

SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**J. M. PATEL ARTS, COMMERCE AND SCIENCE
COLLEGE, BHANDRA(MAH)**

**RAJGOPALACHARI WARD, CIVIL LINES
441904**

www.jmpatelcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The college is entering the third cycle of quality assessment and accreditation, which it views, like the previous cycles, as yet another opportunity to strengthen its quality assurance. In the process of preparing for this assessment the college has tried to take stock of its various plans, achievements and performances, as well as review its policies, actions and provisions. In this SSR the college has tried to give as representative a reflection as possible of its standing. However, it may be mentioned here that the whole experience of self-appraisal is a productive contribution for further deepening the internal understanding as an organisation. The following sections attempt to summarise the key points of the overall data and descriptions presented in the SSR.

Vision

The college envisions itself as the torchbearer of knowledge for the community in the region and as playing the role of a humanistic, relevant and nation-building agent. It envisions itself both as a catalyst that facilitates empowerment and as a nucleus around which the empowering processes are built and nourished. As a means of this facilitation and empowerment education is fundamental and crucial, which the college accepts as its responsibility to provide in a nourishing, pleasant and qualitatively rich environment.

Mission

Both the vision and the mission of the college are embodied in the Sanskrit inscription included in its logo, “*Prajvalito Jnanamaya Pradipah*”, “Let us light the lamp of knowledge”. The college has adopted the mission of providing equitable access to education to all. In tune with the national higher education policies and vision, the mission is characterized by goals of equitable access, inclusive education, relevance of education to life, citizenship training, etc. In more practical terms, the mission translates into the following goals and objectives:

- Providing access to as many educational programmes as possible to the local community
- Providing support, scope and opportunities to under-privileged sections of the learning community
- Striving to make the teaching-learning relevant to the needs and interests of the learners
- Providing supplementary and complementary training/ teaching to enhance the knowledge and skills of the learners for a successful and meaningful life as citizens
- Striving to inculcate fundamental national values like national spirit of integration, resistance to discrimination, civic sense, inclusive approach, etc.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Good and comprehensive leadership
- Decentralized governance, participatory management, collaborative environment
- Very good infrastructure; regularly maintained and periodically updated

- Wide range of programmes and courses in an area of limited higher education access
- Strongly interested and serious students
- Experienced faculty
- Long-standing history and a positive institutional image and goodwill

Institutional Weakness

- Economically weak background of students
- Constrained by norms and prescriptions of affiliating university
- Some vacancies of full-time staff
- Few non-conventional courses
- Low performance of student in competitive examinations

Institutional Opportunity

- Scope to introduce skill based and needs based courses
- Chance to develop more linkages and collaborations
- Generating internal revenue through variety of means
- Utilise staff expertise and academic facilities for remunerative consultancy

Institutional Challenge

- Dealing with irregular financial support
- Increasing student progression to higher studies
- Overcoming limited scope for internship and on-the-job training
- Strengthening of entrepreneurship and placement support system

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college works within the constraints of affiliating university and the consequent lack of autonomy of designing curriculums, assessment and materials. However it tries to ensure effective curriculum delivery through ensuring awareness and preparedness of students about the curriculum, adaptations, supplementation and enrichment in dealing with curriculums and monitoring student uptake and teaching progress on the curriculum to make constant course corrections. The delivery of curriculum is attempted through application oriented, hands-on experiences of learning, a constructivist approach to teaching-learning, and the use of ICT, online resources and multimedia activities. A range of teaching and assessment strategies like lectures, group discussions, student presentations, field and home assignments, project-based learning, task-based learning, group/ pair work etc are adopted. Though not included in the university credit awarding scores, the college regularly carries out its own CIE to evaluate the progress of teaching and learning. Inputs from CIE, teacher observations and student feedback are used to make ongoing course corrections in the teaching. Besides extensive teacher and peer support, curriculum delivery is consolidated by a conducive and supportive ambience, excellent teaching-learning facilities, spacious classrooms and modern laboratories, range of

equipment and resources and a pleasant green campus. Students are encouraged to take learning beyond the textbooks and classrooms. The college tries to integrate gender equity, environment conservation, human values and professional ethics into the curriculum in a variety of ways. While some of these are incorporated into curricular content, the college also organizes various programmes, courses, activities and events to nurture these values.

Teaching-learning and Evaluation

Teaching, learning and evaluation are aligned with the college mission and the objectives. Efforts are made to align teaching to student needs and interests as well as abilities. After assessing entry level of students, teachers try to address these differences and cater to both weak and advanced students. Teachers support them through remedial teaching, extra coaching, providing suitable materials and extra time beyond classroom hours and follow diverse ways of teaching. They try to make teaching interactive and interesting. Powerpoint and audio-visual aids, hands-on assignments, use of multimedia, task-based learning, quizzes and debates, laboratory experiments and many others form the pedagogic repertoire of teachers. These are supplemented by field visits and projects, expert talks, research studies and study circles. Online resources and communities further consolidate the teaching-learning process. Teacher-student engagement extends through WhatsApp, Facebook and email groups. Innovations like blended learning material and multimedia activities are being used. Peer teaching, collaborative and co-teaching, group study and notes pooling, etc are some innovative things happening. Assessment of the university is supplemented by a mix of conventional and non-conventional ways of internal evaluation. The college also promotes use of ICT and online assessment in internal evaluation. The internal evaluation mechanism is quite robust in frequency, variety and transparency. The college also has effective grievance redressal mechanisms to deal with assessment related concerns. As different means of planning and systematization, the college meticulously follows annual academic calendars, has prepared PSOs and COs, and tries to measure their attainment in various ways.

Research, Innovations and Extension

The college has a supportive environment for research and innovation, as manifest in the material resources including infrastructure, facilities and funds, and the human resources. The college has excellent infrastructure of libraries, laboratories, workspaces for faculty members, technological amenities and administrative support. Access to computers and peripherals, wi-fi campus and high-speed internet connectivity, and thousands of e-journals and e-books is also available. The college supports through flexible work schedule, paid leave, relaxation in workload and office assistance. The college has highly qualified and academically active faculty members, many of whom Ph. D. supervisors and advanced researchers in their own right. The college has research centres recognised by the affiliating university in several subjects, and also has mechanisms and systems in place to promote and support research and innovation. The college has very good interaction and outreach activities with the local community and a strong involvement of students in these activities. A large number of extension activities are carried out every year on issues like national integration, nature conservation, disaster management, gender sensitization, Swachha Bharat mission, women empowerment, etc. The nature of activities include rallies and campaigns, village adoption, plantation, cleanliness drives, expert presentations, blood donation camps, short trainings aimed at employability skills, health camps, literacy programmes, yoga camps and trainings, small and specific studies or surveys, collection and distribution of materials, field visits and Shram Daan, etc. Teachers and students are actively involved in these undertakings right from the planning stage to actually implementing and sustaining the activities.

Infrastructure and Learning Resources

The college has a large green campus and adequate facilities and infrastructure for effective teaching and learning, with several buildings, classrooms, seminar halls, laboratories and well-stocked library with extensive e-access. Several departments have their own libraries and e-libraries. The library is automated with mobile and e-access to catalogues. The entire campus is wi-fi and every classroom and laboratory has internet access. The main computer centre operates with 160 computers, besides three smaller computer centres. All departments have separate computers and peripherals. A large number of audio-visual aids including LCD projectors, smart TVs and electronic white boards are also available. The campus has separate parking for girls, boys and staff. There are also common rooms for girls and canteen facilities on the campus. The college has its own solar power generation units and diesel generators for back up. Sports facilities include grounds for basketball, handball, volleyball netball, badminton, ball badminton, kabaddi, besides two boxing rooms, two table tennis rooms and rooms for board games. The college has a modern gymnasium and shaded partially open area for yoga and outdoor fitness activities. There are enough instructors, coaches and trainers. With a healthy student-computer ratio, wi-fi access to all classrooms and e-learning aids, the college has been able to integrate ICT well into teaching-learning. Over the past five years ICT infrastructure has been constantly expanded and upgraded. The college follows settled policies for utilization and maintenance of physical, academic and support facilities on its campus. The entire campus and its facilities are well-maintained.

Student Support and Progression

The college has several mechanisms and systems of student support. A large number of students benefit every year from freeships and scholarships under different government schemes, with additional support from the college, staff members, alumni and university student welfare fund. Security measures include CCTV, guards and platforms like anti-ragging committee and grievance redressal committee. The college organizes numerous activities to prepare students for career and employment. The training and placement cell also helps students in placement. The college has a good track record of extra-curricular, extension, sports and cultural activities, with scores of students marking great achievements every year. Students had a place in college functioning through the Student Representatives' Council while it existed before being scrapped by a government order. Students still continue to be represented in planning and activities of the college through some committees, student groups, and academic forums. The College has an active Alumni Association. One highlight of its activities is the student support/ scholarship programme running for a few years now. It also regularly collaborates with the college in organising activities and helps college students in procuring jobs or getting internship opportunities. The number of students progressing to higher studies is quite good, given the fact that a majority of students come from poor families and need to start earning quickly. The percentage of students clearing competitive examinations is low, but that reflects only the overall trend of the entire state, where the passing percentage at most competitive examinations is very low.

Governance, Leadership and Management

The college governance promotes efficiency, transparency, participatory management and internal autonomy. It is decentralized through different levels and committees, cells and wings. The college perspective plan aims at enhancing quality of services and products and cover new grounds. Various committees work collaboratively and contribute to the overall smooth governance and functioning of the institution. The college also has a range of welfare measures including Employees Credit Cooperative Society and Consumer Cooperative Society, discounts and concessions for staff or their wards for further studies, financial help to attend conferences, etc.

Regular appraisal of staff performance is carried out in a variety of ways. The accounts and financial transactions adhere to norms and standards in practice, with internal and external audits and multiple checks and balances. The college mobilizes funds through internal revenue generation and optimum utilization of resources. The IQAC makes significant contributions to institutionalizing various processes and strategies including documentation and record-keeping, monitoring, formalizing agreements, institutional planning and strategizing, etc. The IQAC works to raise quality awareness of stakeholders, and with teachers and students to make teaching-learning more innovatives and effective. The college conducts a periodic review of teaching-learning processes and learning outcomes. Regular feedback is collected from different stakeholders and inputted to planning and decision making. Feedback is collected formally through feedback instruments and informally through interactions and observations. The incremental improvement in quality since last accreditation is demonstrated by infrastructure augmentation, expansion of of ICT and automation, improvement in academics, better maintenance and security, and developmental and green initiatives.

