computer technicians from time to time.

- Annual maintenance contracts(AMC) for computers used in different departments as well as those used as a central facility like the wide area network(WAN) are renewed regularly to ensure their good service.

#### **Laboratory equipment/ machineries:**

- Gas connection pipe line is checked regularly for any leakage by staff or by any able technician.
- Maintains stock register by laboratory for keeping a list of chemicals, glassware and any other instrument used in the laboratory.
- Maintains dead stock register regularly to keep account of the non-functional equipment and machineries etc.
- Annual maintenance contracts (AMC) for different laboratory instruments, machines is done.
- The laboratory equipment is maintained at the departmental level by the staff or through hired technicians annually and or whenever necessary.

#### **Furniture related items:**

- There is a staff to look after the maintenance and repair work of furniture and fixture and other physical infrastructure. He brings into the notice of the authority the needs of repair work and certifies after the work has been completed.

#### **Hostels:**

Hostel rector and his supporting staff regularly monitor maintenance, hygiene and cleanliness of all facilities in hostels.

#### **Canteen:**

Canteen is in premices which is serving Tea, Coffee, Milk and Snacks to the Students at a very reasonable rate and canteen staff regularly monitor maintenance and gives precautions for health and hygiene regularly.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any 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 the last five years

**Response:** 41.73

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 251     | 146     | 187     | 149     | 167     |

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarships                                                | <a href="#">View Document</a> |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                                                   | <a href="#">View Document</a> |

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

**Response:** 2.76

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 12      | 12      | 12      | 12      | 12      |

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

#### 5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** D. Any 4 of the above

| File Description                                          | Document                      |
|-----------------------------------------------------------|-------------------------------|
| Details of capability enhancement and development schemes | <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 student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 36.33

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120     | 37      | 147     | 282     | 178     |

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



**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 14.76**5.1.5.1 Number of students attending VET year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 66      | 65      | 68      | 65      | 58      |

| File Description                         | Document                      |
|------------------------------------------|-------------------------------|
| Details of the students benefited by VET | <a href="#">View Document</a> |
| Any additional information               | <a href="#">View Document</a> |

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

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 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> |
| Any additional information                                                                                                   | <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:** 1.18**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4       | 0       | 0       | 1       | 0       |

| File Description                                        | Document                      |
|---------------------------------------------------------|-------------------------------|
| Self attested list of students placed                   | <a href="#">View Document</a> |
| Details of student placement during the last five years | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |

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

**Response:** 17.65

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 15

| File Description                                   | Document                      |
|----------------------------------------------------|-------------------------------|
| Upload supporting data for student/alumni          | <a href="#">View Document</a> |
| Details of student progression to higher education | <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: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 10

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

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

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

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

| File Description                                                                                              | Document                      |
|---------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload supporting data for the same                                                                           | <a href="#">View Document</a> |
| Number of students qualifying in state/ national/ international level examinations during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                                    | <a href="#">View Document</a> |

### 5.3 Student Participation and Activities

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

**Response:** 0

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

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

| File Description                                                                                                                             | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | <a href="#">View Document</a> |

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

**Response:**

Students representative is an indispensable part of academic and administrative bodies/committees of the institution such as governing body, IQAC, Alumni committee and also college has constituted various committees and student representative are appointed in the same committee to carry out various academic and administrative activities one representative each is selected as class representative(CR) from the B.Sc. undergraduate programmes. The students representative addresses and represents students views and grievances and as a spokesperson, conveys these to the concerned authorities for discussion and amicable resolution. The students representative provides valuable informal feedback regarding curriculum, teaching learning and evaluation process, oversees the ready availability of teaching aids in class rooms such as chalk, duster etc. He makes the students aware of various extension programmes, that form a crucial

part of the academic activities of every department such as departmental journals, departmental and wall magazines and he encourage students to contribute to these. Furthermore he helps to teaching staff of the college to organize departmental seminars and some state level, competitive exams, microbiology contest, which are important co-curricular activities of every department. The students representative plays an important part in encouraging and motivating students to participate in existing student oriented programmes of the college such as NSS, confidence build programmes and self reliance in them.

Additionally the student representative organizes the Saraswati Pujan in the college along with his peers and is responsible for the smooth execution of the various aspects related to the function. The student representative has the responsibility to co-ordinate the different activities and events and assist the teachers in making the event a success. Thus he contributes to a healthy interaction among students and teachers regarding academic, co-curricular and extra curricular activities of the college campus by encouraging students to observe the rules of the college and instill environment consciousness and work towards maintain a green and clean campus. He also creates awareness among students regarding the necessity of making the college a plastic-free-zone and stresses the importance of maintaining personal health, hygiene and cleanliness in and outside college.

As per the provisions of Maharashtra public rule of regarding article 99( C ), sub article 99(2)(Kha) the college has constituted a student council in following way of this categories.

I. President – Principal

II. Teacher nominated from principal

III. Programme officer NSS

IV. Principle nominated student in every class. They regularly passed in every subject meritorily.

V. Physical director

VI. Principle nominated one student in following fields.

a) Sport

b) NSS and adult education

c) NCC

d) Cultural work

VII. Principle nominated two girls student she belongs from SC or ST or VJ or NT or OBC categories.

VIII. NCC programme officer and secretary will be elected from above constitution opinion or voting.

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

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 1.4

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 02      | 02      | 01      | 01      | 01      |

| File Description                                                           | Document                      |
|----------------------------------------------------------------------------|-------------------------------|
| Report of the event                                                        | <a href="#">View Document</a> |
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

#### Response:

Alumni of the college are well placed in all walks of life in India, abroad. There are among our alumni leaders of industry, education, business, professional fields, academic and social work. The alumni of the college assist us in different ways. The NSS unit of the college receives the alumni students help in adopting village, organizing annual NSS camps and carrying out development projects there. Alumni also helps us in organizing blood donation camps, tree plantation campaign and other extension work. They participate in the annual college functions such as Independence day celebration, Republic day celebration. They help us to provide inputs to the departments about the industry requirements some departments invite their outstanding alumni for interactive sessions with the students and staff on the current developments in the field some nominated student employed at nominated post such alumni visit the college and about the field, many of our alumni are in regular contact with the teachers and contribute to the teaching learning processes indirectly or directly by providing a variety of information.

The alumni of the college are member of various committees such as internal quality assurance cell (IQAC) and college development committee (CDC). The college conducts the alumni meet annually, where the alumni members give feedback on curriculum provided by the college. The feedback of alumni is assessed by the principal and alumni composition members to identify and fill the gaps in subject knowledge and understanding various programmes on interview skills personally development, carrier counseling are organized based on the suggestions given by alumni. Infrastructure facilities are being regularly upgraded or expanded to meet the requirements and aspirations of students based on suggestions given by alumni in alumni meet. Our college to creates and maintains a life-long connection between the institute and its alumni to support current batch students.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** 1 Lakh - 3 Lakhs

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Any additional information            | <a href="#">View Document</a> |
| Alumni association audited statements | <a href="#">View Document</a> |

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years****Response:** 1**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 01      | 00      | 00      | 00      | 00      |

| File Description                                                                      | Document                      |
|---------------------------------------------------------------------------------------|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years | <a href="#">View Document</a> |
| Any additional information                                                            | <a href="#">View Document</a> |
| Report of the event                                                                   | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

Our college(established in 2001) on the permanent nongrant basis for probably tribal students cater to the needs of this students belonging to diverse socio-economic background cultivates moral, intellectual, professional, social, emotional and all round development of it's students.

##### Our Vision:

To achieve the Everest educational heights that moulds the student to be eminent academic professional personalities to work for literacy.

##### Our Mission:

To impart relevant quality higher educational heights to the student and disseminate advance knowledge for suitable socio-economic development of society.

The IQAC of the college prepares the prespectives plans beginning of the academic year. The IQAC while preparing of the perspective plan takes into account the feedback from stakeholders changes in the government or the universities policies in the programs, courses or any aspect of the teaching, learning and evaluation processes and new schemes or opportunities.

The mission of the institute statement defines the institutes distinctive characteristics in terms of addressing the needs of society students institute value orientation and vision for future. The vision and mission of the institute are in tune with the objectives of higher education. The formal and informal arrangement in the institute to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision.

##### Reflection of mission and vision in the leadership of institute in ensuring:

**The policy statements and action plans:** The management and principal actively participate in governing board LMC/CDC for ensuring that the policy statements and action plans are designed for attaining the mission of institute, disseminates the vision and mission to all stakeholders and involve them in forming the policy statements. The principal makes action plans in consultation with faculty members to review of out comes from the implementation of action plans if required. The management takes review of quality policies and makes amendments in quality policies if required.

