



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SHRIMATI NARSAMMA ARTS, COMMERCE AND
SCIENCE COLLEGE, KIRAN NAGAR, AMRAVATI**

**NARSAMMA CAMPUS, KIRAN NAGAR
444606**

www.narsammaacsc.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In the year 1995 the college began its UG classes with 165 students with 3 courses in a small rented building. Now more than two decades after, we have over 800 students, 8 courses and 3225.59 square meter of buildings spread over 10.25 acres of sprawling campus. The College started with a vision to bring to this economically underdeveloped region, contemporarily relevant and modern courses and subjects. Environmental Science, Industrial Chemistry and Industrial Microbiology were some of the new subjects introduced to the Amravati University region exclusively by this college. In the coming years, number of other colleges followed us. It is one of the many ways this college has shown a pioneer's vision.

The college is located mostly in the lower middle working class locality. So most of our students come from socially and economically disadvantaged background. Despite having their entry-level percentage very low, many of our students have done exceptionally well in the fields of academics, sports as well as performing arts. The average aggregate result of B.Sc. has been more than 60% for the last 20 years. Number of our students have been placed in leading positions in the globally renowned corporations and the state and Central government organizations.

The College has 13 departments spread through 3 faculties of Arts, Commerce and Science. The college has 05 recognised research centers for PhD programs. 14 research scholars are working for their Ph.D. in these laboratories. Of the 28 full time teachers, 23 have received Ph.D. and 05 are working towards it.

Vision

The aim of all human endeavors is to enhance the quality of life through intellectual, emotional, spiritual, physical, aesthetic and social development of the individuals. We believe that this goal can be achieved by creating an atmosphere where every student gets an equal opportunity to realize her/his own dreams.

An institute of higher education has a key role to play in making an individual, realize his core strengths, define his goal and strive systematically by observing the basic human values towards its fulfillment. Such an individual, we believe, whatever s/he does, is an asset to the betterment of our society.

Mission

The mission of this College is to contribute to society through the quest of knowledge by maintaining the highest standard of excellence in every endeavor that we undertake. As an inherent part of our mission we are pledged to impart education in a way that enhances the ability of students to learn throughout life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college has locational advantage of being situated in the midst of middle class community of largely underprivileged families both from social and economical point of view.
- The college offers 03 UG and 05 PG programs in the faculties of Arts, Commerce and Science.
- We are thus in a better position to offer the facilities of higher education to the students residing in the vicinity.
- Last year the rate of progression from UG to PG was 62%.
- Apart from this in the year 2018-19, we offered 05 short term certificate courses to our students.
- We have 28 full time faculty members of having 19 years of average teaching experience.
- 22 faculty members have PhD as their highest qualification,
- The institution has excellent research facilities both for the students and the researchers. The Central Instrumentation Cell (CIC) and 05 research centers (RCs) cater to the research needs of both the PG students and PhD scholars.
- The college has a total 21 functional MoUs and linkages (Memorandum of Understanding) with institutes and NGOs
- A total of 47 extension and community outreach activities have been carried out so far.
- The institution has excellent academic and physical infrastructure for teaching, learning, evaluation and other personality development activities.
- A vast campus of about 10.5 acres gives enough space for sports and games and other activities both for the students, other stakeholders and for the neighbourhood community.
- Almost all our classroom and laboratories have been covered by Wi-Fi VPN internet connectivity enabling them to be used as ICT rooms. Besides college has 08 LCD projectors and other ICT equipments.
- The library has Knowledge resource centre of 10 desktop computers for its users. The Infflibnet database provides online access to 97000 ebooks and journals.
- However, our institutional strength is best seen in the bond of trust that has been developed with our students and their parents.

Institutional Weakness

- Despite having a vast campus we do not have an independent structure for the library and the related services, we lack spacious and independent reading rooms for the students and faculty members.
- We also need to develop independent reprographic service sections for the library.
- We also need to develop institutional database for e-resources.
- We also lack facilities for indoor sports and games.
- We need to have an independent seminar halls and auditorium for co-curricular and extracurricular and cultural activities.

Institutional Opportunity

- As has already been pointed out the vast land of the college amidst the urban locality has huge opportunity for developing hostel facilities for the students coming from underprivileged families.
- The locational advantage of being in vicinity of community provides us an opportunity to develop certain sports facilities like indoor courts for the game like Badminton and Swimming pool, health club and other health and recreational facilities.
- The institute also has an opportunity to develop language laboratory for the coaching of communication skills and spoken English for the students and the neighbourhood community.