Institutional Values and Best Practices

For the high number of girl students the college ensures enough safety and security (CCTV, security agency, monitoring and counselling committes), as well as comfort and convenience (common room, separate parking, sanitary napkin vending machine). The college also organizes activities and events on gender sensitization. It displays a strong environmental awareness and actively adopts and promotes eco-friendly practices. Good mechanisms are in place for waste management. It conserves resources through recycling and reusing and has rainwater harvesting, vermi compost, waste water reusing and wastage reduction practices in operation. The campus is very green campus and offers a pleasant and clean ambience. There is limited vehicular traffic, with less than 10% of students using personal vehicles. Most students use public transport or walk to the college. Paper use is minimized through digitization of records and e-communication. There are three solar energy units supplying nearly half of power requirement. Energy requirement is further reduced through energy efficient items like LED bulbs. The campus is largely plastic free. The college also conducts green audit through professional agencies. The college regularly holds a variety of programmes and activities to promote moral and ethical values, to commemorate important national figures, to nurture civic sense and social commitment. The college maintains transparency in all aspects including financial, academic, administrative and auxiliary functions. The college adheres to the established norms, standards and practices of regulatory and monitoring authorities and ensures that there are adequate redressal mechanisms if anyone is aggrieved in this regard.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	J. M. Patel Arts, Commerce And Science College, Bhandra(mah)
Address	RAJGOPALACHARI WARD, CIVIL LINES
City	BHANDARA
State	Maharashtra
Pin	441904
Website	www.jmpatelcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	VIKAS DHOMNE	07184-252364	9423113268	07184-253268	iqacjmpe@gmail.com
IQAC Coordinator	AMOL PADWAD	07184-25236400	9326911033	07184-2532681100	englishjmpe@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	20-06-1964

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

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition

Under Section	Date
2f of UGC	20-06-1969
12B of UGC	20-06-1972

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-03-2017	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2014
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	RAJGOPALACHARI WARD, CIVIL LINES	Urban	5.06	10000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	HSSC	Marathi	520	442
UG	BCom,Commerce	36	HSSC	English,Marathi	370	361
UG	BVoc,Commerce	36	HSSC	English	50	15
UG	BCom,Commerce	36	HSSC	English	120	38
UG	BVoc,Science	36	HSSC	English	50	49
UG	BSc,Science	36	HSSC	English	462	442
UG	BBA,Management	36	HSSC	English	220	141
PG	MCom,Commerce	24	BCOM	Marathi	60	60
PG	MA,English	24	GRADUATION	English	80	45
PG	MA,Marathi	24	GRADUATION	Marathi	80	11
PG	MA,History	24	GRADUATION	Marathi	80	48
PG	MA,Geography	24	GRADUATION	Marathi	80	0
PG	MA,Sociology	24	GRADUATION	Marathi	80	47

PG	MA,Home Economics	24	GRADUATION	Marathi	80	0
PG	MSc,Botany	24	BSC	English	22	21
PG	MSc,Zoology	24	BSC	English	22	20
PG	MSc,Computer Science	24	BSC	English	22	0
PG	MBA,Management	24	GRADUATION	English	60	60
PG	MSc,Mathematics	24	BA BSC	English	22	0
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Science	12	BSC	English	60	0
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Science	12	GRADUATION	English	60	0
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	MCOM	English,Marathi	20	0
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	MCOM MBA	English	20	0
Doctoral (Ph.D)	PhD or DPhil,English	36	MA ENG	English	20	0
Doctoral (Ph.D)	PhD or DPhil,Geography	36	MA GEO	English,Marathi	10	0
Doctoral (Ph.D)	PhD or DPhil,Botany	36	MSC BOT	English	10	1
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	MSC ZOO	English	10	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				35				20			
Recruited	1	0	0	1	21	7	0	28	8	8	0	16
Yet to Recruit	0				7				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	5	2	0	7
Yet to Recruit	0				0				3			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				27
Recruited	21	2	0	23
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				27
Recruited	18	3	0	21
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	15	4	0	6	6	0	32
M.Phil.	0	0	0	3	0	0	1	0	0	4
PG	0	0	0	3	3	0	1	2	0	9

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	2	0	7

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	28		31		59

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	1130	22	0	0	1152
	Female	1764	22	0	0	1786
	Others	0	0	0	0	0
PG	Male	118	0	0	0	118
	Female	317	9	0	0	326
	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	112	115	114	103
	Female	138	169	144	174
	Others	0	0	0	0
ST	Male	34	44	62	62
	Female	37	38	44	51
	Others	0	0	0	0
OBC	Male	361	334	432	403
	Female	537	606	559	606
	Others	0	0	0	0
General	Male	83	82	68	78
	Female	199	243	268	213
	Others	0	0	0	0
Others	Male	42	54	58	34
	Female	70	78	66	94
	Others	0	0	0	0
Total		1613	1763	1815	1818

3. Extended Profile

3.1 Programme

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

Response : 369

Number of self-financed Programmes offered by college

Response : 35

Number of new programmes introduced in the college during the last five years

Response : 10

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3386	3232	3153	2919	2439

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

2016-17	2015-16	2014-15	2013-14	2012-13
1219	1196	1215	1347	1275

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

2016-17	2015-16	2014-15	2013-14	2012-13
809	695	667	525	1002

Total number of outgoing / final year students

Response : 3698

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
104	97	109	112	106

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

2016-17	2015-16	2014-15	2013-14	2012-13
45	45	50	54	48

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
56	56	56	56	56

Total experience of full-time teachers**Response : 1246.5****Number of teachers recognized as guides during the last five years****Response : 26****Number of full time teachers worked in the institution during the last 5 years****Response : 58****3.4 Institution****Total number of classrooms and seminar halls****Response : 39****Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
291.67	514.01	507.37	426.51	474.00

Number of computers

Response : 287

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.45

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.15



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:

Effective curriculum delivery is planned at three levels - ensuring awareness and preparedness of students, actual dealing with the curriculum during the semester and monitoring student uptake and teaching progress on the curriculum. Curriculums and syllabuses are available to students through university website, college prospectus and departmental displays, besides copies available in respective departments and the library for student use. At the beginning of the course, teachers spend some time on the orientation about curriculum, checking student preparation and carrying out bridge or support activities as necessary. The actual delivery of curriculum is done through a variety of approaches and methods, trying to bring in application oriented, hands-on experiences of learning, drawing on the constructivist approach to teaching-learning. Attempts are made to enrich the curriculum delivery by the use of ICT, online resources and multimedia activities and by the diversity of teaching strategies like lectures, group discussions, student presentations, field and home assignments, project-based learning, task-based learning, group/ pair work and many other learner centered practices. Efforts are also made to adapt the curriculums as relevant to the needs and interests of the students, however the college has limitations in this, since it has no freedom or control over the centrally prescribed curriculum of the affiliating university. In order to monitor student learning and teaching progress, regular assessment is carried out, though the university prescribes only a few summative tests. Inputs from periodic class tests, unit tests, class and home assignments and student feedback are used to make ongoing course corrections in the teaching plans by the faculty. In all these processes, students receive regular support from the faculty, while peer support is also encouraged and promoted. In addition, the members of the faculty are available to regular mentoring and counselling, both in academic as well as personal matters as the need be. Remedial teaching, bridge courses, tutoring for focused attention and informal out-of-the-class discussions also work as means of useful support for students. The teachers try to extend this support beyond the classroom and institution, for example by creating interactive groups on WhatsApp, Facebook and emails, where regular exchange of ideas, experiences and resources goes on to mutual benefit. The teaching and assessment processes are transparent and well-communicated, and students often have a chance to give their inputs in organising them. Effective curriculum delivery is consolidated by a very conducive and supportive ambience, excellent teaching-learning and general facilities, spacious classrooms and modern laboratories, range of equipment and resources, including e-resources and online resources, a well-stocked central library and several small purpose-built departmental libraries and a pleasant green campus. Teaching faculty regularly encourages students to go beyond the textbooks and prescriptions, offer supplementary reading and study notes, lead students a variety of online materials and in general promote among students receptive and inquisitive approaches to curriculums and to learning.

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

Response: 8**1.1.2.1 Number of certificate/diploma programs introduced year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	02	0	02	04

File Description**Document**

Details of the certificate/Diploma programs

[View Document](#)**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response: 24.55****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**

2016-17	2015-16	2014-15	2013-14	2012-13
17	17	06	10	08

File Description**Document**

Details of participation of teachers in various bodies

[View Document](#)**1.2 Academic Flexibility****1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years****Response: 55.83****1.2.1.1 How many new courses are introduced within the last five years**

Response: 206

File Description**Document**

Details of the new courses introduced

[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 77.78

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

Response: 21

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

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 34.24

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

2016-17	2015-16	2014-15	2013-14	2012-13
937	1107	1006	1099	969

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

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

The college tries to integrate various values and issues like gender, environment conservation, human values and professional ethics into the curriculum in a variety of ways. In most cases the prescribed curriculums have specific units, topics and teaching points which are directly linked to one or more of these issues. A list of various courses, units and topics is given in the file uploaded below. While teaching these topics the faculty members ensure that the underlying issues are brought forth for greater awareness raising and discussed in terms of their relevance and implications for the students' lives. In addition, various assignments also include a focus on one or more of these issues. Typically assignments like poster making, short essays, student presentations and group discussions include these topics. The college also

runs an add-on course in environmental studies for all second year students, as mandated by the university, with a view to promote better environmental awareness and eco-friendly practices. There are also a wide range of co-curricular activities like debates, guest lectures, seminars, film shows and elocution which are themed around these topics. The college conducts programmes under the auspices of the Women's studies Center on gender sensitization, under NSS, NCC and Adult Education Centre on environment and sustainability and under various departments on professionalism and ethics. The college has also conducted short courses on positive discrimination and research methodology, which incorporated these values.

File Description	Document
Any Additional Information	View Document

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

Response: 8

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

Response: 08

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 11.1

1.3.3.1 Number of students undertaking field projects or internships

Response: 401

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4)

Alumni 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
URL for stakeholder feedback report	View Document

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
URL for feedback report	View Document

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: 1.47

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

2016-17	2015-16	2014-15	2013-14	2012-13
53	49	47	51	25

File Description

Document

Institutional data in prescribed format

[View Document](#)

List of students (other states and countries)

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 82.61

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

2016-17	2015-16	2014-15	2013-14	2012-13
1818	1778	1763	1613	1606

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

2016-17	2015-16	2014-15	2013-14	2012-13
2034	2054	2024	2166	2126

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 99.76

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

2016-17	2015-16	2014-15	2013-14	2012-13
1219	1196	1215	1331	1275

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

The assessment of the entry level student competencies and prior knowledge happens through a combination of ways. The admission of students to various programmes takes place on the basis of their performance in qualifying examinations. This performance is assumed to be indicative of certain levels of skills and knowledge. In addition, when the students actually enter the programmes, they are formally and informally assessed in the initial period through class tests as well as classroom participation and performance. Teacher observations also contribute to developing an idea of the student levels of abilities and knowledge. This helps teachers in broadly identifying different groups of students in terms of their entry level. Though the college does not have a policy of segregating students into weak and strong, teachers try to cater to the different ability levels of these students. For weaker students there are a range of ways of supporting such as remedial teaching, extra coaching and providing study materials. Teachers also give extra time to these students and are available beyond designated classroom hours to satisfy their queries. In many cases, such students are encouraged to form small collaborative groups where members help each other and try to collectively address their difficulties. For the more advanced students, teachers encourage them for extra study, reading a variety of reference and additional material and often personally provide some of these. Such students are also encouraged to spend more time with their teachers, when teachers guide them on further expansion of their abilities. Since the classroom teaching and learning usually happens in mixed ability groups, and is pitched at a general student profile, the advanced students are encouraged for more autonomous learning, for example, by exploring online resources and online short courses and by taking up additional studies during vacations.