**Formulation of action plans:** The action plans are formulated in line with quality policy under the leadership of the principal and the same are incorporated into strategic plans for effective implementation.

**Interaction with stakeholders:** The Principal ensure that all stakeholders are included in different activities

**.Proper support for policy and planning:** The requirement of the society for policy making and planning are collected by the principal through interaction with various stake holders.

**Reinforcing the culture of excellence:** For the reinforcement of culture excellence the vision mission, short term and long term goals quality policies are kept wide open to all stakeholders for their suggestions, necessary training is provided to its faculty and supporting staff for their development and motivates the team building and team work to create healthy work culture.

**Campion organizational change:** During this span of time institute has adopted many changes to attain its vision and mission.

Our NSS unit work on the basis of socio-economic development programme on the basis to eminent professional literacy and gives advance knowledge to student.

**Perspective plan:**

The perspective plan for next five years is NACC accreditation, permanent affiliation, 12B and student placement.

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

### 6.1.2 The institution practices decentralization and participative management

**Response:**

In accordance with the policy of decentralization adopted by the management, both teaching and non teaching members are adequately represented in the governing body of the college and their opinions are sought in making and implementation of different policies. Apart from the governing body meetings sub-committee like IQAC academic, examination, student support and progression sub-committee, parent teacher association, internal complaints committee meet on a regular basis and help to formulate and implement the strategic plans of the institution. The responsibilities are defined and communicated through face to face meetings with the non- teaching staff members of the college as well as by notifications.

The college promotes a culture of participative management ideas pertaining to academic goals, organizational progression and better campus life are collected from stakeholders to promote efficient functioning of the college. The staff and other stakeholders are empowered helping in creating a positive attitudes in the college leading to increase efficiency, improved communication, heightened more motivation. There are various levels at which decentralization happen. The management takes major policy decisions concerning policy, finance, infrastructure etc. The members of LMC or CDC discuss matters related teaching and non teaching staff and the college budget. The process of the preparation of annual plan of action and its implementation are described the principal in consultation with the administrative plan in the beginning of subsequent year. The IQAC reviews the plan of action approved by the



management and makes concrete suggestions for its implementation. The principal and the administrative committee take timely decision regarding the implementation of the plan of action by assigning specific responsibilities to the staff members. The people in charge of the activities are assisted by committees which have members of the staff and in some cases such as IQAC editorial committee of the annual magazine even students. In carrying out the specific activities, the staff members concerned chalk out a plan that is designed to maximize the participation of students and staff. The reports of which are carried in the local news paper thus enabling the college to reach out to a wide community. The college has an in house magazine called the PRERNA in which reports of all activities and department are published. The magazine is also sent to the management, alumni and the well-wishers of the college. Many of them convey their feedback to the principal or other staff members participants in the activities and their beneficiaries are the primary sources of feedback on activities carried out. Staff members and students involved in organizing the various activities too provide their feedback. The staff incharge of the activities communicates the feedback to the principal which becomes one of the sources for preparing the plan of action in subsequent year.

### Outcomes

Meetings are held periodically for development the College. and College encourages teachers students parents alumni to share their ideas opinions suggestions through proper channels i.e. parent teachers alumni HOD meetings student feedback system and through various committee meetings. The LMC or CDC for the decision making.

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

## 6.2 Strategy Development and Deployment

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

#### Response:

The college has established a strategic plan for the development. This plan helps the college to work properly to get the results in systematic manner.

While implementing this strategic plans we take into consideration the changes in industry, market, social and cultural advancements. The college stated in its plan of action prepared by the IQAC reviewed and approval by the principal and the management. The perspective plan has been designed by the institute for the five years.

#### The strategic plan of the college is as follows:

Implementation and effective use as ICT enabled learning management system(LMS).

LMS/E-learning serves as a means for acquiring the knowledge using the help of technologies. Example internet and interactive based over the traditional ways, thereby enables learning over a wide spectrum with higher efficiency. As per the objectives of the institute and the strategic plan ICT based LMS is implemented for effective development and deployment of curriculum.

#### **Better infrastructure facilities:**

Infrastructure facilities provides and mediates the proper educational atmosphere to cope up with the increasing strength of the students. The institution tries to develop the infrastructure facilities in the college. Our organizations built new sport indoor hall.

#### **Vocational education training:**

The college organizes VET programme in collaboration with KIMAN KAUSHLYA VIBHAG(MCVC Unit) of Vikas Vidyamandir (M.C.V.C) Jr. college Shahada and provided training for student in different trades and this programme help us to employability to students. College regularly conduct this programme in every year to specific times.

#### **To implement the system and optimize its efficiency through real time monitoring:**

Maximum time number of problems are created during throughout academic year most of time in admission then our college provide the helpdesk facilities operated by principal's, administrative assistant and some sub committees of college. Our IQAC are continuously monitoring on feedback system and implemented them related to gives suggestions from different stakeholders. In college every sections basically admission in NSS, participation in different activities for guidance of student special temporary helpdesk active during the entire period, furthermore the teachers on duty during the admission also assist and guide those candidates in such a scenario.

| File Description                                       | Document                      |
|--------------------------------------------------------|-------------------------------|
| Any additional information                             | <a href="#">View Document</a> |
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Link for Additional Information                        | <a href="#">View Document</a> |

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

##### **Response:**

The governing body of the college is 'Shahada Taluka Education Society's Ltd. Shahada' which is the apex body.

- 1) CDC (College Development Committee) is appointed to take various decision regarding the development plan.
- 2) Principal ensure effective and efficient coordination and control between the academic and administrative functions and regular follow-up is maintained.
- 3) Head of the departments: Ensure academic and administrative plans communicated to them by the principal are implemented in a systematic manner.
- 4) Office superintendent: Ensure the smooth function of office activity. The head clerk and junior clerk's assist him.
- 5) Committee: The college has following academic and administrative committees:
  1. Admission Committee
  2. Publicity committee
  3. Purchase committee
  4. Anti ragging committee
  5. Magazine committee
  6. Grievance redressal cell
  7. Examination committee
  8. Discipline committee
  9. Student council committee
  10. Right to information committee
  11. Sexual harassment committee
  12. Parent teacher association
  13. Alumni committee
  14. NSS
  15. Library sub committee
  16. NAAC committee
  17. IQAC cell

The administrative committee takes care of the daily implementation of policy decisions, functions of various bodies. The role of the top management, to make rules regarding scholarship funds and the granting of freeships or other assistance, to arrange for the purchase and supply of all materials, equipment and other articles needed for the college on behalf of the society to alter or area buildings and other facilities of the college for which the society has given its sanction. The role of the principal. He is responsible members of the teaching and non teaching staff subject to the approved of the board. He is responsible for the admission of students and the discipline of the college. He is the financial officer of the college. He is responsible for academic and other programmes directly pertaining to the university services rules, procedures, recruitment promotional policies. The service rules of the teaching and non teaching staff are as per the relevant rules of the competent authorities like the UGC and government of Maharashtra. The detailed service rules are contained in the Maharashtra universities act 2017 the institutes strictly follows by the service rules according to the norms of KBC N M University Jalgaon. Similarly the rules and procedure for recruitment and promotion are as per the Maharashtra university act 2017 and UGC regulations.

#### **Mechanism of grievance redressal:**

Grievance redressal cell has a formal mechanism for enquiring into issues and its recommendations are passed onto the principal for action on academic or other matters the principal reviews whatever grievance are brought to him or to the vice president of this committee. The heads of departments deals with local grievance within their department unless found serious enough to refer to the management. The student grievance redressal committee, students welfare committee, anti-ragging committee, prevention of sexual harassment committee and disciplinary committee are other mechanism which maintains a harmonious atmosphere on the campus.

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

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

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

**Response:** B. Any 4 of the above

| File Description                                                                                            | Document                      |
|-------------------------------------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces                                                                             | <a href="#">View Document</a> |
| ERP Document                                                                                                | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | <a href="#">View Document</a> |
| Any additional information                                                                                  | <a href="#">View Document</a> |

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

**Response:**

The college formulated different committees, which help the college administration to implement different strategies in accordance with our mission and vision.