- We have Post Graduate department of Environmental Science. We have the opportunity to develop a dedicated facility for environmental education and awareness among the community.

Institutional Challenge

- The institute, despite having a strong bond with its Alumni community, needs to channelize this relationship into a concrete partnership in terms of funding and monetary support.
- Secondly, since the institute offers majority of the programs and courses in Arts and Science streams, providing career opportunities in our region is a major institutional challenge.
- The college may need to have a dedicated training and placement cell with trained professionals to lead it.
- The college has limited resources for generation of funds. It is a challenge to tap new sources for funding especially from the society and corporate sectors.
- Since the region is underdeveloped in terms of industrialization it is a huge challenge for us to find out the sponsors through CSR (Corporate Social Responsibility) initiatives for our research projects and other community related programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

We have at present 03 Undergraduate and 05 Postgraduate programs across three faculties of Arts, Commerce and Science. For last five years we successfully offered 17 short term certificate and career Oriented courses. About 10% of the students were enrolled in these short term courses. These programs offer the courses that touch most of the cross-cutting issues of the social significance. Issues like gender sensitization, affirmative action, environmental awareness, basic human values, scientific spirit of inquiry etc. are touched upon and discussed in the courses like Compulsory languages, English and Marathi Literature, social sciences and basic and applied sciences. Of these 08 programs we offer elective choices in 02 UG programs and CBCS in 05 PG programs. In last five years 01 new UG and 02 PG programs have been introduced. Our teachers take active part in curriculum designing, designing of assessment mechanism in the capacity of elected and nominated representatives and office bearers on various statutory bodies of Sant Gadgebaba Amravati University, Amravati. In the year 2018-19 more than half the teachers i.e. 15 have been the members of the bodies like Senate, Management Council, Board of Studies, Subject Examination Committees etc. The institute has an effective mechanism for curriculum delivery. The Mechanism has been developed on the basis of the guidelines of the statutory bodies like UGC and affiliating university. On the basis of these broad guidelines the Curricular Committee of the college developed its own mechanism under the guidance of IQAC. Under the titles working and monitoring mechanism, the committee has designed various formats like Annual Plan, Teaching Execution, HoD Analysis, and formats for identifying Slow Learners, Feedback Formats and Analysis. On the basis of the analysis of the Feedback of different stakeholders the administrator takes the curative action. The feedback is further used for better planning and implementation in the forthcoming academic sessions.

Teaching-learning and Evaluation

The College has 87% of average enrollment of the students over the last five years. The average number of enrolled students for the last five years stands at 733. On an average 83.24% of the seats are filled in the

reserved categories. The college has mechanism for identifying the entry level skills of the students through tests like baseline/Zero Tests at the beginning of the session. Based on the results Bridge courses are taken wherever is necessary. Similarly Remedial courses are also offered at the departmental levels for the slow learners. Learner centric methods like participatory learning, experiential learning and problem solving ways are used through activities like field-tips, study tours, industrial visits, seminars, field projects, Wall-magazines. Almost all the teachers make use of ICT tools during the teaching-learning process. The ICT resources like films, documentaries, video lectures, and other web-based programs are used in the classrooms. The Tutor-ward system ensures the mentoring of the students through periodic one-to one meetings with respective wards. The college has a Mentor: Mentee ratio of 01: 29. 22 of the total 28 full time teachers have PhD degree. The full time teachers have an average teaching experience of 18.8 years. The college follows the continuous internal evaluation process. As a part of institutional reforms the Examination Committee has set certain parameters for award of internal marks. These parameters are displayed on the institutional website. The marks of the internal assessment are displayed in the department before the commencement of the final university examination. The examination related grievances are addressed by the examination committee through its well defined mechanism. The POs, PSOs and COs have been displayed prominently on the institutional website. At the beginning of the session Program outcomes, program specific outcomes and the Course outcomes are communicated to the students. The institute has also defined attainment of program outcomes. The attainment analysis has been displayed on the website.