2.2.2 Student - Full time teacher ratio

Response: 35.09

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.3

2.2.3.1 Number of differently abled students on rolls

Response: 11

File Description	Document
Institutional data in prescribed format	View Document
List of students(differently abled)	View Document

2.3 Teaching- Learning Process

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

Response:

The college runs programmes in various disciplines and each programme has a different nature and structure from others to some extent. Accordingly, teachers follow diverse ways of teaching and classroom practices in order to promote student learning as effectively as possible. The college does not underestimate the value and use of lectures as a way of teaching and therefore does not discourage teachers from including some sessions in the form of lectures every semester. However, teachers try to make these lectures as interactive and interesting as possible, for example, by using powerpoint presentations and audio-visual aids and by including open discussions and tasks within them. In addition, efforts are also made to make teaching sessions student centered by the use of group work, student presentations, hands-on assignments, use of multimedia activities, task-based learning, small quizzes and debates, laboratory experiments, solving worksheets, and so on. Then there are also various other activities like field visits and projects, educational tours, guest talks by other experts, small student research studies and subject-related study forums, which add to student centered pedagogic practices operating in the college. Teachers recognise the importance of allowing students scope and space to construct their knowledge and hence try to include ways and means of ensuring this. One key aspect of this approach is that teachers actively encourage and support students to take their learning beyond the classrooms and prescribed textbooks, and to connect it with the world outside the classroom. For this purpose, on the one hand, students are informed about and encouraged to use numerous online resources (like study notes from various universities, explanatory material from digital storehouses like NPTEL or demonstrative videos from experienced teachers) and also to undertake some of the hundreds of free online courses available on small specific aspects of their courses. On the other hand, teachers encourage students to continue to interact beyond the classroom and support each other through, for example, WhatsApp groups, email groups and Facebook communities. Teachers are often themselves members on these groups and keep responding to student needs and queries, or providing useful inputs, links, references, etc, at any hour of the day.

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

Response: 88.35

2.3.2.1 Number of teachers using ICT

Response: 91

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

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

Response: 39.28

2.3.3.1 Number of mentors

Response: 92

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Numerous student centered teaching approaches and methods in the college have been described in a previous section (2.3.4), which also include several examples of innovative and creative ways of teaching and learning, such as extension of classroom learning through online resources and continuous student-student-teacher interactions and collaborations through WhatsApp or online groups. Some more instances of innovation and creativity in teaching and learning are given here. In some courses, teachers have tried to improvise the prescribed study material into blended learning material. In this case attempts were made to convert the exclusively print material into a combination of print, audio and video material through using QR-code based links. In some other courses, various multimedia activities are being built into routine classroom sessions, which extend beyond the class. A part of the activities happens in the class, while another part extends outside the classroom and the classroom hours. Many teachers have been using various ICT and Web 2.0 tools extensively and in innovative ways, not only to enrich their own teaching, but also to help students get more power and control of their own learning. In some programmes teachers periodically try peer teaching as a means of providing more enriched learning. In these cases, students themselves prepare and teach small teaching points of their choice from the curriculum, followed by general discussion, with the teacher coordinating and supporting all through. In some humanities and social

sciences courses the teachers have tried to encourage the preparation of group study notes. Students typically study alone and prepare their individual personal notes, but in this case, they work together in small groups on common topics and collectively prepare notes. The process generates good discussions and collaborative learning, while lessening the burden of working alone. In another version of this innovative approach, students are encouraged to identify different topics to prepare their personal notes on, which are then pooled together and shared together as a whole class resource. On many programmes teachers offer students chances to evolve and work on small projects or experiments to consolidate their learning. Some departments have developed curriculum related small “e-libraries” housing numerous e-resources like articles, books, audio and video clips, which have a direct bearing on the topics in curriculum and which offer easy-to-locate and ready-to-use materials for the students. Many teachers also use individual, pair or group posters as a means of supplementing teaching as well as assessment of the students.

2.4 Teacher Profile and Quality

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

Response: 86.43

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

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

Response: 63.55

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

2016-17	2015-16	2014-15	2013-14	2012-13
32	31	31	31	28

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 12.1

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Average 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: 8.28

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	1	5	3	6

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

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

Response: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	6	7	7

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:

In the evaluation plans of the affiliating university, a small amount of internal assessment has been mandated for the college. For each programme, the university has also indicated certain content and formats of assessment, which are mostly conventional. However, the college constantly tries to supplement and improvise on these mandated internal assessment prescriptions in different ways. In most programmes the continuous internal evaluation covers all aspects of the curriculum and not just those prescribed for formal internal assessment by the university. Moreover, the college also uses many more means and ways of internal assessment than those indicated by the university. Efforts are always made to use a combination of conventional and non-conventional ways of ongoing internal evaluation of student progress. The college conducts periodic class tests and unit tests, the calendar for which is announced in advance. Often these class tests are also conducted in non-conventional and innovative ways. In addition to assessing in this way, students are also internally assessed through individual, pair or group presentations, student seminars, small projects and assignments, which can be individual, pair or group tasks. In some programmes, students are also offered chance of choosing their own topics or tasks, or to choose a way of getting assessed. Poster displays, powerpoint-based summaries, video presentations, home assignments, etc are some other means of continuous internal evaluation used on various programmes. The college also promotes the use of ICT and online assessment platforms or tools in internal evaluation. One instance of this is the OMR based assessment used on many programmes. Various reforms in the internal evaluation also include task or activity based evaluation, use of debates or quizzes for the purpose of assessment, open book tests or tasks and open ended assignments.

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

Response:

The internal evaluation mechanism is quite robust in terms of frequency, variety and transparency. As mentioned above in 2.5.1, the internal evaluation plan prescribed by the affiliating university is quite limited in terms of frequency, structure and content. The college has evolved its internal evaluation in additional ways to overcome these restrictions. As regards the frequency, the college conducts four rounds of unit or class tests during the year, which are a little more conventional and carried out as a whole institution activity. In addition, teachers individually carry out various assessment activities like additional class tests, home and class assignments, presentations and filed tasks. Together these evaluation activities happen at a good frequency, given the actual limited duration of each semester. As regards the variety of CIE tasks, there is a wide range from the conventional pen and paper tests to student presentations and seminar, class and home assignments, group and pair work, field tasks, poster displays, open book tests, online tasks, etc. As regards the transparency of the overall CIE process, the college ensures that there is adequate advance intimation of all CIE activities to concerned students, including the timing, the nature and the format of the assessment activities. The broad calendar of the assessment stages is announced right at the beginning of the year. Individual tests are notified on the display boards and to the classes in advance. Students have regular access to the concerned teachers before and after tests for discussions and satisfying their queries. The performance records on the tests are available to the students and can be discussed with their teachers if they wish. Teachers also try to ensure that the students get a chance to understand and interpret various CIE tasks in terms of their relation to overall curriculum and the students' own preparation for the final university assessment.

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

efficient

Response:

The credit-awarding examinations are all conducted by the affiliating university, and it has its own mechanisms of redressing student grievances about examinations. The college has neither a role in nor any control over these mechanisms, though the college fully supports any student wishing to approach the university for grievances. In such cases, the college helps the students in contacting the concerned official, supplies any required information from the college office immediately, issues required letters, references or clarifications, if any and sometimes even deposes an administrative staff member to visit the university to follow up on the grievances. For other examinations including the CIE activities the college has a transparent, robust and fast internal mechanisms to deal with student grievances. In case of any grievance, the concerned member of the faculty who conducts the examination is the first point of approach for grievance. Grievances are typically sorted out on the same day. In those rare cases, if a student is not satisfied with the redressing offered by the teacher, s/he can approach the head of the respective department, who again addresses the grievance immediately on the same day. As the data on student grievances will show, there has been no instance in the last five years where student grievances regarding examinations were not sorted out in these two stages. However, the college still has made provisions for further redressing. There is a separate Examinations Committee with faculty-wise representatives which students can approach for any unsatisfied concerns. There is also a Grievance Redressal Committee, which is available to deal with all kinds of grievances including examinations related ones. In the extremely rare and unprecedented case of students not being still satisfied, the Principal and the College Development Council are the final authorities to approach. At all stages from the individual teacher and head of the department to the Examinations Committee and Grievance Redressal Committee, all grievances are dealt with in a time-bound fashion in the shortest possible time. The names of all faculty members as well as the members of the Examinations Committee and the Grievance Redressal Committee are publicly displayed in the prospectus of the college, which every student gets a copy of at the time of admissions.

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

Response:

The college has an annual academic calendar which is prepared in consultation with the members of faculty, the management representatives and the administrative staff. A broad outline of the calendar is notified at the beginning of the year and also communicated to students through the college website, displaying on the announcement boards, at the orientation programmes and by teachers in the initial classes. It is difficult to prepare this calendar in too specifically, since it depends on the detailed calendar of the affiliating university, particularly examinations schedules. These schedules are declared semester-wise nearer the examinations times, following which the college also announces details of its own activities for CIE. The college meticulously follows the calendar, though there is internal flexibility built into it, which allows individual faculty members or departments to accommodate their own constraints and priorities in finalizing the CIE plans. Thus, there are three aspects to the academic calendar in terms of CIE activities. One is the broad institutional level, where the college prepares the year-long schedule and notifies it in advance at the beginning of the year. Another level is the departmental CIE schedule, which is usually worked out in consultation with departmental faculty members and announced by the departments to their students. The third level is the individual teachers' CIE plans, where the teachers plan for specific

activities, but these activities are also planned in consultation with other colleagues in order to avoid overlaps.

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:

The Programme, Programme Specific and Course Outcomes for all the programmes are prepared following the university curriculums in consultation with and with the participation of all teachers from all programmes. These outcomes are prepared keeping in view the overarching goals of particular programmes and the specific objectives of various courses within a programme. The outcomes usually reflect the perceptions of the affiliating university, which has designed the curriculum in the first place, but they also include the perceptions and expectations of the college. There is a general awareness of and knowledge about the POs, PSOs and COs among various stakeholders to different extent. The teachers have much greater awareness about them since they are involved in framing them, following them in their practice and monitoring them in terms of student performance and outcome achievements. The POs, PSOs and COs are displayed on the college website and are publicly available to all. The teachers draw students' attention to these outcomes and discuss them with the students at least at two important junctures of the academic year. The first is at the beginning of the course, during the general orientation sessions and during the early classes when they familiarize the students with the prescribed curriculums and syllabuses. The second is the revision and preparation stage just before teaching closes and students start preparing for the final university examinations.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document

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

Response:

The attainment of the outcomes at programmes level and at the specific courses level are mainly measured through the student performances at various evaluative activities. One key indicator is the student performance at the university examinations in both theoretical and practical tests. Then there are also other indicators of the attainment of outcomes, such as student performance at various CIE activities, their classroom participation and engagement, their laboratory and field work, the feedback coming from the students, the teachers and other stakeholders, as well as the regular observations by the teachers. How far students have managed to display some of the outcomes is also implicitly measured by their use of their knowledge and skills in non-curricular activities and responsibilities.