The committee plans the activities in advance in the meetings. The meetings are held at the beginning of the every academic year. Members of the committees are the faculties of the college. The cell functions in following way:

The various bodies/cells/committees of the college meet periodically and conduct their activities systematically and function diligently. An instance of the effectiveness of these an illustrative example is provided below. The Disciplinary committee in its meeting held on 11/07/2013 at 03:00 PM in conference hall had recommended that efforts should be made to maintain greater discipline on the campus. In this regard, the college from the year 2013-2014 reconstituted the disciplinary committee. Each day there are four different timings when four different teams led by a senior staff member as its coordinator are charged with the task of ensuring discipline on the campus from morning 10:00AM to evening 5:00PM restrictions are imposed on the entry of vehicles inside the campus during the peak hours, carrying one's I-card is made compulsory. The members of the disciplinary committee are also present during public or special programs organized by the college. This activity has helped in improving the overall discipline and security inside the campus.

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

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The college has made a provision for the welfare of teaching and non teaching staff. This decision has been taken unanimously in the meeting conducted for this purpose. The following measures are taken for the welfare of the employees.

- College organizes free medical check-up, eye-checkup camp with the help of NGO or medical agencies for all the staff members.
- In case of financial need all the staff members contributes voluntarily.
- Faculty members are promoted for self development programs and higher education.
- Various leaves available to teaching and non teaching staff are vacation leave, casual leave, medical leave and maternity leave for ladies staff.
- Free installments scheme for words of staff.
- The college provides college uniform to non-teaching staff(peons) and concession for teaching staff

in uniform.

- Accommodation facility for women teaching and non teaching staff at in college girls hostel.
- Festival advance for non teaching staff.
- Proper disbursement of government welfare schemes to the employees.
- Our institute helps us for sanctioning loan through credit society for teaching and non teaching staff and provide requirement document easily to this persons.
- Principal hosts a social meet and party for all the staff on the occasion of 'Ganesh Festival', Diwali at every year.
- Principal hosts a new year welcome party for all the administrative staff.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| 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:** 7.03

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

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

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

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

**Response:** 2.4

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 05      | 02      | 01      | 02      | 02      |

| File Description                                                                                                                        | Document                      |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Reports of Academic Staff College or similar centers                                                                                    | <a href="#">View Document</a> |
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |
| Any additional information                                                                                                              | <a href="#">View Document</a> |

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

**Response:** 0

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

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

| File Description                                                                           | Document                      |
|--------------------------------------------------------------------------------------------|-------------------------------|
| IQAC report summary                                                                        | <a href="#">View Document</a> |
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                 | <a href="#">View Document</a> |

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

**Response:**

##### Performance appraisal system

1. Teachers need to submit self-appraisal reports at the end of the academic year. The reports are scrutinized by the principal and necessary suggestions are given to the concerned teachers for improvements.
2. College has assisting to collect, scrutinize and summarize the reports of all the staff and submit it to IQAC.



- 3.The college has an effective performance appraisal system that ensures delivery of optimum performance by the members of teaching and non teaching staff.
- 4.IQAC monitors performance of teachers through the academic audit which is carried out at the end of every year. Teachers need to submit their academic contributions through a report at the time of academic audit.
- 5.Teachers are record the activities carried out by them on daily basis. The heads of the department regularly check and make necessary suggestions for improvement in performance.
- 6.The college has maintained a 'Suggestion Box' where students can resister their complaints and suggestions. This box is open every week andthe suggestions of the students are taken into account.
- 7.Feedback is also obtained from parents at the time of parents meet. The feedback and suggestions are communicated to the teachers and non teaching staff members for improvement.
- 8.The college has maintained a visitors book wherein the feedback of external resources persons, experts etc is obtained for quality enhancement.

Our performance appraisal is divided into different categories i.e teaching, learning and co-curricular, extension and professional development related activities. Last one research and development in this categories mostly we include the lectures, teaching duties,preparation and imparting of knowledge/ instruction as per students related co-curricular extension and field based activities contribution to corporate life and management of the department and institution through participation in academic and administrative committee and responsibilities, publications research guidance etc.

#### Non teaching staff

College office maintains the record in which the confidential report of the performance of the non teaching staff prepared by the principal is maintained.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| 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:

The college accounts are audited regularly at the end of every financial year college has following audits structures.

#### 1.External financial audit:

College has appointed P.D. Dalal and company as statutory auditor. After completion of financial year statutory auditor verify financial accounting and other financial records and he submits audit report regularly.

#### 1.Internal audit:



Our college internal accounting and auditing is conducted by IQAC committee. Every year internal audit is completed within prescribed time. Errors are corrected with suggestion and college head undertaken in this audit.

#### 1. University audit:

College conducted some extracurricular schemes i.e. National Service Scheme, Earn while learn scheme and any research related minor project university statutory auditor are audit it regularly and provide the utilization certificate towards college. This audit we completed regularly within provide periods. Statutory audit of 2013-2014 was completed in 10/02/2015

Statutory audit of 2014-2015 was completed in 26/10/2015

Statutory audit of 2015-2016 was completed in 06/10/2016

Statutory audit of 2016-2017 was completed in 08/05/2017

Statutory audit of 2017-2018 was completed in 11/06/2018

Statutory audit of 2018-2019 was completed in 24/06/2019

The overall audit reports are satisfactory except few short comings.

We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire income and expenditure the capital expenditure of the college each year. It check and verification of all vouchers of the transaction that are carried out in each financial year.

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

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

**Response:** 0

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

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

| File Description                                                                         | Document                      |
|------------------------------------------------------------------------------------------|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | <a href="#">View Document</a> |
| Any additional information                                                               | <a href="#">View Document</a> |
| Annual statements of accounts                                                            | <a href="#">View Document</a> |

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

##### Response:

Every year provisions are made in the budget for various expenses and activities, optimal use of budget is made for all academic and all other activities. The excess funds required is met by management. The financial position of management is satisfactory.

The major sources of institutional receipt/funding are fees received from the students, deficit has been managed by funding from parent trust. We have developed our own internal audit structure to process and monitor effective and efficient use of available financial resources. The annual budget of revenue expenditure and capital expenditure are recommended annually by the finance committee and approved by the management of our organization. Generally the recurring expenses and the capital expenditure are projected to be within the budget resources of the institution our expenses are monitored, checked and controlled under vertical hierarchy through internal control system of all the day to day transactions. Apart from above we have also appointed external statutory auditors.

Our purchasing strategies is that inviting quotations for compare it and the lowest is rate selected various chemicals and instruments apparatus are purchased for research lab and subject laboratories. College also invest in library books and facilities for students.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any 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:

Internal quality assurance cell (IQAC) has contributed significantly for institutionalize the quality assurance strategies and process in the college. Below the examples of best practices institutionalized as a result of IQAC initiative are described.

##### Best Practice 1

**Curricular enrichment in the institution:**

For holistic development of students, IQAC introduced number of values added courses and vocational educational training courses. Add on course during the academic session from 2013-2014 to 2017-2018. Students can choose the course according to their interest. This activity run apart from curriculum.

This course are bridge courses:

- Snake handling and awareness
- Identification and rescuing of snakes.
- Bird diversion
- Agriculture
- Basic of computer
- PC hardware and networking
- Statistical tools
- Certificate course in computer
- Certificate course in computer programming
- Water and soil analysis
- Instrument handling
- Soldering techniques
- Construct kit and designs circuit.

Vocational education training programme in

- Electronics
- Building constructing
- Automobile

Was introduced in collaboration with the Vikas Vidyamandir vocational education Jr. college Shahada from 2013-2014 to 2018-2019

**Best Practice 2****Guidance to advanced and slow learners:**

Institution conducts in special program for all newly admitted students to make them aware of program structure, examination scheme, various courses in the program and career opportunities in computer as well as biotech profession from academic year 2013-2014 the institution has adopted the policy to identify advanced learners and slow learners by following techniques.

1. Aptitude test evaluation
2. Performance in viva, group discussion, personal interviews and also college session examinations are required to monitor their learning levels. Our mentors evaluate above data and categories students as advanced and slow learners and provide them suitable guidance.

Special programs organized and implemented by the institution for slow learners are :- class tests,

counseling by mentor along with use of different teaching aids and modified lectures methods at the same time special programs are organized and implemented by the institution for costing creativity, leadership and intelligence of advanced learners which include group activities, participative learning peer teaching etc.

This activity positively contributed to cater to the diverse needs of the slow learners and the advanced learners boosted the ability of the slow learners to comprehend difficult topics easily, recalling the answers of questions, classify in practical knowledge of experiments build confidence and helps in overall development of students confidence and helps in overall development of the students.

Similarly this activity helped advanced learners to boost their recreational domain, leadership qualities. I also helped to develop creativity and scientific temper, self confidence and subject knowledge among the advanced learners.