Research, Innovations and Extension

All the faculty members of the college are engaged in conducting and participating in various research projects. The total number of research projects carried out in last five years are 06. The total Grants for research projects sponsored by the government and the non-government sources in 2014-15 are 22.933 lakhs and in 2015-16 are 11.219 lakhs. Number of teachers recognized as research guides are 11 so percentage of teachers recognized as research guides at present is 21.43%. The Institute has created an ecosystem for innovations including Incubation centre and other initiatives for creation and transfer of knowledge. The ecosystem includes research centers of Physics, Botany, Chemistry, Mathematics, Sociology and Central Instrumental Cell (CIC). A total of 03 workshops are organized on Intellectual Property Rights (IPR) The institution has a stated Code of Ethics to check malpractices and plagiarism in Research. Number of teachers recognized as guides are 11 and Number of Ph.D's awarded per teacher are 06. Number of research papers per teachers in the Journals notified on UGC website during the last five years are 7.6. Number of books and chapters in edited volumes/books published and papers in national/ international conference-proceedings per teacher during last five years are 4.57. The institute has received 5 awards and recognitions received for extension activities from government/ recognized bodies. Number of extension and outreach programmes conducted in collaboration with community and Non- Government Organizations through NSS are 47. Number of linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the last five years are 5. Number of functional MoUs with institutions of national importance are 21.

Infrastructure and Learning Resources

Spread over 10.5 acres of the campus, the three wings of the buildings have a built up area of about 3225.59 SqM. The physical academic infrastructure includes 15 classrooms, 08 laboratories, 05 research Labs, Central Instrumentation Cell, Seminar hall, Library and a reading room etc. The support facilities include Girls' common rooms, washrooms, water cooler, Parking space, Canteen etc. Over the years the institute has developed sufficient ICT infrastructure to make the teaching-learning process more learner-friendly. The

campus has high speed Wi-Fi connectivity accessible to all the classroom and laboratories. 05 classrooms 07 laboratories and 1 Seminar Hall has modern ICT facilities like LCD projectors, multimedia speakers and high-speed Ethernet cables for internet connectivity. In addition to this the college has 104 computers, number of printers, scanners, copier machines and digital cameras. In order to cope up with the growth in academic programs up-gradation of classrooms, laboratories and staff-room has been carried out. The college has games and sports facilities for outdoor games like Cricket, Soft Ball, Base Ball, Volley Ball, *Kho Kho*, Football, *Kabaddi*, and Archery. The college has indoor facilities for games like Chess and Table Tennis. A well-equipped Health Centre is available for students. The college has well-established policies and framework for carrying out the maintenance of all the infrastructure and support facilities. The college has formal arrangements with five vendors for Annual Maintenance Contract. The library of the college is an enriched learning resource centre. The library has over 7875 books for the use of students and staff. Library is partially automated and has software like Library Management System. The library also offers an access to e-resources like Inflibnet N-List consortium.

Student Support and Progression

The average number of students availing government scholarship is near about 50 % of the total number of students. The institute regularly organizes capability enhancement schemes for the betterment of students. For last five years the college, through its internal committees and cells, has organized various programs and workshops for competitive examinations, Career counseling and soft skill development of the students. In addition to this, initiatives like designing and implementing Remedial and Bridge courses have been undertaken by some of the departments. Personal counseling to the students is provided through the Tutor-Ward system of the college. The institute also encourages the students for self employment generation by organizing vocational education and training courses. The institute has grievance redressal and women cell for redressing the relative issues. The women cell organized various programs and activities like workshops and Expert Talks for promotion of gender equity. 46 students from the institute have been placed in various public and private sector jobs during last five years which is about 10 % of the total number of passed out students. During last year 44 (62%) students progressed at post graduation level. As far as various levels of examinations are concerned average 2 students have passed the state as well as national level competitive examinations. The institute always motivates the students towards participation in various sports as well as cultural activities at institutional, university, national as well as international levels. Through student council institute organizes about 15 different events every year for the partial fulfillment of their careers. 3 students from the institute have been awarded at national as well as international level during last 5 years. The institute has registered alumni association cell. More than 500 students are registered under the cell. Most of these Alumni members visit the institute and interact with the students through various formal and informal programs. Institute through its Alumni Cell also invites some expert alumni from various disciplines for encouraging and guiding the students from time to time.

Governance, Leadership and Management

Internal Quality Assurance Cell of the College (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and the processes in the College. Institutional Organisational structure is displayed on campus prominently and on the institutional website.