2.6.3 Average pass percentage of Students**Response:** 60.07

2.6.3.1 Total number of final year students who passed the university examination

Response: 486

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

Response: 809

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:**

File Description	Document
Database of all currently enrolled students	View Document

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

Response: 23.89

3.1.1.1 Total Grants for research projects sponsored by the government/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)

2016-17	2015-16	2014-15	2013-14	2012-13
4.60	4.82	7.07	1.10	6.30

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 20.39

3.1.2.1 Number of teachers recognised as research guides

Response: 21

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 1.02

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

Response: 59

File Description	Document
List of research projects and funding details	View Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

The ecosystem for innovations in the college has two key aspects, the material resources including infrastructure, facilities and funds, and the human resources. The college has excellent infrastructure to support innovations, autonomous work and research. It has well-stocked libraries, well-equipped laboratories, independent workspaces for faculty members, separate and adequate technological amenities and support for any initiatives in innovation and research. All departments and faculty members have separate access to computers and peripherals including printers, scanners, photocopiers and so on. The entire campus is wi-fi, and the departments also have additional high-speed internet connectivity through leased line nodes. The college subscribes to scores of print journals and is a member of INFLIBNET, which brings access to over 8500 international journals and over half a million e-books. The college provides support in terms of flexible work schedule, paid leave, relaxation in workload and assistance of technical and administrative staff for any endeavour in innovation and research. In terms of human resources the college has highly qualified and academically active faculty members, many of whom are members of various prestigious academic bodies, editors of journals, Ph. D. supervisors and advanced researchers in their own right. The college has research centres recognised by the affiliating university in several subjects, and also has mechanisms and systems in place to promote and support research and innovation. Researchers and innovation aspirants have been getting regular support through the former research promotion committee and the current research advisory committee of the college. The college also has good relations with the local government agencies, industry sector and NGO sector, which offer further opportunities.

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

Response: 8

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	03	01	02	00

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: Yes	
File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: Yes	
File Description	Document
e- copies of the letters of awards	View Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years	
Response: 0.65	
3.3.3.1 How many Ph.Ds awarded within last five years	
Response: 17	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years	
Response: 0.42	
3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years	

2016-17	2015-16	2014-15	2013-14	2012-13
18	18	29	19	18

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

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

Response: 0.12

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

2016-17	2015-16	2014-15	2013-14	2012-13
05	11	05	05	02

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

3.4 Extension Activities

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

Response:

The college has very good interaction and outreach activities with the local community and a strong involvement of students in these activities. A large number of extension activities are carried out every year, especially under the auspices of NSS, NCC, the Adult Education and Extension Centre and through various study circles and student forums. These activities focus on various nationally and locally significant issues like national integration, nature conservation, disaster management, gender sensitization, saving the girl child, health and hygiene, Swachha Bharat mission, literacy and adult literacy, promotion of self-employment, women empowerment, educational access and support, prevention of drug abuse, awareness about and conservation of local historical, natural and cultural heritage, anti-superstition activities, etc. The nature of activities include rallies and campaigns, village adoption, plantation programmes, cleanliness drives, expert presentations, blood donation camps, short trainings aimed at

employability skills, health camps, literacy programmes, yoga camps and trainings, small and specific studies or surveys, collection and distribution of materials, field visits and Shram Daan, etc. Teachers and students are actively involved in these undertakings right from the planning stage to actually implementing and sustaining the activities. This kind of exposure not only trains students in organisational and management skills and raises their awareness and knowledge about various issues, it also gives them a chance to interact with the community, develop engaging relationships with them and contribute back to the society. The whole experience strongly contributes to their holistic development.

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

Response: 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
04	05	03	03	05

File Description

Document

Number of awards for extension activities in last 5 years

[View Document](#)

e-copy of the award letters

[View Document](#)

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 229

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

2016-17	2015-16	2014-15	2013-14	2012-13
59	47	39	47	37

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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

Response: 19.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
675	580	570	545	515

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

3.5 Collaboration

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

Response: 49

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	11	11	11	04

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

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

Response: 49

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	11	11	11	04

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has a big and spacious campus spread over more than five acres of land and offers a very green and pleasant ambience. It has all the required facilities and infrastructure in place to effectively promote good teaching and learning experience. The campus infrastructure includes separate premises for sciences, humanities and social sciences and management, together covering more than 10000 sqm built up area. There are 36 large, well-lighted and airy classrooms, one large and two small seminar halls, and 11 laboratories equipped with enough number of latest equipment. There is a large main library housing over 75000 books and several print journals and newspapers, besides offering students free access to over 8500 international journals and 8 lakh e-books. In addition, several departments have their own smaller and purpose-built libraries and e-libraries for additional support to the faculty and students. The entire campus is wi-fi and every classroom and laboratory has internet access. The main computer centre operates with around 160 computers, while there are three smaller computer centres of around 20-30 computers each meant to cater to specific programmes. All departments have their separate set up of computers, printers, scanners, etc, while students are also provided additional access to library computers and photocopying facilities. A large number of audio-visual aids including LCD projectors, smart TVs and electronic white boards are available, which are used by teachers regularly for better teaching. The campus has large separate parking spaces for girls, boys and the staff. There are also common rooms for girls and canteen facilities on the campus. While a large amount of energy consumption is taken care of through solar energy, the college has more than enough generator back-up for power supply in case of breakages. The college also has large and well-qualified teaching staff as well as supportive and efficient administrative staff.

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

Response:

The college is spread over more than five acres of campus and has several grounds for games and sports. Currently the college has the courts and fields on its campus for the following – basketball, handball, volleyball netball, badminton, ball badminton, kabaddi, besides the provision to set up cricket, football and hockey practice sessions. It also has two boxing rooms and two table tennis rooms, as well as spaces for students to play chess, carom and other board games. The college has a well equipped gymnasium with all modern facilities. There is also a shaded and partially open area with lawn to practice yoga, aerobics and other outdoor light fitness activities. The college has a large seminar hall and two smaller halls where various kinds of cultural activities are regularly held. The activities in sports and culture are implemented and supported by well-qualified and adequate staff. There are two full-time directors of physical education, who are supported by a full time junior staff and a team of visiting coaches and trainers. Several alumni also regularly contribute to the sports and cultural activities of the college. Several regular staff members with special interest and experience contribute to promoting and organising cultural activities. Periodically

other local artists and practitioners are also invited to help in conducting these activities. The yoga activities of the college are quite popular among the students, staff and even local community, members of which frequently come to the yoga camps organized in the college. The college collaborates with the local yoga centres and organisations while promoting yoga in the college.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 39

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

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

Response: 11.79

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

2016-17	2015-16	2014-15	2013-14	2012-13
35	55	50	45	75

File Description	Document
Audited utilization statements	View Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

The main library of the college already has several aspects of its work automated and computerized, while

upgrading of these systems and extending automation to more aspects is continuously going on. The library uses the Libman programme for automated and computerized management of the library services. The acquisition and cataloguing of the library has been fully computerized with digital records integrated with other systems. Circulation of the library stock items, including issue and return of books by students and staff, is also entirely computerized. Cataloguing, catalogue accessing, search and location functions and tracking movement of items are all computerized and automated. The library also has localized OPAC system, which can be accessed on the computers set up in the library, as well as mobile based OPAC system (M-OPAC) which can be accessed by the users from anywhere on their mobile phones. Thus, the library offers access remotely as well as locally. As a part of the overall computerization and automation, the library is able to regularly create and access MIS reports, maintain serial control and keep a tab on usage, transactions and visits data. The library also has a large number of e-resources through its INFLIBNET membership, which brings access to over 8500 international journals and more than 8 lakh e-books. The staff and students are given free access to these e-resources on the campus, while the staff members can access even remotely through individual user credentials. Separate designated computers have been provided in the library for students to access these e-resources.

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

Response:

The library has a large stock of books, journals and study materials which has a direct bearing on the curricular topics and fields which students on different programmes have to study. But it also has a sizeable collection of various other kinds of materials which lead to considerable enrichment of the library. The library has more than 50 items of multi-volume high-profile publication series devoted to a range of themes and areas. There are more than 30 different types of Encyclopedia, some of general kind like Encyclopedia Americana, Encyclopedia Britannica, New Standard Encyclopedia and World University Encyclopedia, while some others are thematically-based like Encyclopedia of World History, Hamlyn History of the World, Encyclopedia of Crafts and McGraw-Hill Encyclopedia of Science and Technology. There are also several old and rare publications like the 45-volume Selections from Peshwa Daftar series of 1931-33 or the Selections Satara Rajas series of 1906. The old collections also include District Gazetteers of various districts published around 1890-1910, as well as religious and social books published before independence. Other useful collections include valuable multi-volume collections with high reference value on specific themes like the Encyclopedia of Fishes, New Encyclopedia of Baby and Child Care, Illustrated Encyclopedia of Aviation and Encyclopedic Textbook of Tourism.

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: A. Any 4 of the above

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

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

Response: 3.62

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.87	3.93	5.06	2.35	2.87

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

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

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.77

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

Response: 363	
File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has an extensive coverage and adequate provision of IT infrastructure and facilities all over the campus and to all wings of the institutional system. It has one large computer center with nearly 125 computers with latest peripherals and a large suite of software programmes. There are also a few smaller computer clusters in different departments, which also double up as computer labs and e-learning centers. There are also multiple means and channels of internet connectivity in the campus. The entire campus is a wi-fi campus with a large number of routers and access nodes spread over it. In addition, there are leased line connections available at all important points of operation in administrative sections, departments, laboratories and classrooms. Some VPN connections are additionally available with extra access to internet. The college has in all 287 computers with scores of peripherals like printers, scanners, photocopiers, LCD projectors and electronic white boards. With a healthy student-computer ratio, wi-fi access to all classrooms and e-learning aids like electronic white boards, the college offers good IT infrastructure. An overview of the past five years shows that the college has constantly tried to expand and upgrade this infrastructure. The number of computers have gone up from 212 to 287, while several old computers have been upgraded or replaced by advanced models. Starting with dial-up fixed line networking for the internet connectivity, the college moved on to leased line, then to wi-fi and VPN connectivity. The number of routers and access nodes also increased every year, while the speed went up from 512 kbps to 2 mbps. Currently the college is working with Reliance Jio to set up advanced high-speed internet connectivity network with more than 40 access points and a free daily quota of data usage to its students and staff. The college has also provided for regular technical support and periodic maintenance of its IT infrastructure.

4.3.2 Student - Computer ratio

Response: 12.59

File Description	Document
Student - Computer ratio	View Document

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

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: <5 MBPS

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

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

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 14.81

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)

2016-17	2015-16	2014-15	2013-14	2012-13
41.27	86.00	73.78	67.45	60.65

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic

and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The college has several systemic provisions for the utilization and maintenance of physical, academic and support facilities on its campus. The facilities and amenities, which come within the purview of individual departments are under the planning and care of those departments, though the maintenance services are common for the whole college. This helps in ensuring that the utilization and care-taking of facilities happens in a decentralized way as well as in ways that are more relevant and fruitful for individual departments. The general facilities are under the care of the administrative office. The college has a central procurement system, where all departments and wings of the college can approach to place demands for facilities and/or supplies, register any functional issues and get support on maintenance. For the overall maintenance of the entire campus, the college has hired services of professional maintenance agencies, which ensure that the campus is neat and clean and it is well-maintained. As regards equipment and amenities, the college has annual maintenance contracts with different agencies, which are responsible for their maintenance. Campus maintenance and facilities maintenance are regular features and the maintenance activities are done in a timely manner. The college aims at an optimum utilization of its facilities, for which sake practices like inter-departmental sharing of equipment or resources, staggered timing of theory and practical classes, LAN networking of equipment for extended use and so on are followed. Some facilities like the seminar hall are also given for paid use to certain categories of users like government offices and educational institutions, which not only bring in some revenue, but also helps in better utilization and maintenance of these facilities. Teams of administrative staff and teaching staff are allotted the responsibility of regularly monitoring the performance, maintenance and utilization of various facilities.