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

##### **Response:**

Two examples of institutional review and implementation of teaching-reforms facilitated by the IQAC are

##### **1. Students feedback as faculty, teaching-learning process and evaluation:**

Students feedback significantly showcase the actual quality of teaching learning process. The IQAC has brought several changes in the students feedback process like:

- No faculty members will be involved in the students feedback process.
- Only students having attendance above 75% will be allowed to give feedback on faculty, teaching learning process and evaluation
- Minimum 60% students of each class will be present at the time of feedback.

The IQAC of the college undertakes the analysis of this feedback. This feedback includes both content and methods of teaching, teachers strengths and weakness in teaching. The feedback analysis provides a reliable source of information regarding the quality status of the teaching learning process in the college during that particular year. The co-ordinator of the IQAC communicated the feedback analysis to the principle who takes action where required.

##### **2. Internal academic audit annually conducted by internal quality assurance cell of the college.**

Internal academic audit of the honors. Department helped to access the strength and weakness of the

department and to prepare academic plan accordingly. Each year towards the end of the second semester, the IQAC undertakes the annual academics and administrative audit. This is done by collecting information regarding the development academic and physically in the college during year as per the 7 criteria. This information also is reflected in the annual report of the college prepared by the principal and submitted to the management committee of our organization. The annual academic and administrative audit(AAA) is the primary source for preparing the AQAR each year and IQAC of college has a control over different programme. All kinds of workshops seminar, cultural programme and other programmes held at college level IQAC are approved. IQAC unit makes scrutiny of the proposal. This unit also observes the rules, norms and condition followed by the proposal and also the analysis of all university results are made by IQAC. If results of particular subject are found poor, some suggestions are given to the concerned teachers.

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

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

**Response:** 2.8

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 2       | 2       | 2       |

| File Description                                                             | Document                      |
|------------------------------------------------------------------------------|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | <a href="#">View Document</a> |
| Any additional information                                                   | <a href="#">View Document</a> |
| IQAC link                                                                    | <a href="#">View Document</a> |

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

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

| File Description                                            | Document                      |
|-------------------------------------------------------------|-------------------------------|
| e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Any additional information                                  | <a href="#">View Document</a> |
| Annual reports of institution                               | <a href="#">View Document</a> |

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

**Response:**

The college has organized soft skill development programme for the students of all the faculties. The college run vocational training programme in automobile, electronics and building construction with collaboration Vikas Vidyamandir vocational programme Jr. College Shahada. For slow learners the college organizers conduct coaching classes regularly. For the quality teaching as the requirement of the students the college has appointed the qualified CHB staff to support full time faculty as the college has been facing the problem of the appointment of full time faculty, to fulfill the requirement of the students teacher ratio. All the available resources and the expertise in the college does counseling to the students for all development at the time of admission, experts gives their contribution in arranging the programs for the effective teaching and learning process the college have set ICT facilities in the various classrooms. In college additional division for FY,SY,TY in UG and TY Chemistry Department are permitted through University and newly started this course and also to the post graduation programme in M.Sc computer has start. Every year college has organized the alumina meet parent teacher meet regularly. Academic calendar for the new session had been prepared before the commencement of new academic session to ensure effective implementation of the curriculum updated prospects had been made available to the students various sub-committees were formed before the beginning of the new academic session and the name of the convener of each committee had been decided in the teachers council meeting for curriculum enrichment small terms certificate course, add-on course, value added courses and vocational training programme bridge course, slow and advance learners programme was introduced, mentor system for students to minimize dropouts through personal counseling, evidence of success-better results in the examinations, more regular attendance, increase participation in co-curricular activities, better discipline on campus and respectful relationship between teachers and students, encourage students to present papers in departmental seminar and library automations in process feedback and suggestions collected from outgoing

undergraduate students, faculty, members, alumni and parents on curriculum internal academic audit of the different departments has been completed under the inspection of IQAC committee, Awareness programmes on environmental issues-i.e plastic free area program through NSS and IQAC cell of college. Internet facilities for teachers and students are regularly provided us. Ramps installed for making the campus accessible for students with special needs, CCTV surveillance system has been installed for improving overall security of the college, for laboratory enhancement all labs equipped with sophisticate equipments and instruments mostly we focus on teaching learning approach programmes that is in student centric way on self-learning implemented instead of traditional teaching learning approach.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 13

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

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

| File Description                                                      | Document                      |
|-----------------------------------------------------------------------|-------------------------------|
| Report of the event                                                   | <a href="#">View Document</a> |
| List of gender equity promotion programs organized by the institution | <a href="#">View Document</a> |
| Any additional information                                            | <a href="#">View Document</a> |

#### 7.1.2

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

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

**Response:**

The general atmosphere of our college with a maximum girls students are admitted then provides an enabling environment for gender equity. The college is very sensitive to gender related issues and has taken a lot of care to ensure not only the safety of the girls students and staff on the campus but also has taken steps to create an atmosphere that is institute has formed various grievance cells to resolve the issue of students and staff special talk by experts for girls students and female faculty members. Apart from grievance cell, suggestions boxes are installed in main places at in college building where students and staff can provide their anonymous suggestions/ problems related to various issues.

##### **Safety and security:**

Institution has grievance committee, right to information committee, discipline committee, examination committee, sexual harassment committee, anti ragging committee which ensures the safety and security of the students. The discipline committee members along with other staff members always



have a round in the premises to maintain the discipline. The college has appointed on special duties within one day of peon at the entrance of the college to maintain the discipline of the students check the ID cards of each student to stop the entry of the external element in the institution. The college has separates urinary block along with staff room. In fact the college takes a special interest in ensuring their vibrant presence by putting in place mechanism such as prevention of sexual harassment cell and a distinct women's cell. The women's cell provides personal academic activities to create gender sensitivity on the campus college office or counter in the college, special girls hostel are located near college premises and special ladies rector are appointed for 24 hr. The institution is under the CCTV surveillance. This helped the college to maintain discipline and to resolve the grievances. It helped to stop the malpractices by the students in the examinations. Fire extinguisher placed in main places and at laboratories maintenance of FIRST-AID box by the office, identity card issued to all students, teachers and the non teaching staff.

**Counselling:** The college have special counseling cell and one Sr. faculty Dr. D. M. Gawande was appointed for incharge and counselor for students and also the staff of the department always offer counseling to such students. Who provides the psychological counseling to failed and over burdened students. The college provides the special counseling to the students who failed in the examination or girls personal issues. The admission committee at the time of admission offers counseling to the fresher's in the college regarding the section of programme, courses, subjects etc. Girls students get the guidance and counseling by the lady staff of the college, maximum faculties given one to one counseling for students and in the common address of the principal, faculty head in the welcome functions.

#### **Common Room:**

The college has common ladies room for lady students where we provide them the basic facilities such as chairs to seat, bed for rest and near the common room toilet etc. the college have established special reading room where girl and boys students share the reading hall. The college have a central library in the building where the students have facilities such as reading room reception counter and access counter etc.

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

#### **7.1.3 Alternate Energy initiatives such as:**

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

**Response:** 34

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

**Response:** 3146

##### **7.1.3.2 Total annual power requirement (in KWH)**

**Response:** 9253

| File Description                                                                | Document                      |
|---------------------------------------------------------------------------------|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |
| Any additional information                                                      | <a href="#">View Document</a> |
| Link for Additional Information                                                 | <a href="#">View Document</a> |

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 21.24

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

Response: 1965.6

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 9253

| File Description                                             | Document                      |
|--------------------------------------------------------------|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

#### 7.1.5 Waste Management steps including:

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

**Response:**

- **Solid waste management:**

1. To reduce waste at institute, students and staff are educated on proper waste management practices through lectures advertisement on notice boards, displaying slogan boards in the campus.
2. Waste is collected on a daily basis from various sources and is separated as dry and wet waste.
3. Color coded duties are used for different types of wastes blue for solid and green for wet.
4. The waste separated is then collected by municipal corporation vehicles for proper disposal.
5. Outside premises of college registered agency of Municipal Corporation who pick up the solid waste generated in the outside campus from time to time.
6. Organic wastes are converted into bio fertilizer by the vermicomposting plant developed by the department of botany.
7. Dry waste mainly leaf litter is allowed to decompose systematically over a period.
8. College gather the leaves of the trees through the help of NSS volunteers as a voluntary work.