College Development Committee (CDC) works for smooth functioning of the College. Well defined working-monitoring area and mechanism of the different units like Staff Council, IQAC, Departments, Internal

Committees and Cells ensure that the culture of decentralization and participative work followed in the institute.

The Institute has clear vision and mission and well-defined objectives which are communicated to the stakeholders through displays, website, prospectus and activities.

Well-defined quality policy and plans of the institute are reflected through activities as per the documented perspective and strategic plans. Welfare measures such as GPF, DCPS, Medical Reimbursement, Medical and extra-ordinary leaves, Group Insurance Scheme, loans, Gratuity and Financial Assistance are available for the staff.

The College has software-programs for the different administrative tasks like accounting-finance, students-enrollment, admissions and other support services, scholarships, examinations etc. The institutional website is content-rich with user-friendly interface. The emails and social networking platforms like WhatsApp are used for internal and official communication. Thus e-governance is used in almost all the areas of administration.

College organizes professional development programmes (PDPs) for the staff and ensures their participation for such programs conducted by the University and Government. For the participation in PDP, 25 staff members have been given financial assistance.

In the last five years, one national level seminar sponsored by UGC was organized and 13 quality related programs were undertaken for the faculty and students. 25 staff members have participated in FDP conducted by UGC and relevant bodies.

College has acquired the Certificates for quality like NAAC, ISO and AISHE. College undergoes external and internal AAA and University audits. To judge performance of the teachers UGCs PBAS-API system is followed. Confidential Reports (CR) are maintained by the Principal.

Financial mobilization is through CDC, Principal and Purchase Committee of the College. As per the budget allocation approved by CDC, Principal expedited the amount. Financial Audits is regular. The college has so far submitted four AQARs.

Institutional Values and Best Practices

The establishment of this college was an outcome of a great philanthropic act by a visionary lady Smt. Narsamma Hirayya Mannewar. Donation of 12.5 acres of prime land to the cause of education laid a solid foundation for this institute. As is clearly stated in its Vision and mission statement, the institute carries out various programs and activities to enrich the lives of all our stakeholders through the observance and experience of all the core human values. Every year the Woman Cell of the college organizes number of activities and programs covering the various issues of gender-sensitization and women-empowerment. Similarly birth and death anniversaries and other memorial days of great national leaders and saints are celebrated to inculcate the values of peace, non-violence, humanity, universal brotherhood etc. The college has a well defined code-of conduct and professional ethics for students, teachers, Principal and the Management. A Handbook on Human Values and Professional Ethics has also been published by the institute. The college has an active Eco-Club established jointly by the departments of Environmental Science and Botany. It undertakes various activities for the conservation of environment. The College has also carried out its Green Audit. The college has an established culture of participative management that encourages individual, creative and out of

the box thinking. The three best practices are the outcome of this culture. The Reuse of paper-stationary helps the college reduce its carbon footprint. The database of the blood-donors has shaped a common practice of Blood-donation camp into something that truly makes a difference in the lives of many in their need of hour. The Environment Education and Awareness Program is a practice carried out by the students of Environmental science. This is the best example of participative learning where the UG students give lessons on Environmental conservation to the school-children. The college has Sibling-Alumni database as its distinctive feature. Over 300 families have two or more children as its students. The analysis of the database proves that the basis of the trust is the academic excellence that the institute has provided over the years.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Shrimati Narsamma Arts, Commerce and Science College, Kiran Nagar, Amravati
Address	Narsamma Campus, Kiran Nagar
City	AMRAVATI
State	Maharashtra
Pin	444606
Website	www.narsammaacsc.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	R. S. Chandanpat	721-2540793	9423422343	-	iqacnarsammacollege@gmail.com
IQAC / CIQA coordinator	N. D. Gawande	721-2550140	9422157797	721-2551086	aubajpeyee@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	04-08-1995

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

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	15-11-2010	View Document
12B of UGC	15-11-2010	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Narsamma Campus, Kiran Nagar	Urban	10.5	3225.59