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: 67.77

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

2016-17	2015-16	2014-15	2013-14	2012-13
2303	1615	2335	2219	1726

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Upload self attested letter with the list of students sanctioned scholarships	View Document

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

Response: 11.04

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

2016-17	2015-16	2014-15	2013-14	2012-13
320	384	309	410	245

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

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: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

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

Response: 56.96

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

2016-17	2015-16	2014-15	2013-14	2012-13
2133	1882	1410	1860	1345

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years**Response:** 6.63**5.1.5.1 Number of students attending VET year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
298	209	207	169	135

File Description**Document**

Details of the students benefitted by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 8.16**5.2.1.1 Number of outgoing students placed year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
48	51	49	74	61

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 30.28

5.2.2.1 Number of outgoing students progressing to higher education

Response: 245

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 5.76

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	08	05	03	03

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

2016-17	2015-16	2014-15	2013-14	2012-13
125	118	102	98	105

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

5.3 Student Participation and Activities

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

Response: 54

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	03	14	12	14

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

The college had a regularly formed Student Representatives' Council, consisting of officially elected representatives from each class, which later sent its representative to the University Students' Council. This practice was in force till 2013-14, after which in the run up to the introduction of the new Maharashtra Public Universities Act, elections and formation of Student Representatives' Council was stopped for almost four years till 2017-18. Until 2013-14, the properly constituted Student Representatives' Council worked in tandem with the administration and the academic staff and was actively involved in planning, decision making and contributing to the overall functioning of the college. In the interim period from 2014-15 onwards, in the absence of a regular and formal Student Representatives' Council, the representation of students in the management, planning and activities of the college was achieved through taking students up as members in some committees, holding regular interaction with student groups,

getting student inputs through committee conveners and individual faculty members and even putting students in charge of some committees. The college administration has always involved the students in different aspects of the college administration. Students' representatives are present on different administrative bodies of the college. The students elect from amongst themselves their representatives on academic bodies such as the Commerce Forum, Social Sciences Forum, Literary Associations, Science Forum etc. The students manage most of the activities of these forums and handle various responsibilities like identifying speakers or guests, disseminating information, handling logistics and arrangements, etc. Several of the other bodies working in the college have students' representatives on them. Student representatives are also nominated on the committees formed to deal with student grievances and concerns.

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

Response: 37.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
40	30	31	43	44

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

5.4 Alumni Engagement

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

Response:

The College has an active Alumni Association, which has been in existence for several years now. One of the highlights of the Alumni Association activities is the student support/ scholarship programme for the needy and deserving students of the college. Every year the members of the Alumni Association pool money and raise funds to provide various kinds of support to needy students, who are identified on the basis of interviews conducted by the Association. As a part of the support scheme, the Association primarily provides material help like books and stationery as per the explicitly conveyed need of the students. The Alumni Association also arranges for the tuition/ Examination fees of the financially challenged students based on the perceived need. Over 900 students have benefitted from the support scheme and scholarships in the last 5 years. The year-wise break-up of the beneficiaries is as follows - 2012-13: 162, 2013-14: 228, 2014-15: 156, 2015-16: 228 and 2016-17: 170. The Alumni Association also

regularly collaborates with the college in organising co-curricular and student enrichment activities like career seminars, expert talks, guidance workshops and training sessions. The Alumni Association members have also started endowment prizes for the toppers of different programmes. The Alumni Association has regularly helped the college students in identifying job opportunities, procuring full-time and part-time jobs, getting internship opportunities, working for hands-on field experience and connecting with agencies and people who may potentially benefit the college and its students. In addition, the Members of the Alumni Association interact with the Principal & IQAC of the College regularly and share their views on different issues related to the progress and development of the College. Their views are taken into account when different academic and infrastructure projects are implemented. Many of the alumni also have their wards studying in the institution. The feedback received by them is passed on to the teaching and non-teaching staff of the institution. Thus the Alumni Association actively contributes to the growth and quality assurance of the college. The Alumni Association is not registered as a conscious and deliberate choice of its members, because they felt that the constraints of a registered trust will hamper the kind of contribution they wish to make. However, they have a formally elected body, operate in a transparent and democratic manner and conduct all their financial transactions through a joint bank account with the college.

File Description	Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: 4 Lakhs - 5 Lakhs

File Description	Document
Alumni association audited statements	View Document

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

Response: 12

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	3	3	2

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document
Report of the event	View Document

NAAC

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:

The mission of the college is implicit in its logo which includes the Sanskrit inscription “prajvalito jnanamaya pradipah”, “Let us light the lamp of knowledge”. The logo symbolically expresses the college mission to be the torch bearer of knowledge for the local and nearby community. Accordingly the college gives a high priority to providing as much access to education as possible to the community in the region. The college now offers education in humanities, Social Sciences, Natural Sciences, Commerce, Management, Computer Sciences and Vocational Courses, besides many career oriented and job oriented add-on courses. The college works with a vision of making education more effective, sensitive, responsive and performance oriented. It strives to promote quality higher education to create a quality human resource for the country with relevant human, social, democratic, environmental and nationalistic values in them. The college governance is aligned with its mission, vision and policies. The governance is based on the key principles of efficiency, transparency, collaboration, participatory management and internal autonomy. There are three key levels of governance. The Local Management Committee, now replaced by the College Development Council according to the new law, looks after the overall planning and management of the institution and monitors macro-level developments. The Principal and the administrative office look after the routine and micro-level management of the institution and work for both its day-to-day functioning, as well as its regular progress and development. The third level of governance consists of numerous committees, cells and groups which are formed to look after specific micro-level aspects of the institutional governance. These committees and cells consist of members of the teaching and non-teaching staff, thus making the governance decentralized and participatory. Most functions and services in governance have been computerized and automated, leading to faster and more transparent operations. The members of the teaching and non-teaching staff as well as representatives of students and alumni get a chance to participate in and contribute to various aspects of planning and decision making, thus following the principal of participatory management. The principle of internal autonomy is an important feature of the college governance. The college has several departments which have freedom and responsibility to manage their own affairs. These departments autonomously govern their own internal affairs and are led by heads of departments who are supported by departmental staff and the college in all possible ways. There is a regular sharing and flow of information vertically across all governance levels and horizontally among the wings, departments and individuals. All wings and departments are given separate facilities for efficient and fast functioning, so that they can work independently without depending on others to get routine procedural work done. The college meticulously follows the norms, rules and procedures of the founding trust, the affiliating university, the education authorities including UGC and the state government.

6.1.2 The institution practices decentralization and participative management

Response:

As mentioned in the previous section the college governance and management operates at three levels – the overarching Trust management, the principal and the various committees and cells. Roles and

responsibilities are distributed across these three levels, with the lower levels looking after more specific and smaller aspects of governance and management than the higher. The management system of the institution is highly decentralized and participatory in nature. The higher level of management allows considerable autonomy, but also provides adequate support, to the lower level in its functioning. The college works on the principles of teamwork, collective responsibility and participatory management. For various aspects of the daily work of the college, there are numerous committees and sub-committees to look after the work. There are similar mechanisms for overall coordination and monitoring. In case of academic matters, the heads of various departments are involved. For administrative matters, the Principal, the Registrar and the Office Superintendent together with the coordinators are involved. For financial matters the Principal and various committees hold the responsibility of management and monitoring. In all these matters, there is adequate representation of the teaching and the non-teaching staff, and in some cases, of students and alumni. The planning and decision making at all levels is collective and collaborative. The teaching staff also contributes to various administrative responsibilities. The college has further decentralized the administration with the setting-up of the office of the Dean (Administration) to share some of the administrative responsibilities from the principal as well as the office. The heads of various departments enjoy autonomous responsibility of their departments and they in turn work collectively with the departmental staff members to manage their affairs. Several committees and cells are in operation to look after academic matters, infrastructure maintenance and utilization, campus development, research promotion, student support, augmentation of academic facilities, community outreach and so on.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

The institute has a perspective plan for further development of the college over five years from 2017 to 2022. The perspective plan, named as 'Vision 2022', is a reflection of how the college perceives its current standing, identifies future needs and potential and what objectives it could set itself and ways of working towards them. The IQAC of the college is involved in the preparation of perspective plan. The thrust of the plan is on quality sustenance of the services and products it is currently offering and further quality enrichment of them. The plan also aims at enhancing these services and products and cover new grounds. Efforts are made to cover all aspects of the college as an organisation. They include infrastructure, academics, research, extension programs, facilities, outreach and collaboration. The key principles followed by the plan are modernization, convenience and access, underlined by the core values of the college, especially social responsibility and commitment, pursuit of excellence and respect for nature. In terms of infrastructure augmentation, the plan aims to upgrade it to suit the changing ways and means of education and the new emerging technologies of virtual learning and exchange. It envisages faculty development, research promotion, industry and society linkages, alumni involvement and extension activities as the ways of not only strengthening the college but also contributing back to the community. The college is strategizing to bring in more efficiency and transparency in its working, while stressing user-

friendly procedures. It is also heading towards more administrative and academic reforms, while also promoting more autonomy for the teachers, the administrative staff and the students. In consonance with its vision and mission the college wishes to significantly enhance access not just to educational opportunities but also to global exposure in the underdeveloped area. The plan builds up on and use the potential of the foundational work done during the past five years. The plan is progressing well and has taken off well last year, the first year of the new plan.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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 founding Trust management (Gondia Education Society) is the overarching management for the institution and holds the final authority in all internal matters. The college is governed by the College Development Council (formerly Local Management Committee) consisting of the representative of the parent society, local community, industry, social workers, the teaching staff, the non-teaching staff and the administration. This CDC is entrusted with the overall management of the college. Within the college the Principal is the institutional head and is responsible for managing the day-to-day affairs of the college. Three kinds of personnel - technical, administrative and teaching - are in place in the college to cater to the workload needs of the respective domains. The Academic wing is managed through the heads of various departments and numerous academic committees and coordinators, while the administrative side is managed through the Dean (Administration), the registrar/ superintendent and various administrative committees. The service rules, procedures of recruitment and promotional policies are all governed by the relevant legislations of the government of Maharashtra, especially the Maharashtra Public Universities Act, the ordinances and statutes of the affiliating university (RTM Nagpur University) and the overarching norms and regulations of the UGC. The college functions entirely within these norms and meticulously follows all rules and regulations promulgated by the relevant authorities from time to time. The college has several means and channels of student support and of dealing with different kinds of grievances. There are committees to deal with particular grievances, for example, the Anti Ragging Committee and the Committee for Protection against Sexual Harassment at Workplaces. Additionally, there are committees like the Vishakha Samiti and the Internal Complaints Committee which deals with all kinds of grievances. The college also has a separate Grievance Redressal Committee which handles grievances of all members including teaching and non-teaching staff and students. In the cases of academic grievances, for example assessment related issues or teaching learning related issues, the heads of departments and the principal are also empowered to deal with those grievances.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

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: A. All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Screen shots of user interfaces	View Document
ERP Document	View Document

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

Response:

The college has several committees, cells and staff teams to enable decentralization of the administration and the academic management and to promote efficiency and collaboration. There are currently 14 major long-standing committees to look after various aspects of the college functioning, while several more are formed as temporary committees to take care of particular short-term needs (for example, event management committees for particular events). Some committees like the Counselling Committee and Admissions Committee work for providing better services to students while sharing the administrative responsibilities; some other committees like the Research Promotion Committee, Result Analysis Committee and Feedback Committee focus on academic monitoring and development; still some other committees like Anti Ragging Committee or Internal Complaints Cell look after providing safe and secure campus experience and address the concerns and complaints of various stakeholders. All these committees work independently and with clearly defined jurisdictions, and they are supported in all ways by the college to function efficiently. The committees typically work collaboratively and collectively and with very cordial relationships among members. These committees together contribute to the overall smooth governance and functioning of the institution as a whole, while also creative multiple avenues for the students and the staff to get their needs and interests addressed. For all practical purposes, the committees have autonomy to plan and take decisions in their matters and normally their decisions are implemented in

entirety. Since most committees are formed through the representation of all key stakeholders, their discussions and plans are valued as relevant and appropriate and are therefore accepted by the college for implementation.