- **Liquid waste management:**

The college has the internal drainage system which is connected to the sock pits, chemicals and the other things are returned to the concerned agency, extremely hazardous chemicals are not used in the laboratories. The waste is drained after reasonable treatment. An attempt is made to dilute the liquid waste while draining them. Certain wastes are disposed by burning them, waste generated from biotechnology departments are autoclaved and the disposed in the drainage system.

- **E-waste management:**

E-waste management is inevitable in this era of information and technology. E-waste management non-working laboratory equipments, computers, monitors, printers, batteries and some electronics components are sold as scrap materials on systematic basis following the rules of purchase committee and ruling out from dead stock register for future records in order to ensure their safe recycling. If some parts are useful in other systems they are kept aside for future use awareness is generated among the students, teachers and the non teaching staff to dump their personal e-waste into the bin. The institute has LAN system and WiFi facility then old monitors and CPU are repaired and reused.

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

#### 7.1.6 Rain water harvesting structures and utilization in the campus

##### Response:

Water is an integral and important part of the ecosystem, conserving and saving this vital element will prove beneficial not only for the present generation but future too. Last 5-6 years ground water level is found to decline considerably. Hence last few years college has started rain water harvesting. In this harvesting structure college have selected specific area for storing suitable water. In this process of collecting conveying and storing water from rain fall in an area college has roof top rain water harvesting system of catching rain water where it falls. Rain water is collected from roof top of the building is diverted through down take pipes to box well cement structure are build and filtering system are implant their all collected water from roof pass through filters and remove mud, sticks, small papers parts, tress leaves, turbidity, color and microorganism clear water then passes to box well to recharge the ground water.

In rainy season college collects the roof rain water in tanks and cans and this water is used as distilled water in the science practical basically in chemistry and biotechnology departments, rain water on the roof is being used for the garden. Roof water is circulated in the gardens naturally.

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

### 7.1.7 Green Practices

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

#### Response:

##### a) Bicycles:

The institution encouraged the students to use the bicycle and to select one day within week, on that day everybody come at on bicycles means this day is completely vehicle free day we celebrate it same time college organized educational or some spot visit on this occasions students with staff travelling on bicycles. College provides a separate corner for parking the bicycles. A bicycle is the most economical way of transportation. It helps the health of the community. It is pollution free then many members and students use bicycles.

##### b) Public transport:

Maximum number of students is from remote villages in the Shahada tehsils along with from region like Nandurbar district. So they use the public transport facility such as state transport buses to attend the college. Even the staffs use the state transport buses travel at university, to attend the seminars, conferences and for personal work, several departments organizes the trips such as educational trips to visit some historical places, monuments, educational purpose by using the state transport buses nonteaching staff uses transport to travel to submit the exam or other official related data of the university or for examination for central assessment programme.

##### c) Pedestrian friendly roads:

The college is surrounded by wide pedestrian roads, all around. Inside the college wide walking roads and ramps is available.

##### • Plastic free campus:

The college is gearing up to declare itself a plastic free zone for plastic free campus college aware and imitative actively run in college specially to make clothes bag programs, discouraging for use of plastic bags to minimize environmental damage and risks associated with it. NSS Students organize plastic free campaign programme in every year

##### • Paperless office:

The college has started the online admission process. The college needs less paper work. College use SMS-seva- to send notices to the students along with we have class

wise what's app groups to inform and spread the information of the various programme office administrative work is fully computerized with tally and accounts along with MIS software for automation, central library is also computerized with LIBMAN software. Identity card and library card is issued to the students once in a year. The institution has an active website for informing notices to students.

- **Green landscaping with trees and plants:**

With the help of NSS, earn and learn schemes students, efforts have taken to reduce the carbon in the surrounding atmosphere by tree plantation and the campus is made green. College has a botanical garden. The college planted trees on different occasions, we had started the system of felicitation of the guest by offering the sapling. Every events like tree plantation, rally Swachata Abhiyan are organized regularly.

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

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

**Response:** 1.61

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0.29    | 0.54    | 0.735   | 0.81300 | 0.46    |

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Green audit report                                                                          | <a href="#">View Document</a> |
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                  | <a href="#">View Document</a> |

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

1. Physical facilities
2. Provision for lift

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

| File Description                                       | Document                      |
|--------------------------------------------------------|-------------------------------|
| Resources available in the institution for Divyangjan  | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |
| link to photos and videos of facilities for Divyangjan | <a href="#">View Document</a> |

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

**Response:** 2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00      | 1       | 00      | 00      | 1       |

| File Description                                                                  | Document                      |
|-----------------------------------------------------------------------------------|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |
| Any additional information                                                        | <a href="#">View Document</a> |

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 8

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

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

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Report of the event        | <a href="#">View Document</a> |
| Any additional information | <a href="#">View Document</a> |

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

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                                                   | <a href="#">View Document</a> |
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | <a href="#">View Document</a> |

**7.1.13 Display of core values in the institution and on its website****Response:** Yes

| File Description                                 | Document                      |
|--------------------------------------------------|-------------------------------|
| Any additional information                       | <a href="#">View Document</a> |
| Provide URL of website that displays core values | <a href="#">View Document</a> |

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



| File Description                                                                                | Document                      |
|-------------------------------------------------------------------------------------------------|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | <a href="#">View Document</a> |
| Any additional information                                                                      | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                                                         | Document                      |
|------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                               | <a href="#">View Document</a> |
| Provide link to Courses on Human Values and professional ethics on Institutional website | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                  | <a href="#">View Document</a> |
| Provide URL of supporting documents to prove institution functions as per professional code | <a href="#">View Document</a> |

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

**Response:** 25

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 4       | 6       | 5       |



| File Description                                               | Document                      |
|----------------------------------------------------------------|-------------------------------|
| List of activities conducted for promotion of universal values | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |

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

#### Response:

The college always organizes festivals birth and death anniversaries of the great Indian personalities through the year as a part of regular activities of NSS, student welfare programme, the college celebrates these days very ceremoniously. It gives message of national integration, sovereignty, unity, love, patriotism etc to inculcate among the youth of higher education. Various occasions special lectures were organized to address students such as 'Swami Vivekananda Birth Anniversary', Mahatma Phule Birth anniversary, Sardar Vallabhbhai Patel Birth anniversary, Dr. Babasaheb Ambedkar Jayanti, Dr. Sarvapalli Radhakrishna Jayanti, Great Mother Aai Jijau Jayanti etc and also Dr. Vishram Kaka Vyakhyanamala, on the behalf of memory Mahatma Gandhi Jayanti, APJ Abdul Kalam Jayanti, Savitribai Phule Jayanti, Chhatrapati Shivaji Maharaj memories.

The college regularly organizes the programmes of birth anniversary and death anniversary of the great leaders and national personalities for developing the values among the students it gives them an exposure of the experience to organize and perform. They got an opportunity to listen the speeches on the occasion of the renowned speakers, orators etc.

Also one of the most important things we mention here our college conducts on 'Gandhi Thoughts' exam and provide some books for students on Gandhi thoughts after that conduct exam them good values about Gandhiji's life are seen in student life. In national festivals 15 Aug, 26th January, 24th Sept of national NSS days. We organize number of programmes like tree plantation, cleanliness awareness, Republic Day parade through NSS volunteers cultural programme etc.

The college celebrates the following

| Events                                | National Festivals and Birth Anniversaries | Date     |  |
|---------------------------------------|--------------------------------------------|----------|--|
| Independence day                      | National festival                          | 15th Aug |  |
| Raksha bandhan                        | National festival                          | 26th Aug |  |
| Teacher Day                           | Birth Anniversaries                        | 5th Sep  |  |
| International Literacy Day            | National Festival                          | 8th Sep  |  |
| Ozone Day                             | National Festival                          | 16th Sep |  |
| NSS Day                               | National Festival                          | 24th Sep |  |
| Gandhi Jayanti                        | Birth Anniversaries                        | 2nd Oct  |  |
| Pandit Nehru Jayanti and Balin        | Birth Anniversaries                        | 14th Oct |  |
| APJ Abdul Kalam Jayanti               | Birth Anniversaries                        | 15th Oct |  |
| Sardar Vallab Bhai Patel (Ekta Diwas) | Birth Anniversary                          | 31st Oct |  |

|                         |                     |                 |  |
|-------------------------|---------------------|-----------------|--|
| Children's Day          | National Festival   | 14th November   |  |
| AIDS Week               | National Festival   | 1st to 10th Dec |  |
| Savitribai Fule Jayanti | National Festival   | 3rd Jan         |  |
| Prajasttak Din          | National Festival   | 26th Jan        |  |
| Ahinsa Din              | National Festival   | 30th Jan        |  |
| Science Day             | National Festival   | 28th Feb        |  |
| Shiv Jayanti            | Birth Anniversaries | 29th Feb        |  |
| Women's Day             | National Festival   | 8th March       |  |

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

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

#### Response:

The college is very transparent in its financial, academic, administrative and auxiliary functions, financial transparency is the soul of the institution to maintain the quality. Audit report is being prepared by the institution every year after inspection and checking by the chartered accountants, the fees collected from the students are directly submitted in the accounts of the institution we have our accountants in the nationalize banks basically dena bank and state bank of India. Online admission process helps to keep the financial transparency, bonafide, application for TC, paper checking fee, admission fee is being submitted in the respective bank accounts, student have their respective bank accounts in which the scholarship, freeship amount is transferred by the institution. This institution uses the cheques system to distribute bills, many for different works, scholarships purchasing things.