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	XII	Marathi	23	17
UG	BA,Arts	36	XII	Marathi	27	21
UG	BA,Arts	36	XII	Marathi	19	13
UG	BA,Arts	36	XII	Marathi	55	49
UG	BA,Arts	36	XII	Marathi	17	11
UG	BA,Arts	36	XII	Marathi	29	23
UG	BA,Arts	36	XII	Marathi	12	6
UG	BA,Arts	36	XII	Marathi	10	4
UG	BA,Arts	36	XII	Marathi	10	4
UG	BA,Arts	36	XII	Marathi	20	14
UG	BA,Arts	36	XII	Marathi	10	4
UG	BA,Arts	36	XII	Marathi	15	9
UG	BA,Arts	36	XII	Marathi	21	15
UG	BA,Arts	36	XII	Marathi	24	18
UG	BA,Arts	36	XII	Marathi	20	14
UG	BA,Arts	36	XII	Marathi	48	42
UG	BCom,Commerce	36	XII	English	120	47
UG	BSc,Science	36	XII	English	25	21
UG	BSc,Science	36	XII	English	43	39

UG	BSc,Science	36	XII	English	18	14
UG	BSc,Science	36	XII	English	182	173
UG	BSc,Science	36	XII	English	43	39
UG	BSc,Science	36	XII	English	24	20
UG	BSc,Science	36	XII	English	37	33
PG	MSc,Science	24	BSc	English	42	39
PG	MSc,Science	24	BSc	English	42	40
PG	MSc,Science	24	BSc	English	20	20
PG	MSc,Science	24	BSc	English	40	40
PG	MSc,Science	24	BSc	English	42	36

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				6				29			
Recruited	0	0	0	0	5	1	0	6	16	6	0	22
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	4	11	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	7	0	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	1	0	11	5	0	22
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	5	0	0	5

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	2	4	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	9	22	0	31

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	Others	Total
		0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	275	0	0	0	275
	Female	375	0	0	0	375
	Others	0	0	0	0	0
PG	Male	47	0	0	0	47
	Female	128	0	0	0	128
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	107	67	75	80
	Female	125	127	152	146
	Others	0	0	0	0
ST	Male	29	19	17	14
	Female	18	10	12	8
	Others	0	0	0	0
OBC	Male	131	84	103	118
	Female	255	225	242	233
	Others	0	0	0	0
General	Male	22	20	25	26
	Female	50	39	43	49
	Others	0	0	0	0
Others	Male	32	25	21	31
	Female	56	55	41	45
	Others	0	0	0	0
Total		825	671	731	750

3. Extended Profile

3.1 Program

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

Response: 528

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
29	29	29	29	29

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
825	671	731	750	691

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
195	154	146	158	138

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
220	181	227	198	171

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	27	27	28	28

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
35	35	29	29	29

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 29

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

2018-19	2017-18	2016-17	2015-16	2014-15
43.31376	38.40188	34.4815	54.3466	41.57707

Number of computers

Response: 104

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution has a well-conceived process of curriculum planning and execution under the broad guidelines of SGBA University, Amravati. The college at the beginning of the session constitutes Curricular Committee comprising of 04-05 members representing all the concerned streams. A senior member heads the committee. The committee interacts with the teachers regarding effective ways of curriculum planning and implementation. On the basis of this feedback the committee in its meetings designs different formats to ensure planning of syllabi and its timely and effective execution. The committee ensures the smooth and effective execution of curricular processes through periodic feedbacks from the department-heads. Apart from this on the departmental level the committee ensures that Course Outcomes, Program Specific and Program Outcomes are communicated to the students. The Committee promotes remedial coaching for slow learners to improve their learning outcomes. The committee designs the formats for: a) Teaching-plan b) Teaching –execution c) HoD-Analysis d) Students' Feedback on teaching-learning and evaluation. The committee prepares its annual report based on HoD analysis and the analysis of Students' feedback. The report along with suggestions for improvement if any is submitted to the Principal. The principal discusses the report with IQAC. Letters of suggestions for improvement / commendation for good performance are issued to the concerned faculty members. The faculty members, in response to the letters, ensure the Principal that they would follow suggestive measures to improve the performance.

The institutional hierarchy in this regards is as follows: University Calendar-CDC –Principal-IQAC-Curricular Committee-HoD-Individual Faculty Members.