6.3 Faculty Empowerment Strategies

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

Response:

The institution has the following welfare measures available to the staff and the faculty:

- Employees Credit Cooperative Society to offer short-term and long-term credit to the employees on convenient terms
- College Consumer Cooperative Society which offers subsidized services of various kinds for the benefit of the employees
- Various loan facilities to the staff members on simple and convenient terms
- Provision for immediate financial and other help in case of an emergency related to the staff member and in some cases to an immediate family member
- Support for participating in socially useful activities
- Discounts and concessions for the faculty and staff to undertake further studies or additional courses in the institution, including soft loans for equipment purchase
- Felicitation on special achievements of teaching and non-teaching staff, public recognition and incentives on their laudable performances
- Financial help to staff members for attending national and international conferences
- Recreation and sports facilities for staff and faculty on the campus, made available to them free of cost
- Concessions to the wards of the non-teaching staff or the teaching faculty joining a course in the college or any professional courses in sister institutions
- Group Insurance facilities for teaching and non-teaching staff

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: 4.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	1	2	1	2

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

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

Response: 3.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	5	3	3	3

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

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

Response: 63.99

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

2016-17	2015-16	2014-15	2013-14	2012-13
43	10	46	10	44

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

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

Response:

The college conducts the performance appraisal of its teaching and non-teaching staff through a combination of ways. For performance assessment of the teaching staff, all faculty members are required to submit a self-appraisal report every year, which is based on the performance appraisal norms suggested by the UGC and the affiliating university (RTMNU). The data submitted by the individual faculty members is used as one of the measures of performance assessment. Secondly, the teaching faculty is required to maintain an annual diary which contains records of teaching assignments handled by the faculty during the year, in addition to other co-curricular and extra-curricular work, college and university assignments, professional development activities, community outreach activities, research and publications and administrative work. The work of teachers on various committees on which they are members is also taken into consideration while assessing the performance. The principal also contributes personal observations and interactions with the faculty members to the measure of performance assessment. In this way, the college tries to make a holistic and multi-source appraisal of the performance of the teaching staff. For the non-teaching staff, the college maintains confidential reports on their performance which are prepared by the principal based on various kinds of inputs. These inputs include the personal observations of the principal, the reports on the work output of the non-teaching staff members, informal reports from peers and other stake holders and the assessment of the quantity and quality of the work assigned to the respective non-teaching staff and carried out by him or her. In case of any serious issues about performance the concerned staff is personally addressed by the principal and in some rare cases, if the circumstances warrant it, the matter is taken to the Local Management Committee or even the management of the parent managing trust. But this is extremely rare.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college meticulously and regularly follows audit procedures for all its accounts and financial transactions. The audit is carried out by both internal and external agencies. Audits of the college as a whole are carried out every year without fail. The first instance of audit is the college accounts department which prepares the draft audited statements and ensures that all financial matters and transactions are in consonance with the applicable norms and regulations. In the second instance, every year these accounts and transactions are audited by professional and licensed chartered accountant agencies, which carry out the audit independently and certify if the financial matters have followed requisite norms or not and point out discrepancies if any. In addition to these annual internal and external audits, there are also periodic audits by some government agencies. The office of the Joint Director of Higher Education from the region sends its team periodically to physically verify the financial undertakings of the college. Similarly the regional office of the Accountant General of India also periodically checks and verifies the audited records of the college and seeks compliance if any discrepancies or lacunae are found. In the past five years the college has not faced any major audit objections from either the Joint Director of Higher Education or the Accountant General office. In addition to these general overall audits, the college carries out regular audits of the financial matters associated with specific schemes, grants and projects. These audited statements and utilization certificates are regularly sent to the state government, the funding agencies and regulatory

authorities like the UGC.

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

Response: 5.87

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.52	1.12	1.14	0.94	1.15

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

The college receives limited amounts of grants from the UGC aimed at particular academic and developmental objectives. It also receives salary grants from the state government but only for the staff employed on grant-in-aid posts. However, these funds do not cover all the financial needs of the college, and are not adequate to ensure good maintenance and continuous growth of the college. It therefore employs a range of strategies to mobilize funds and to save funds through optimum utilization of resources. One way is to generate internal revenue through offering the facilities and amenities on the campus to other users. The college has been able to raise some funds this way by offering its premises to educational institutions, consultancy firms and companies for their training programmes or examination centers. The college also runs some self-financing courses which are quite popular. By maintaining a good standard of these courses, the college has been able to attract good number of students to many of these courses. Some funds are generated through the surplus of fees from these courses. There are also other sources like the alumni and the former staff members of the college who contribute some funds to various initiatives of the college every year. The college also firmly believes that funds saved are also funds generated and hence tries to ensure that there is minimum wastage of resources and that every kind of resource is used optimally to its fullest potential. This is achieved in different ways such as sharing and pooling of facilities, equipment and resources, reuse and recycle of resources wherever possible and minimizing the needs of using any resource as far as possible.

6.5 Internal Quality Assurance System

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

Response:

The IQAC has significantly contributed over the past five years to institutionalizing various processes and strategies which collectively form the essence of the quality assurance initiatives of the college. The key points of this contribution are as follows. The IQAC helped different wings and departments of the college in improving their documentation and record-keeping practices, so that they had a systematic database of information available with them and they could rely on it for planning and decision making. The IQAC also helped in improving various monitoring processes in the college. For example, it worked out a revised performance appraisal form for teachers which was more comprehensive and effective in assessment. It contributed to designing and producing a revamped teacher diary to cover various aspects teacher work lives which together form the overall picture of a teacher's work profile. The IQAC supported various departments with the process of formalizing the agreements and understandings they had with different agencies and institutions. In terms of institutional planning and strategizing, the IQAC was instrumental in devising the short-term strategic plan of the college and identifying potential thrust areas and priorities over the next few years. In addition to this, the IQAC coordinated and prepared the Handbook on Code of Ethics to formally acknowledge the commitment of the college, its students and the staff to certain core values and ethical principles. Another important contribution of the IQAC as the initiatives to raise quality awareness among the stakeholders in the college. It organized one national seminar on quality assurance and conducted several short tem in-house workshops and training sessions on various aspects of quality assurance. The IQAC also contributed to strengthening the teaching learning processes by constantly working with the teachers and students on expanding the use of ICT in teaching-learning, augmenting infrastructure and facilities for the same, building up online and e-resources, reforming and innovating evaluation practices and promoting beyond-class interactions with students especially using social media platforms. The IQAC also regularly coordinated with the staff, students and alumni in collating ideas and needs for regular improvements of the campus facilities and infrastructure. As an important means of this, the IQAC developed reformed instruments of feedback collection and created ways of gathering online feedback from teachers, students, alumni and parents.

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:

The college conducts a periodic review of the teaching-learning processes and the learning outcomes every year, which is mediated through the IQAC. There are three initial sources of inputs in this review process. The first is the feedback which is collected from the students twice in the year, at the end of each semester. The feedback is collected both on the courses they attend and the teachers teaching them as well as the infrastructure and facilities available for teaching and learning. A small share of feedback is also added from a few alumni and parents. The feedback provides useful information while reviewing the teaching learning processes and the college plans. The second source of inputs is the data on the performance of students at the internal assessment activities and the final university examinations. This data gives a good

idea in terms of teaching practices, student progress and the learning outcomes. The third useful source of inputs for review is the data from teacher performance appraisal and teachers' experiences and observations. Taking into account all these kinds of inputs the college carries out periodic review of its teaching learning processes, its strategies and methods of operation and its short and long term plans. The review happens at the departmental level, where each department takes stock of their teaching-learning activities and the outcomes from them. The IQAC gets feeding from them on this which helps the IQAC prepare comments and suggestions for all. Mostly these topics and issues are taken up at the staff council meetings, but occasionally also at departmental meetings. The IQAC also plays a significant role in preparing the annual academic calendar, the schedules and plans for the continuous internal evaluation and the plans for co-curricular activities. The IQAC also helps the college administration and individual departments to regularly monitor the changing needs in terms of infrastructure, resources and equipment, in view of the periodic changes in the curricular structures and syllabus contents. Periodic review is also carried out at the meetings of the heads of departments with the principal, at which they share their observations and experiences with each other and collectively plan further actions.

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

Response: 8.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	9	9	7	8

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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

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

Response:

The incremental quality enhancement in the college over the past five years may be broadly summarised under the following heads:

- **Augmentation of infrastructure and amenities:** The college has significantly improved its library stock and added a large number of e-resources as well. Through the INFLIBNET membership now the staff and student have access to over 8500 journals and 8 lakh books. Laboratories have also been upgraded with ne equipment added to them. The main building has undergone renovation and is now wears a pleasant ambience. There has been upgradation of the parking, disabled facilities, departmental spaces, the seminar hall, all computer centers and cultural facilities. A number of toilets have been added and the old ones upgraded. One important addition to the campus facilities is a subsidized canteen which was recommended by the previous Peer Team.
- **Expansion of ICT:** The college has continuously added to its ICT infrastructure. For example, the number of computers have gone up to 287 from 212, the internet speed from 256 kbps to 2 mbps, the entire campus is now wi-fi enabled and large number of ICT peripherals are available in the college.
- **Computerisation and automation:** Most of the processes and functions in the college offices, library, accounts section and student services has been computerized and automated. This has made the work faster and more transparent and better manageable.
- **Improvement in academics:** The college introduced several add-on courses to impart employability and life skills to the students. It also introduced skills based graduate programmes like B. Voc. Retail Management and B. Voc. Software Development. The college also launched Ph. D. research centres in four new subjects. Innovative evaluation practices have also been introduced.
- **More ICT in teaching-learning:** The expansion of ICT facilities & e-resources has led to remarkably greater use of ICT in teaching-learning. Teachers use a wide range of teaching methods and use multimedia and e-resources for the purpose. All classrooms now have wi-fi access. The spread of internet connectivity has led to the use of online resources and study materials by teachers and students and also much more student-teacher interaction and support, especially using social media platforms.
- **Maintenance and security:** The college has significantly improved the maintenance of infrastructure and facilities with the hiring of professional agencies. It has now a huge security

network with nearly 100 CCTV cameras and professional security agency guarding the campus.

- **Developmental Initiatives:** The college held a large number of staff development activities and organised quality assurance initiatives. It also considerably improved its community outreach activities, Alumni association activities and linkages and collaborations. The last five years have also seen remarkable increase in research studies and publications, including the launch of a multidisciplinary research journal.
- **Green initiatives:** The college has substantially jacked up solar energy production with a bulk of consumption shifted to solar energy. Consumption is further reduced through extensive use of LED lights. Other importance green initiatives include rain water harvesting, waste management, compost pits, recycling of waste water, reuse of resources and less-paper procedures.