The salary of the teaching staff, administrative staff, temporary basis staff, sweepers including grantable and non grantable staff are transferred to their respective accounts in every months. Maximum time financial mechanism undertaking are done through more than one or two quotations system and scrutinized through statutory body and finally minimum quotations are selected. Results of examinations are regularly posted on the college notice board. Important notices regarding college are regularly displayed in the college notice board to ensure complete transparency in all its functioning.

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

## 7.2 Best Practices

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

#### Response:

### **Practice: 01**

**Title:** - *“Rain Water Harvesting”*

#### **Objectives:-**

- Shunning the flooding of ground.
- Increase the underground water level and decrease the ground water pollution.

#### **The Context:-**

Premises of college soil is hard and rocky. This often leads to surface run off of rain water resulting in decrease in groundwater level so that after the rainy season, the soil becomes dry. So it is imperative to build up water level resources.

#### **The Practice:-**

For implementing rain harvesting System College decided to drill dry bore well at the some specific area where major part of rainfall can be accumulated. Along with it rainfall water gathered at roof of college and diverted to this bore well. The water gathered from ground and roof is directed in bore well and so on this water was finally percolated and groundwater level increases.

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

The benefit shared by the local: their wells will not dry up and sufficient underground water can prevent green depletion of the area and solve the problems of drinking water and scarcity problem.

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

With rainfall water and roof water garbage and waste material mud also came towards the bore well so there may be possibility of blockage of bore well and decrease in the water percolation rate.

#### **Notes:-**

After implementing this practice in college campus maximum benefits for surrounding people and rise level for his bore and greenery are seen.

### **Practice: 02**

**Title:** - *“No Vehicle Day”*

#### **Objectives:-**

- To Save Fuel, Stop pollution.
- To motivation for physical exercise.

**The Context:-**

In the age globalization the issue like pollution, global warming are hotly discussed and paid attention by the world. The prices of petrol/diesel are increasing day by day and storage of it would not last long moreover this is a natural resources which has limitation in hence to be used cautiously so that it lasts long for the future need of the humanity. By keeping in view this noble idea in mind, the college has decided to keep 'no vehicle day' on two days of each month and declared as 'no vehicle day' on those day.

**Practice:-**

Every one involved this activity. If any employee unknowingly come in the college with vehicle. The member of committee release air of both the wheels. Sometime the committee gives sweet advice. Therefore the activity is successful day by day.

**Evidence of Success:-**

- This activity saved fuel and money.
- This little activity has taken small share in stopping pollution.
- This practice compelled as to have physical exercise that resulted in mental satisfaction.

**Problem encountered and resource required:-**

Since the college do not have fenced parking. It has become very difficult to run the practice. Some time small conflicts among the committee member and the staff and student. But the practice hasn't been give up due to these problem.

**Note:-**

- Our college started seeing rise in pollution in their vicinity and only then they realized it.
- All the faculty and student were told to use bicycle to mark the day.

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

**7.3 Institutional Distinctiveness****7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust****Response:**

The college always tries to function uniquely, innovatively and distinctively from the other institution as per our mission and vision is concerned college always try to implement the distinctiveness in the work

one of the mission statement is our aim to import and spread computer literacy and use biotechnological techniques in rural and tribal areas it can help to change his life. Now for related our mission college NSS unit every year goes in tribal or slum zone and gives information about computer and its applications. Now days our institute student also testing the soil and water sample in mountain range area and inform farmers to use proper fertilizers for rising crop growth and also suggest biotechnological method's. then tremendous change we seen this people, also for cash less transaction by using computer and technologies gives demonstration home to home in rural people.

College was established back in the year 2001 and our Shahada Taluka education society's Ltd Shahada established in 1952 its doing work in ancient society. Then very historical touch it first founder member Dr. Vishram Kaka was established. He was first Ph.D. holder in this area and his approach or mission to change life style for people in tribal zone and also his aim was to provide an opportunity to the rural students of this area especially the rural girl students to pursue the higher education for their development and progress of the family. This college area input is basically from semiurban. In accordance with his mission statement. HEI gives exposure to these girls' students to get an opportunity to participate in every activity of the curricular, extra- curricular and extension. Through the NSS, Earn and learn schemes the girl students get a stage and was to develop their academic as well as professional, cultural, social consciousness, alertness, responsiveness, student welfare offers schemes to earn their own by participating in earn and learn schemes the fulfill the partial fees of the education and they can stand on their own legs independently various eminent women and special personalities are being invited for the guidance on several issues, special health related issues that is HB check-up , Sikkell cell , blood donation camp. with help of university schemes we successfully run in campus for girls students.

Our college specially is situated near Satpuda mountain range area then maximum girls or boys is belongs to scheduled tribes then we motivate him to participate in different programmes for this purpose our cultural department opportunity to participate in various competitions of the university and state level. The college always consider the Sardar sarovar dam affected background students as a central input and strength of the institute. This is achieved through quality education. The college has been offering Certificate course, Value added, VET, Add-on courses and started PG programme and chemistry course. The overall development of students is achieved by facilitating their participation in various activities academic, sports, leadership programmes etc. We create research culture among the students and faculty through Avishkar Jr. Research activity.

## 5. CONCLUSION

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### Additional Information :

#### 1.1 INTRODUCTION

S.T.Co.Op Education Society's Ltd, Science Senior College, Shahada, Dist Nandurbar has been established in the year 2001. It is located near satpuda mountain range at Shahada Dist Nandurbar. It is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. The institute is un-aided self financed. The college is indeed centrally located in terms of the geo-political map of shahada city. The institute offers B.Sc (UG) programme in Computer Science, Biotechnology, Chemistry and M.Sc (PG) programme in Computer Science.

### Concluding Remarks :

#### Institutional Opportunity:

- To provide quality education to girl students irrespective of caste creed, religion and economic status.
- Organizing more number of UGC sponsored national and state level seminars, workshops and conferences.
- Improvement in consultancy & collaborative work.
- Development of leadership qualities to become successful entrepreneur
- Scope for initiating more number of community development programs.
- The college has introduced the development of zoology, Electronics as a new course at the under graduate level.