The whole process is documented on various levels. The individual teachers keep the record of daily teaching along with the monthly teaching plans. For this purpose the committee designs Daily Diary for the teachers. Secondly the formats for teaching execution are filled in regularly by the teachers. The teachers' formats are reviewed by the Curricular committee through respective HoDs. Such reviews ensure effective curriculum delivery through suggestions for corrective measures. Based on the individual teachers' records HoD makes his analysis and submits it to the Committee.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 9**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

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

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	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: 25.36****1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

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

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response: 0.57****1.2.1.1 How many new courses are introduced within the last five years**

Response: 03

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

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

Response: 27.59

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

Response: 8

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

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

Response: 6.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
46	32	73	65	35

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

We as an institution of higher education have always been aware of the various issues of social, ecological and environmental significance. Almost all the programs have subjects and courses having exposure to the issues like gender equity, sustainable life style, human values and professional ethics. In the UG program of BA students study subjects like Sociology, Political Science, History, Economics and Literature. The issues of skewed sex-ratio, secondary treatment to girl child and harassment of women are discussed in the curriculum of subjects like Sociology and Literature. The students are made aware about the professional ethics and human values through curriculum of Literature, political Science and History. The students of BA Part II and BSc Part II have Environmental Studies as a compulsory subject. This subject ensures that students are well-informed and sensitized about the issues like sustainable life-style and environmental-friendly practices. In Science faculty we offer Environmental Science as one of the elective subjects. We also have Post Graduate program in the subject Environmental Science. The department of Environmental Science undertakes various co-curricular activities like Eco-friendly Ganesh festival Campaign to enrich the curriculum transaction. Secondly the Environmental Science department undertakes field-projects, study tours and excursions in order to provide the students first -hand experience in handling the issues like environmental pollution and ecological imbalance.

Apart from this, the concerned departments, committees and Cells undertake various programs to make the students aware about the cross-cutting issues of gender equity, human values and environmental sustainability. The women Cell in association with the departments of Sociology and Economics organize workshop, seminars and other programs for the students on the issue of gender sensitization. Here students are provided a platform to discuss the issues which are part of their curriculum.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

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

Response: 2

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

Response: 2

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
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

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

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View 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

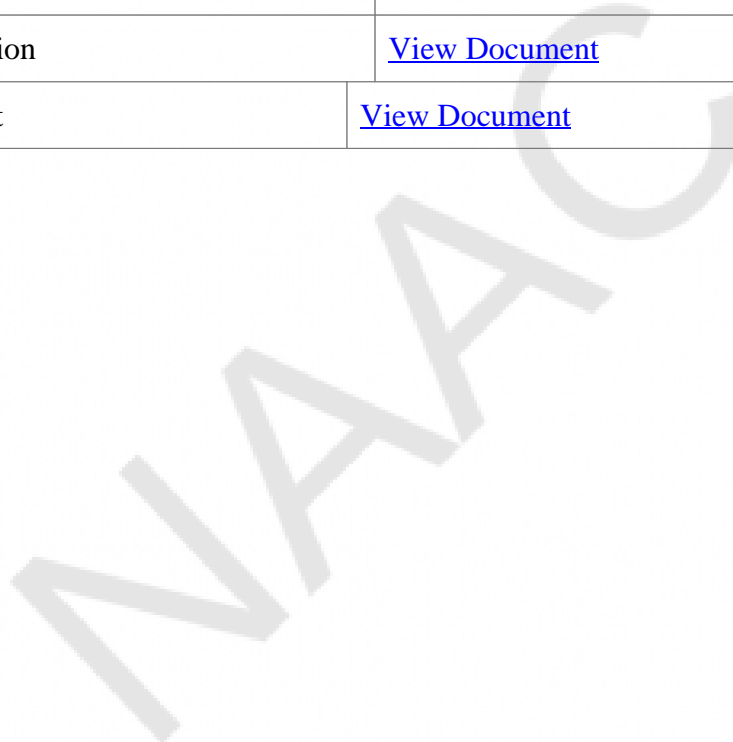
B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

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

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 94.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
415	312	323	337	322

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

2018-19	2017-18	2016-17	2015-16	2014-15
498	326	326	354	328

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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:** 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
195	154	146	158	138

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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 institution assesses the learning levels of the students after admission and organizes special programs for advanced and slow learners in the following ways:

Slow Learners

Students are counseled at the time of admission.

At the beginning of session bridge courses are conducted for a week in order to make the students cope-up with the difficulty level in the syllabus. Based on the entry level course brief syllabus modules are prepared by the concerned departments.