NAAC

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: 31

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	7	5	7

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

The college has a significantly high number of girl students on its programmes, almost 65% of the student population on an average, and therefore the college takes extra care and measures not only in ensuring proper security and support to girl students, but also in being sensitive to the gender-related issues. The campus offers good security and safety with nearly one hundred CCTV cameras at all strategic locations on the campus, round the clock guarding and monitoring by a professional security agency and constant in-house monitoring by various teams of teaching and non-teaching staff. The Discipline Committee regularly monitors the activities on the campus and looks after any issues related to the campus life of the girl students. All committees formed by the college for various purposes have lady staff members on it, who regularly bring in gender sensitive inputs to the committee plans and actions, and who make it more convenient for the girl students to approach the committee, in case they hesitate in talking to a male member. The college has some general and some gender-specific means for the girl students to get their complaints and concerns addressed. There are a general internal complaints cell, the Anti-Ragging Committee and the Grievance Redressal Committee, which look after grievances of all kinds, while there are also the Vishakha Samiti and the Committee for protection against sexual harassment which specifically look into gender related matters. The college also offers regular counselling to the girl students

through multiple channels. The Personal Counselling committee of the college offers counselling to the students, and it has women members on it specifically to help the girl students approach for personal counselling without hesitation and awkwardness. In addition all members of the teaching staff are available for counselling, both personal and academic, and girl students are routinely found to approach those staff members who they are comfortable with in sharing and discussing their concerns. The college also organizes a range of counselling programmes, especially on matters of practical relevance like career, self-employment, women's healthcare, physical fitness and stress management. The college has a very spacious and well-furnished common room for girls with attached toilets. In addition there are numerous spaces on the campus where the girl students can comfortably and safely spend their free time or sit down to work on something. As a special gesture, the college has installed a sanitary napkin vending machine for the comfort and convenience of the girl students, which also has a facility to destroy used napkins. Separate and spacious parking is designated for girl students with separate security guards monitoring it.

7.1.3 Alternate Energy initiatives such as:

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

Response: 31.45

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

Response: 15720

7.1.3.2 Total annual power requirement (in KWH)

Response: 49980

File Description

Document

Details of power requirement of the Institution met by renewable energy sources

[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 93.5

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

Response: 22440

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 24000

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

7.1.5 Waste Management steps including:

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

Response:

As a part of its eco-friendly practices, the college tries to go for as efficient waste management as possible. One important aspect of waste management is to create as little waste as possible and easily dispose it rather than to produce large amount of waste and make its disposal difficult. One substantial part of solid waste in an educational institution is paper. The college works on the principle of reduce and reuse in this case. Efforts are constantly made to reduce the requirement of paper use through computerization, digitization and use of electronic communication across all wings and departments of the college. When paper use is necessary, attempts are made to minimize the amount. Besides, used papers with one side blank are routinely reused in all possible ways, including for the printing of in-house communications, notices, drafts and similar matter. The college campus is not entirely plastic-free, but it surely has very little plastic use in practice. Key places like the college canteen, library and offices, or even students, are instructed not to use polythene bags or plastic cups and plates. The daily garden waste and kitchen waste, which is mostly of green biodegradable waste, is routed through vermi compost process to produce manure that is used for gardening. Laboratory waste is minimized by sharing of hazardous components among groups of students, while some of the pathological waste is autoclaved. Organic waste from botany and zoology departments is also subjected to vermi composting. Paper and other scrap waste, which cannot be further reused, is handed over to scrap dealers for further disposal. Other left over solid waste is handed over to the local municipal council collectors for further disposal by them. The hazardous liquid waste, mostly from chemistry laboratory, is released into a purpose-built underground soak pit, which contains clay and rice husk (to adsorb metal ions) and lime (to neutralise acidic impurities). Waste water from water purifiers and RO filters is reused for gardening and external uses. The e-waste is kept low by regular updating and maintenance of equipment, so that minimum amount of stock needs to be discarded. In many cases, components are reused by repairing them in-house or offering them to experimental explorations in laboratories. In case of the small unavoidable amount of e-waste, proper care is taken to dispose it off through waste disposal agencies.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college is located in a high rainfall area and receives abundant supply of water during the monsoon. However, it also faces water limitations during the summer season. The college uses rainwater harvesting to its advantage. The water from the rains is harvested in two ways. Since there is heavy rainfall during the

monsoon, the falling water is directly collected in open tanks and reused for a variety of purposes. Then there is also a network of pipes and collectors which gather the run-down water from roof-tops, which is then stored in tanks and also sent to wells. The collected water caters to the needs of the laboratories and is also used for gardening and other purposes. While some of the harvested rainwater satisfies the needs of the college, a lot of it also goes into recharging the ground water and rejuvenate the depleting ground water resources. Thanks to rainwater harvesting, the large well on the college campus maintains a substantial stock of water throughout the year, even when water tables go down in summer. The harvested rainwater is utilized mainly for external uses in the campus lawns and the gardens, as well as sprinkling of playgrounds and preparation of fields. A part of the rainwater is also routinely used in the laboratories for a variety of purposes. Harvested rainwater also contributes to the well water stock, which serves as the main source of water used in washbasins, toilets and other tap points.

7.1.7 Green Practices

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

Response:

The college strongly promotes eco-friendly work culture and lifestyle, and encourages environment conservation to fullest extent possible. To this end, there are several green practices and initiatives in operation. The campus is very green with large number of trees, shrubs and plants dotting the landscape. The presence of over 50 kinds of birds on the campus is an indicator of the environmental health of the campus. To promote environmental awareness and affinity about nature, the college also maintains a botanical garden, which also doubles up as a source of exploration and study for the students of botany. The flora on the campus is quite diverse and includes local and non-local species of plants. To highlight this diversity and to raise awareness of the students and visitors in general, all major trees carry small nameplates with basic information about them. They also carry QR codes, which on scanning yield more information and links for further details about them. The campus offers a pleasant, clean and green ambience with little air, water, soil and noise pollution. The campus has a very limited vehicular traffic or presence with less than 10% of students using personal vehicles. Most members of the staff also prefer smaller two-wheelers or follow car-pooling to save on fuel consumption and consequent environmental repercussions. The bulk of the student population (nearly 40%) uses public transport, while another large number of students walk to the college. Waste minimization and proper management is another area of concern for the college and it is addressed through a variety of strategies and practices. The use of paper is minimized through digitization of records and by moving most of the communication to electronic means like emails, sms and internal networks. The solid, liquid and e-waste of the college is properly managed through reuse, recycle and appropriate disposal. The offices are not entirely paper-less, since there is some mandatory paperwork under compulsions of the affiliating university, the state education authorities and the regulatory authorities. However, they are certainly less-paper offices with the use of paper reduced to the minimum and paper frequently reused. The campus is largely plastic free, with some places like the canteen and library completely avoiding the use of plastic. The college has also moved significantly to the

use of non-conventional energy. It has a large roof-top solar energy generation facility which contributes more than half of the energy requirement of the college. In addition, it also has street lights with solar-panels which run entirely on solar energy. By using gadgets and fixtures of high efficiency and low consumption, like LED bulbs and LED screens, the college further minimizes the dependence on fossil fuel based energy. In order to assess the impact of its green practices and to facilitate further planning and action, the college also conducts green audit through professional agencies.

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

Response: 3.06

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)

2016-17	2015-16	2014-15	2013-14	2012-13
13.38	18.44	16.96	8.22	8.91

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 47

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	10	7	10	6

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

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

Response: 56

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	11	11	10	10

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document
Report of the event	View Document

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
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document

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

7.1.15 The institution offers a course on Human Values and professional ethics Response: No	
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
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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: 100

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

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

Response:

The college regularly holds a variety of programmes and activities on the occasion of national festivals or to commemorate anniversaries of nationally and regionally important figures. The regular programmes of national importance which are held without fail are the Independence Day and Republic Day celebrations. On these days, apart from the flag hoisting, students of the college present various cultural programmes like singing of patriotic songs and presenting skits with social messages. Contingents of NCC and NSS members also present a salute to the flag and then go on to participate in the main parade organised by the district administration. Anniversaries of national figures like Mahatma Gandhi, Lal Bahadur Shastri, Dr. B. R. Ambedkar, Dr. A. P. J. Abdul Kalam, Savitribai Fule, Indira Gandhi, Maulana Azad, Swami Vivekanand, Bhagat Singh, Sardar Vallabhbhai Patel, Dr. S. Radhakrishnan, Chhatrapati Shivaji and many others are routinely observed through different programmes. In addition, several important occasions are also celebrated in the college. These include the Constitution Day, the Hindi Day, the Marathi Conservation Fortnight, National Integration Day, Teachers' Day, the NCC Day, the NSS Day, the Geography Day, the Environment Day, the Road Safety Week, the National Sports Day, the National Breast-feeding Week, the Nutrition Week, the August Kranti Din, the National Youth Day, the International Women's Day, the International Yoga Day and many others. The observing and celebrations of these events is always done with the active participation and contribution of the staff and the students. Some of these events are held in-house with the involvement of the college staff and students, while on some other occasions other colleges, students and agencies are also involved. The activities organized in connection with these events range from simple commemoration to cultural, co-curricular and intercollegiate activities, seminars or symposiums, guest talks, audio-visual presentations, camps, physical work and rallies.

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

Response:

The college maintains transparency in all aspects of its functioning including financial, academic, administrative and auxiliary functions. All financial transactions and processes are carried out strictly according to the norms and ethics applicable in this regard and through legally recognised means only. The financial transactions of the college are recorded and audited and the records are shared with various regulatory and monitoring agency. They are also available for inspection whenever necessary. There is a regular monitoring of financial affairs through different persons and at different levels, including the administrative head, the principal, the local management and the parent management, besides professional audit agencies. Reports on financial matters are regularly sent to the management and the concerned authorities and agencies. The recruitment of the teaching and non-teaching staff is done through public announcements following proper selection procedures and as per the norms and standards prescribed by the government, UGC and other regulatory authorities. The process of student admissions is entirely merit based and done completely transparently, with sharing and public display of information at every stage and due advance announcements of norms, processes and progress. The college also maintains transparency in staff career advancements, wherein the prescribed norms and procedures are meticulously followed. Academic calendars, teaching plans, assessment and evaluation plans and norms, teacher information and curricular details are all readily available to students and other stakeholders and also shared by individual teachers with the groups of students which they are assigned to teach for the year. Planning and decision making in connection with all the college functions is done collectively and with the participation of various stakeholders, where different perspectives and ideas are openly taken up for consideration. In most cases the processes of planning, decision making, monitoring and assessment of functions is documented with the records of them being available for inspection as necessary. There are also clear and quick grievance redressal mechanisms for different kinds of grievances, so that any aggrieved individual or agency has all means to get their grievances addressed effectively. In short, the college adheres in all its functions to the established norms, standards and practices of regulatory and monitoring authorities. It follows transparent procedures with public display and sharing of information, usually in advance, of such norms and procedures as are applicable to various functions. There is also a regular sharing of relevant information through the college website, the annual prospectuses, on numerous notice boards, the electronic display boards, as well as through personal sms and mails sent to individuals.