Submissions of 12B & permanent affiliation proposals.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |    |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|----|
| 1.1.2     | <p>Number of certificate/diploma program introduced during the last five years</p> <p><b>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>04</td></tr></table> <p>Remark : the HEI has introduced 1. Basic Introduction to web design 2. Computer Fundamental 3. Biofertilizers: Vermicomposting Seed technology and 4. Seed pathology these programs were offered in all five years of assessment. However these are considered to ave been introduced in 2014-15 only and counted as offered programs in the other years. The Number of certificate/diploma programs introduced year-wise during the last five years remains 4 in 2014-15 and 00 in the other years.</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 4 | 4 | 4 | 4 | 4 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 04 |
| 2018-19   | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2016-17 | 2015-16 | 2014-15 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |    |
| 4         | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4       | 4       | 4       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |    |
| 2018-19   | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2016-17 | 2015-16 | 2014-15 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |    |
| 0         | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0       | 0       | 04      |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |    |
| 1.1.3     | <p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p><b>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>8</td><td>5</td><td>5</td><td>1</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>                                                                                                                                                                                                                                                                                                                                          | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 8 | 5 | 5 | 1 | 1 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0  |
| 2018-19   | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2016-17 | 2015-16 | 2014-15 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |    |
| 8         | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5       | 1       | 1       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |    |
| 2018-19   | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2016-17 | 2015-16 | 2014-15 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |    |
| 0         | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0       | 0       | 0       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |    |
| 1.2.1     | <p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p><b>1.2.1.1. How many new courses are introduced within the last five years</b></p> <p>Answer before DVV Verification : 79</p> <p>Answer after DVV Verification: 146</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |    |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |         |         |         |         |   |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---|----|----|----|----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.2.2   | <p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented.<br/>Answer before DVV Verification : 1<br/>Answer after DVV Verification: 09</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |         |         |         |   |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 1.3.2   | <p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years<br/>Answer before DVV Verification : 60<br/>Answer after DVV Verification: 11</p> <p>Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. The HEI has claimed Guidance to competitive exams which is covered in 5.1.4, hence not considered here. Microsoft Excel with Power Point and Microsoft Power Point are components of MS Office and considered as one only. Competitive skill development and claimed under 5.1.4</p> |         |         |         |         |         |   |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 1.3.3   | <p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships<br/>Answer before DVV Verification : 208<br/>Answer after DVV Verification: 00</p> <p>Remark : What the HEI has attached are the UG class projects in the lab. These are not Field projects. Similarly the MSc Projects have also been conducted as part of regular Curriculum for fulfillment of the award of the Degree of MSc(CS). This is not internship. None of the MSc students has done project in the industry.</p>                                                                                                                                                   |         |         |         |         |         |   |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 1.4.2   | <p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website<br/>Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website</p>                                                                                                                                                                                                                                                                                                                                                                                                    |         |         |         |         |         |   |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 2.1.1   | <p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years<br/>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>6</td><td>14</td><td>19</td><td>12</td><td>14</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>                                                                                                     | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 6 | 14 | 19 | 12 | 14 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |  |  |  |  |  |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2016-17 | 2015-16 | 2014-15 |         |         |   |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 6       | 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 19      | 12      | 14      |         |         |   |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2016-17 | 2015-16 | 2014-15 |         |         |   |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |         |         |         |         |   |    |    |    |    |         |         |         |         |         |  |  |  |  |  |



|    |    |    |    |    |
|----|----|----|----|----|
| 00 | 03 | 07 | 04 | 05 |
|----|----|----|----|----|

Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. The HEI in its response has again counted all the students and not the fresh admissions.

## 2.1.2 Average Enrollment percentage

(Average of last five years)

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 402     | 513     | 495     | 416     | 378     |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 196     | 245     | 199     | 189     | 208     |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 720     | 720     | 620     | 520     | 490     |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 250     | 250     | 250     | 250     | 250     |

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 344     | 434     | 415     | 352     | 323     |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 163     | 188     | 155     | 162     | 173     |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|---|---|---|---|---|
|         | <p>Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. The HEI has 196 admissions in 2018-19 out of which 33 are general category students. The remaining are actual students admitted from the reserved categories year-wise during the last five years</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2.3.2   | <p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT<br/>Answer before DVV Verification : 27<br/>Answer after DVV Verification: 27</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2.3.3   | <p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors<br/>Answer before DVV Verification : 21<br/>Answer after DVV Verification: 19</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2.4.3   | <p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers<br/>Answer before DVV Verification : 156.5 years<br/>Answer after DVV Verification: 145.5 years</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2.4.4   | <p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years<br/>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>01</td><td>01</td><td>01</td><td>01</td><td>01</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. The HEI has claimed participation in conference and in University activities as awards. Awards by an organization " Leva Educational Union Ltd" are not awards from state /national /international level from Government recognised bodies . None of the claimed awards are eligible as awards from state /national /international level from Government recognised bodies year-wise during the last five years.</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 01 | 01 | 01 | 01 | 01 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2016-17 | 2015-16 | 2014-15 |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 01      | 01                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 01      | 01      | 01      |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2016-17 | 2015-16 | 2014-15 |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 0       | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 0       | 0       | 0       |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 2.6.3   | <p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution.<br/>Answer before DVV Verification : 44<br/>Answer after DVV Verification: 20</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution<br/>Answer before DVV Verification : 96<br/>Answer after DVV Verification: 85</p> <p>Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 3.2.2   | <p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years<br/>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : As per the HIE statement " In future we establish IPR cell" in the response dialogue box and the data attached with the Metric in response. The HEI was advised that the activities listed did not qualify as workshops/ seminars conducted on Intellectual Property Rights (IPR) and Innovative practices through Industry-Academia. The HEI had included industrial visits rather than innovations E-copy of brochure/invitation letter of workshop /seminar may be attached. The same have been repeated. It was advised that only activities with a bearing on Intellectual Proper Rights, Innovation practices, and Industry- academia initiatives could be considered here. None of the activities conform to the requirements of the Metric.</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 1 | 1 | 1 | 1 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2016-17 | 2015-16 | 2014-15 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 1       | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1       | 1       | 1       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2016-17 | 2015-16 | 2014-15 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 0       | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 0       | 0       | 0       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 3.3.2   | <p>The institution provides incentives to teachers who receive state, national and international recognition/awards</p> <p>Answer before DVV Verification : Yes<br/>Answer After DVV Verification: No</p> <p>Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. During the prize distribution function the award winning teachers are felicitated and garland. The HEI gives duty leave and traveling allowance to the award winners. This is not incentive in the spirit of the Metric..</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1       | 5       | 2       | 5       | 7       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 03      | 0       | 0       |

Remark : The HEI was advised that it had not provided ugc-care website link. The HEI was advised that a large number of links provided in its data were found to have invalid ugc-care website address. The HEI was requested to clean up its data and provide only authenticated and complete information in the NAAC prescribed format with ugc-care website details in Excel file in the form. Only 03 journals have been found to be on the UGC-Care list. These are on science direct and springer lists. 2248-9622 does not exist on Web of Science. You searched for "2320-7817". Total Journals : 0 Sr.No. Journal Title Publisher ISSN E-ISSN Action No Any Journal You searched for "2319-6475". Total Journals : 0 Sr.No. Journal Title Publisher ISSN E-ISSN Action No Any Journal You searched for "2249-555X". Total Journals : 0 Sr.No. Journal Title Publisher ISSN E-ISSN Action No Any Journal

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 6       | 5       | 6       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 6       | 5       | 6       |

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. None of the claimed awards and recognition received are for extension activities. None of these is from Government /recognised bodies.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 21      | 18      | 19      | 15      | 14      |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 14      | 12      | 10      | 12      | 08      |

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 8       | 6       | 12      | 9       | 12      |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 140     | 148     | 178     | 182     | 166     |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|-------|-------|-------|------|------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3.5.2   | <p>Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>5</td><td>4</td><td>4</td><td>3</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>00</td><td>00</td><td>01</td><td>01</td><td>2</td></tr></table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 5     | 4     | 4     | 3    | 2    | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 00      | 00      | 01      | 01      | 2       |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2016-17 | 2015-16 | 2014-15 |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |
| 5       | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4       | 3       | 2       |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2016-17 | 2015-16 | 2014-15 |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |
| 00      | 00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 01      | 01      | 2       |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |
| 4.1.3   | <p>Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities</p> <p>Answer before DVV Verification : 10</p> <p>Answer after DVV Verification: 06</p> <p>Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. As pr the stock register the HEI has 06 projectors. The HEI has counted Cable for LCD as projector (cosyt- Rs 5,500). The class room photographs do not show LCD installed in the class rooms.</p>                                                                                                                                                                                                                                                                                                                                |         |         |         |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |
| 4.1.4   | <p>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.</p> <p>4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>5.502</td><td>2.809</td><td>13.48</td><td>9.34</td><td>6.50</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2.40004</td><td>1.49218</td><td>6.66772</td><td>1.31940</td><td>0.72438</td></tr></table>                                                                                                                                                                                          | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 5.502 | 2.809 | 13.48 | 9.34 | 6.50 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2.40004 | 1.49218 | 6.66772 | 1.31940 | 0.72438 |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2016-17 | 2015-16 | 2014-15 |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |
| 5.502   | 2.809                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 13.48   | 9.34    | 6.50    |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2016-17 | 2015-16 | 2014-15 |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |
| 2.40004 | 1.49218                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6.66772 | 1.31940 | 0.72438 |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |
| 4.2.3   | Does the institution have the following:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |         |         |         |         |       |       |       |      |      |         |         |         |         |         |         |         |         |         |         |

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

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

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

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0.68368 | 0.62255 | 0.54297 | 1.07292 | 0       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0.68368 | 0.62255 | 0.54297 | 1.07292 | 0       |

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 18

Answer after DVV Verification: 10

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

Answer before DVV Verification : 35-50 MBPS

Answer After DVV Verification: 20-35 MBPS

Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. The HEI has provided copy of Broad-Band connection. This provides < 5Mbps bandwidth. The attached document specified upto 50 Mbps for data upto 500GB and then 2 Mbps. Hence average is <50 Mbps.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. What the HEI has included is normal video recording using Mobile. The lecture capturing facility must be as per the ugc requirement  
<https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf> The HEI was requested to provide stock register entries of the equipment for LCS. This has not been done.