At the commencement of session the practical session for respective science subjects begins with understanding the basic knowledge level of the students. Teachers during class interaction identify student potential and then devise strategies to reduce the gap in knowledge and Skills. The College through its Departments identifies students on the basis of their previous year's performance. The lists of slow and advanced learners are maintained by the concerned Departments. This is further useful for conduct of Remedial Teaching Programmes. Special attention is given to the academically weak students. To enhance their performance, remedial coaching is provided in the respective subjects. Problem areas in the subject are identified, a separate time table is drawn up and students are assisted in the identified problem areas. Special discussions and coaching is given to help them overcome the language and subject related problems. Problem solving sessions are held for Mathematics, and Physics during tutorial classes. The students are encouraged to use the relevant web resources for sourcing material. The students are also

given additional books from the Departmental library wherever the facility is available.

Advanced Learners

Advanced learners are given challenges to channelize their performance. They are given opportunities to participate in Seminars and conferences, poster competitions, intercollegiate debates elocutions and quizzes, Avishkar competition. Advanced learners are also encouraged to access additional study materials from N-List and other digital resources apart from the special books available in departmental libraries. Central library extends the helping hand to the advanced learners through its Book-Bank Scheme. On the departmental part the advanced learners are appreciated by giving awards for their excellence on the republic day.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 29.46

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Almost all the departments conduct various activities and events every year that involve Experiential Learning, Participative learning and Problem solving Methodologies. They are as follows:

Experiential learning, participatory learning, innovative teaching and problem solving method are the

essential components of the teaching-learning process. Experiential learning skills include field trips, field research, excursion and projects. The students participate in various academic and co-curricular activities within and outside the college. Visits to other institutes, field and educational tours, seminars and talks by experts are organized during the year. Field trips are organized by science departments like Physics, Chemistry, Industrial Chemistry, Botany, Computer Science, Mathematics, Environmental Science etc. to study natural science phenomena and they learn from observation. The Arts/Social Sciences departments like Marathi, History, Political Science, Sociology and Economics also organize study tours and field visits. ICT enabled teaching is practiced by most of the teachers. Students are given individual projects and class assignments, focusing on self-study and independent learning. They are also assigned group projects and activities which promote peer learning and team building. The students watch video lectures of experts from NPTEL and prepare write-ups and explain procedures in their own language and arrive at own conclusions. The projects that the students of Science undertake as part of curricular work are also indicative of the importance that the College gives to problem solving methodology of learning. The M.Sc Chemistry syllabus consists of numerical problems which students solve in class. Students are allowed to give seminars based on numerical as well as theoretical problems. The students try to answer questions for critical thinking with the teacher's assistance.

Beej ankure-ankure a wall magazine published every year by Marathi department with active participation of the students. In which students are encouraged to express their creativity in the form of poems, articles, scripts etc.

A Wall Magazine: a theme based activity organized by physics department for the students.

Lit-Wall a theme based concept organized frequently by English department to provide platform to students to express their creativity in the various forms which ensures the experiential and participative learning of the students.

Poster Competition: a theme based activity organized by Mathematics Department for the students.

All these activities ensure that innovative learner centric methodologies such as experiential learning, participative learning and problem solving ways are used during the process of teaching-learning-evaluation.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 89.29

2.3.2.1 Number of teachers using ICT

Response: 25

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 29.46

2.3.3.1 Number of mentors

Response: 28

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

At the beginning of the academic year, after the completion of the admission process, the teachers plan the teaching schedule according to the University calendar. Students are encouraged to think critically and be innovative and creative in tackling their assignments, projects and other tasks assigned to them. In UG and PG classes interactive method is used in teaching-learning process. Participation of students in discussions, problem solving sessions are useful in acquisition of skills. Power point presentations, classroom seminars are followed by discussions in the class. Departments like History and English, Environmental Science, Industrial Chemistry make use of academically relevant Films and Documentaries as a learning tool. Project work is part of the curriculum in all P.G and U.G. courses. Students select topics for project work under the guidance of teachers and work on it. Students are encouraged to express their creativity by contributing to the college magazine. The college inculcates in students an awareness of their social responsibilities, with several outreach programmes like visit to orphanages, cleanliness drives, blood donation camps, NSS programmes and Awareness Rallies and celebration of birth and death anniversaries of national leaders. While the teachers in our College update their knowledge by doing Ph.D. or by working on projects, they also invite experts in various fields for lectures, seminars and workshops at which students get to acquire knowledge about the recent developments in a variety of areas. Departments like English, History, Botany, Chemistry, Mathematics, Physics, Computer science created their own Google classroom, which enhance the level of participative learning as well as teaching.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 88.67