7.2 Best Practices**7.2.1 Describe at least two institutional best practices (as per NAAC Format)****Response:****Best Practice - 1****1. Title of the Practice**

Adopting alternative energy and energy conservation for local and global gains

2. Objectives of the Practice

This practice of the college has been thriving over the last five years with the instrumental objective of reducing the dependence of the college on the conventional electricity supplied by the power generation companies and installing alternative sources of energy. The broader objectives were to have an alternative supply of energy as a back up to the failures in the conventional supply, to cut down on the energy consumption expenditure of the college and to promote green eco-friendly practices on the campus.

3. The Context

The college is located in a semi-urban area having an unsatisfactory situation in terms of power supply. Since the college runs several programmes with over 3600 students on roll and works for almost eleven hours every day, it has a large power requirement for its five-acre campus housing several buildings, laboratories and classrooms. It was facing problems of frequent power failures which hampered its smooth functioning. Some diesel generators were set up as stand-by sources of power, but they proved inconvenient, expensive and environmentally damaging. Hence the college decided to go for alternative energy sources which would supply power but also be financially and environmentally sensible. Hence, the college decided to shift to the use of solar energy in a phased manner. The college also needed to find ways of cutting down on its energy bills and hence had to find ways of reducing its consumption.

4. The Practice

The shift to solar energy began on an experimental basis with the installation of solar street lights on the campus. The technical and practical aspects of this experiment convinced the administration about the viability and manageability of using solar energy on a much larger scale. Hence, the college later went on to set up a small solar power generation system on its campus. In due course, the solar power generation capacity was increased and upgraded. The college has come to set up two separate generation units, one in the main building and the other in the science building. The solar power unit now supplies a substantial amount of energy to the college and takes care of almost half of the energy requirement. In combination with this, the college also gradually replaced most of its conventional lighting fixtures with new high-efficiency low-consuming ones like the LED lights and the LED screens. Together these two factors have led to a substantial reduction of the energy bills of the college. But more importantly, the college now has an assured supply of energy and can work unhampered in case of any failure of the conventional energy supply. It is also contributing its small share to the environment conservation by cutting down on fossil fuel based energy and moving towards cleaner energy.

5. Evidence of Success

One direct evidence of the impact of this practice is the significant downfall in the consumption bills of the conventional energy. The college is already saving roughly 40% of its expenditure on electricity consumption. There is now assured power supply and during the day time the college almost entirely functions on the solar energy it produces. In addition, the college now rarely needs to resort to the diesel-based generated, which though silent do produce some pollution and also burn fossil fuel. All departments and wings can now plan their activities – and actually carry them out – much more reliably with the guarantee that the power supply failure will not upset their plans. As an indirect fallout of this practice, some educational institutions and offices in the neighbourhood have taken inspiration and are planning to set up their own units. The college offers them free advice and also arranges for them to see the installation as well as functioning of the system.

6. Problems Encountered and Resources Required

One problem in setting up solar power generation unit on the main building was to find adequate and convenient space on the rooftop. There were some old structures like cement water tanks and butting out column tops which posed some hindrance, but the problem was sorted out by modifying some structures and removing some others. The cost too was a concern, but the college decided to make this high investment for long term gains. Aligning with the main grid was a problem too, but it was sorted out in consultation with the technical advisers handling the installation.

7. Notes (Optional)

Using solar energy is initially cost-intensive but extremely high-paying in the long run. It is strongly advisable that institutions should move more and more towards solar energy, which is relatively more accessible and convenient option among non-conventional energy sources. It is also an indication of the serious commitment of an institution towards eco-friendly work culture and interest in conserving environment and nature.

Best Practice - 2

1. Title of the Practice

Harnessing ICT for quality, efficiency and innovation

2. Objectives of the Practice

Under this practice the application and integration of ICT is being promoted in all functions and aspects of the college. The key objectives of this practice are to promote convenient, user-friendly ways of operating for all, to increase the efficiency and transparency in the work of the institution and to support innovations in every undertaking of the college, whether academic, administrative or financial. The overarching aim is to go beyond the conventional use of ICT and to exploit its varied potential to the extent possible.

3. The Context

The college is a multi-faculty institution running undergraduate, postgraduate and certificate and diploma programmes besides conducting a large number of extension and outreach activities. It caters to over 3600 students and runs around 35 programmes. It operates in a small town from an area which is industrially or economically not very developed, and still lags behind in many modern facilities. Yet, the college has constantly strived not only to expand its reach but also to enhance the quality of its services and products. It tries to ensure that its services are fast and efficient, activities are innovative and affairs are transparent. It has been constantly building up its ICT infrastructure and facilities over the past few years. But it has been also trying to put these facilities and infrastructure to more productive use to promote convenience, efficiency and innovation. The target is to achieve this to the extent possible in all aspects, teaching-learning, administration, finance or extension services.

4. The Practice

Though ICT facilities and equipment are not uncommon nowadays in higher education institutions, what kinds are used and how these are put to use determines what impact they lead to. The present practice of

the college needs to be seen over its five-year track history. The college has systematically tried, on the one hand, to introduce as advanced and as many of ICT facilities and services as possible, and on the other hand, to push for exploiting their potential in various ways. In the administration several innovative practices have been introduced. The college has one window one visit admission procedures, in which a student can potentially complete the entire process from form-filling to receiving ID cards in one visit. This is supported by advanced instant ID card facility, backed by immediate database creation and integration with other services. The interconnected databases allow a smooth operation across various services like admissions, scholarships, library and issue of documents. Digitization of student and staff records has led to fast processing of student or staff documents or service requests, saving of time and energy and better monitoring and hence to more efficiency and transparency. In addition, the college has introduced faster communication means through e-messaging, sms services, electronic displays and web-based communication. The 100+ CCTV camera network is also connected with mobile devices, enabling remote access and ensuring better security. The teaching-learning process is supported by smart boards, e-learning centers, online and e-resources, LCD projectors and high-speed internet connectivity in the entire campus. Departments enjoy separate ICT set ups and facilities, so that they can work autonomously and independently. As a result several interesting practices have emerge. Some departments have created curriculum-specific purpose-built e-libraries for their students. Many departments are using web 2.0 tools, blended learning and multimedia activities in their regular pedagogy. Several departments have formed student WhatsApp groups and Facebook communities, where a lot of extended interaction and support happens. These are like thriving and active learning spaces offering teacher-support and peer-support and collaborative learning. Some departments also offer web-based academic support by creating separate websites or web-links. They are supported by ICT-initiatives in the library like web (OPAC) and mobile (m-OPAC) access, access to large collections of e-journals and e-books, and library automation through barcoding of books, computerized issue-return transactions and digitized catalogues. Similar computerization of accounting systems and procedures has led to fast and transparent transactions and more efficient service.

5. Evidence of Success

It is important that this practice has been initiated and sustained in otherwise backward environment. This practice has resulted in much faster work, with less complications and hassles for the students. The typical timeline of response to service requests has reduced considerably. There is better student and parent satisfaction and better student engagement on the campus. Teachers are shifting to more and more innovative teaching-learning activities and methods, and more importantly, student involvement and initiative in these matters is increasing. The new ways of communicating and interacting ensures that the teacher-student and student-student engagement continues beyond the classroom and the class time and learning experiences widen up. Innovations like ICT-based teaching, blended learning and multimedia activities enhance the interest and enrichment of students. Digitised records and computerized processes means easy retrieval and processing of information even for old students and staff. There are several other gains of this practice such as more engagement of students and staff, greater access to resources and information all over the world, easy and cheap maintenance, ease of monitoring, remote access to facilities and information, help in overcoming many limitations of location and time, ease of sharing data across departments and wings of the college and many others.

6. Problems Encountered and Resources Required

The college faces several challenges and difficulties in promoting the integration and extensive use of ICT. One basic concern is the costs of acquiring and installing various ICT equipment and raising the necessary

infrastructure. Another challenging issue is the regular maintenance of these facilities, which requires some costs as well as trained manpower. A particular issue with ICT equipment is the need of constant upgrading, since in the electronic world, gadgets and technologies become obsolete very quickly. Incorporation of ICT also requires training and re-training of staff, both academic and administrative, to exploit its potential well. Sometimes there is also the need to change the approach and attitude of a few people, who show initial resistance to or reluctance about ICT. Finally, shifting from the traditional manual operations to ICT-enabled ones also requires aligning practices and policies accordingly.

7. Notes (Optional)

The use of ICT does not only mean replacing manual processes with computerized ones or using new instruments for old needs. The use of ICT usually leads to many expected and unanticipated gains and impacts many other aspects of work than planned for. However, ICT is more impactful and productive if introduced in all aspects of an institution's functioning and not limited only to administration or classrooms, for example. It does involve considerable installation, maintenance and training costs, but these costs are more than offset by the gains made.

File Description	Document
Any additional information	View Document

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 mission and vision of the college is summarised in the Sanskrit slogan embedded in the college logo, which means 'let us kindle the lamp of knowledge'. In other words, spreading the light of knowledge and education as much and as wide as possible has been the mission of the college. Accordingly, the college has constantly strived right since its inception to bring as much access to education as possible in the remote and backward region where it is located. Starting with a handful of students and just two undergraduate programmes in the 1960s, the college now caters to over 3600 students and offers 7 undergraduate, 12 postgraduate, 6 Ph. D. and several certificate, diploma and add-on programmes or courses. It is not just the sheer number of students, but the profile of the student population too, which shows that the college has effectively worked towards its mission goals so far. The student population consists of almost 65% girl students and overall 85% of its students come from backward and weaker classes of the society. Thus, the college caters to the underprivileged sections of the society in terms of providing access to education. But along with the increase in the quantum of access, the college has also constantly strived to improve the ways in which the access is given with regular upgradation, modernization and innovation. On the one hand, the college has focused on the quality of education by having a qualified and well-trained staff, latest facilities and resources for effective teaching-learning and good support systems for students. On the other hand, it has persistently worked towards modernization of infrastructure and facilities, bringing latest developments to the college and promoting innovations in its approaches and work. Thus, while the college has expanded its basket of educational opportunities and its

reach to a large number of students, predominantly from the underprivileged sections, it has also improved the quality of its offering. These underprivileged students now have an access to latest technology in education, to large collections of e-resources and online resources, ICT-based classroom practices, global connectivity through wi-fi and high-speed internet and strong scope to pick up 21st century skills. Innovations in pedagogic and assessment practices, skills-oriented education, multifaceted development of students, conscious promotion of green practices and nurturing moral and ethical values have been the highlights of the college. Thus, providing ever-increasing access to education with constant improvement in quality and keeping pace with time has been the distinctive feature of the college, which reflects its mission and vision.

NAAC

5. CONCLUSION

Additional Information :

The college faces several constraints as it is located in a relatively underdeveloped area, caters to predominantly student population from underprivileged sections of the society and has to operate within the restrictions of an affiliating university. The performance, achievements and shortcomings of the college need to be seen against the backdrop of these circumstances. In the last two years it has been facing additional hardships due to delays in government funding and frequent changes in university regulations and norms. However, it has been willingly putting up with these challenges and hopes to continue to work towards even better quality assurance.

Concluding Remarks :

The college believes that it has been able to review its five-year long journey since the last accreditation and draw a useful summary picture. It is happy to note several achievements to its credit, but also notes some other areas with potential for improvement. The process of self-appraisal and the attempt at the SWOC analysis will certainly feed into further planning and future trajectory of the college.