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

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

Answer before DVV Verification:

| 2018-19  | 2017-18 | 2016-17  | 2015-16  | 2014-15  |
|----------|---------|----------|----------|----------|
| 10.78397 | 8.71043 | 19.08843 | 11.81741 | 11.32495 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5.78    | 4.43    | 5.09    | 4.81    | 4.32    |

Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. The HEI has included all types of expenses under this head. some of these include Scholarships, Exam Fee, Sports expenditure, functions etc. These are not Expenditure incurred on maintenance of physical facilities and academic support facilities.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 20      | 11      | 12      | 12      | 12      |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 12      | 12      | 12      | 12      | 12      |

Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response.

5.1.3 Number of capability enhancement and development schemes –



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

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

Answer After DVV Verification: D. Any 4 of the above

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120     | 37      | 271     | 383     | 288     |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120     | 37      | 147     | 282     | 178     |

Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. A student attending more than one activity is to be counted as ONE. The HEI has the same students in competitive exam guidance as in career counselling.

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

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

Answer before DVV Verification:

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

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 2 | 0 | 0 | 1 |
|---|---|---|---|---|

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : The HEI has attached proof of State Level Examination and success there in, in respect of 01 student Valvi Devram Chamarya only. The other letters are in regional language with no translation provided. All the letters appear to be letters of Appointment and do not mention Common Exam.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 8       | 7       | 5       | 6       | 6       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 02      | 02      | 01      | 01      | 01      |

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

Answer before DVV Verification : 1 Lakh - 3 Lakhs

Answer After DVV Verification: 1 Lakh - 3 Lakhs

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

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 01      | 00      | 00      | 00      | 00      |

Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. The HEI did not attach any photograph of the meetings. The HEI was requested to provide reports & photographs (captioned and signed by the principal) of the meetings along with the Agenda and proceedings the Association proceedings as claimed, signed by the president of the Assoc and the principal. The HEI was also advised to include report on the meetings with photographs. Only meeting of 03 Oct 2018 is considered.

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

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

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

Answer After DVV Verification: B. Any 4 of the above

Remark : The HEI was requested to provide the Institutional budget statements, ERP Document OR e-copies of the invoice. These have been provided. Screen shots of the user interfaces of each module claimed, showing the name of the college on the log-in page were also requested to be attached and are provided. The HEI has not provided Financial control function of the ERP. The Planning module is only data presentation and not planning module.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 1       | 5       | 2       | 1       |

Answer After DVV Verification :

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

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |         |         |         |         |      |       |       |      |       |         |         |         |         |         |    |    |    |    |    |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|------|-------|-------|------|-------|---------|---------|---------|---------|---------|----|----|----|----|----|
| 6.3.4   | <p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>0</td><td>1</td><td>3</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : The HEI has claimed 02 days activities as Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs. One certificate attached in for student counselor which is the basic for the faculty to be recruited as counselor and not in-service training. The Exam was conducted in Jan 2014 and the HEI claim is in 2014-15.</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2    | 0     | 1     | 3    | 1     | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0  | 0  | 0  | 0  | 0  |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2016-17 | 2015-16 | 2014-15 |         |         |      |       |       |      |       |         |         |         |         |         |    |    |    |    |    |
| 2       | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1       | 3       | 1       |         |         |      |       |       |      |       |         |         |         |         |         |    |    |    |    |    |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2016-17 | 2015-16 | 2014-15 |         |         |      |       |       |      |       |         |         |         |         |         |    |    |    |    |    |
| 0       | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 0       | 0       | 0       |         |         |      |       |       |      |       |         |         |         |         |         |    |    |    |    |    |
| 6.4.2   | <p>Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>3.63</td><td>27.69</td><td>39.96</td><td>6.71</td><td>35.92</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Remark : As per the HIE statement in the response dialogue box and the data attached with the Metric in response. The amount is not shown in the Audited balance Sheet attached with 4.4.1. Contribution of the parent trust is not Grants received from non-government bodies, individuals, philanthropists.</p>                                                                                                                                       | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 3.63 | 27.69 | 39.96 | 6.71 | 35.92 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 00 | 00 | 00 | 00 | 00 |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2016-17 | 2015-16 | 2014-15 |         |         |      |       |       |      |       |         |         |         |         |         |    |    |    |    |    |
| 3.63    | 27.69                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 39.96   | 6.71    | 35.92   |         |         |      |       |       |      |       |         |         |         |         |         |    |    |    |    |    |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2016-17 | 2015-16 | 2014-15 |         |         |      |       |       |      |       |         |         |         |         |         |    |    |    |    |    |
| 00      | 00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 00      | 00      | 00      |         |         |      |       |       |      |       |         |         |         |         |         |    |    |    |    |    |
| 6.5.3   | <p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |         |         |         |         |      |       |       |      |       |         |         |         |         |         |    |    |    |    |    |

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 10      | 4       | 3       | 2       | 2       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 2       | 2       | 2       |

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : B. At least 6 of the above

Answer After DVV Verification: C. At least 4 of the above

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00      | 1       | 00      | 00      | 1       |

Remark : Lecture of rof Bhushan Nikkam on 26 Dec 2017 during camp is considered relevant and eligible. None of the other activities is relevant.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5       | 4       | 4       | 5       | 3       |

Answer After DVV Verification :

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

Remark : The HEI had reports of events without any documentary support in the form of photographs/ brochures etc. It was advise tat the Activities Involving the LOCAL community was the focus of the Metric. The HEI was requested to attach data and reports of any activity showing engagement with local community. It was advised that engagement and activities under this Metric must involve community and preferably should be off campus. Initiatives taken to engage with and contribute to local community must be supported with reports, newsprints, photographs and the like must exhibit such interaction and engagement. The HEI was requested to attach reports signed by the coordinator and the principal for each of these. Photographs captioned for each activity and date, were requested. to be attached. As per the HEI data as relevant has been considered. The HEI has attached only one activity in 2014-15.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 9       | 7       | 6       | 9       | 7       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 4       | 6       | 5       |

**2.Extended Profile Deviations**

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |         |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| ID      | Extended Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |         |         |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.1     | Number of courses offered by the institution across all programs during the last five years<br>Answer before DVV Verification : 364<br>Answer after DVV Verification : 195                                                                                                                                                                                                                                                                                                                                                                           |         |         |         |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.2     | Number of programs offered year-wise for last five years<br><br>Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table><br>Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>09</td><td>09</td><td>09</td><td>09</td><td>09</td></tr></table>                                                                       |         |         |         |  | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2   | 2   | 2   | 2   | 2   | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 09  | 09  | 09  | 09  | 09  |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2016-17 | 2015-16 | 2014-15 |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2       | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2       | 2       | 2       |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2016-17 | 2015-16 | 2014-15 |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 09      | 09                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 09      | 09      | 09      |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.2     | Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years<br><br>Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>533</td><td>533</td><td>459</td><td>385</td><td>363</td></tr></table><br>Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>250</td><td>250</td><td>250</td><td>250</td><td>250</td></tr></table> |         |         |         |  | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 533 | 533 | 459 | 385 | 363 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 250 | 250 | 250 | 250 | 250 |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2016-17 | 2015-16 | 2014-15 |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 533     | 533                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 459     | 385     | 363     |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2016-17 | 2015-16 | 2014-15 |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 250     | 250                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 250     | 250     | 250     |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 3.1     | Number of full time teachers year-wise during the last five years<br><br>Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>32</td><td>25</td><td>25</td><td>23</td><td>22</td></tr></table><br>Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>31</td><td>25</td><td>26</td><td>22</td><td>21</td></tr></table>                                                         |         |         |         |  | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 32  | 25  | 25  | 23  | 22  | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 31  | 25  | 26  | 22  | 21  |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2016-17 | 2015-16 | 2014-15 |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 32      | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 25      | 23      | 22      |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2018-19 | 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2016-17 | 2015-16 | 2014-15 |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 31      | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 26      | 22      | 21      |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 3.2     | Number of sanctioned posts year-wise during the last five years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |         |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 39      | 22      | 22      | 22      | 22      |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 39      | 25      | 26      | 23      | 22      |

4.3

Number of computers

Answer before DVV Verification : 80

Answer after DVV Verification : 64