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
Any additional information	View Document

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

Response: 64.55

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	20	17	17	13

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 18.71

2.4.3.1 Total experience of full-time teachers

Response: 524

File Description	Document
Any additional information	View Document

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

Response: 10.87

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

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

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:** 0

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level**Response:**

The evaluation mechanism followed by the College to a large extent is in conformity with that of the affiliating University, i.e. Sant Gadgebaba Amravati University, University (SGBAU). SGBAU introduced semester pattern at U.G. and at P.G. level with CGPA pattern from 2010-11 in the science stream and from 2017-18 at U.G. level in Arts and Commerce faculty. Continuous Internal Evaluation system has been a part of the evaluation mechanism since 2010-11. For last two years some of the departments have started using google classroom as a tool for CIE. MCQs and other similar tests are assigned to the students in the

google classroom. The University has laid down certain norms on the basis of which the teacher can evaluate the students at College level. At the UG level the University has allowed 20% of the marks to be decided through internal assessments. Teachers evaluate the students in a course through their interaction throughout the semester. The mechanism for the same includes written tests, seminars/study tour, home assignments, projects etc. The remaining 80% of the marks are awarded through the External Semester Examinations conducted by the University. In order to ensure the transparency the examiners put the internal marks on display for the students 21 days before the commencement of the theory examination. This essentially enables the teacher to get a positive feedback on a student's overall understanding and enhances the teaching-learning and evaluation process.

The time table for internal examinations is prepared and displayed by the College. Each department works out the details of how the CIE is to be carried out for each paper making sure that COs of each paper are achieved through the different assignments. The major reforms introduced by SGBAU include online question papers for all examinations. These password-protected question papers are received by the College before one hour to start of the respective examinations. The College has high speed photo copier for the specific purpose of printing question papers. The entry of internal marks is made online. Hall tickets for all exams are received online; printouts are taken, authenticated and circulated by the College.

On the part of college, PG departments assign 20 marks, on the basis of performance in class tests, assignments, Seminars, tours, excursions and field trips.

Thus, the system of evaluation is adequate and comprehensive so as to measure different types of skills achieved by the students.

File Description	Document
Any additional information	View Document

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

Response:

The internal and continuous assessment enables the teacher to identify weak and advanced learners. The Institution ensures that all students are aware of the evaluation process through the syllabus and prospectus which is updated annually. The practice of conducting class tests, multiple choice tests, viva-voce examinations, assignments, projects, seminar, field visits are the part of the teaching learning process. This enables the teacher to evaluate the performance of the student and take necessary steps to cover any learning gap. The problem areas are identified and remedial action initiated. This helps students to identify their strengths and weaknesses and work on problems areas. Before the session begins, teaching plans for UG and PG classes are prepared and discussed along with the mode of Continuous Internal Evaluation. The faculty members however have a certain amount of flexibility in deciding the kind of assignment so that creativity is not compromised. Guidelines for teachers and students for internal assessments are prepared as per the University guidelines through college examination committee and are made available to all faculty members. Dates for the internal tests/class tests assignments are notified on the college notice boards and announced by faculty in the respective classes at least a week in advance. After evaluating, answer sheets/assignments/projects are shared with students and marking pattern is discussed. Students are

asked to sign in the internal assessment mark lists/ registers of department, once they are satisfied with the marks obtained. The internal assessment lists are displayed on the notice board at the end of the semester at least 21 days before the commencement of the university examinations. Students read and sign the sheets which are then signed by the Head of the department and further verified and signed by the Principal and forwarded to the University.

Thus the transparency and robustness of the evaluation system is ensured.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The grievances of the students related to examinations are addressed at two levels:

- one is at College and another is at University depending upon the nature of the grievances. Grievances related to the internal assessment are handled by the examination committee of the College whereas grievances related to the external assessment are forwarded to the University. Students on demand are provided with photocopies of their answer sheets for reviewing the valuation conducted. At College level, grievances if any are addressed at the departmental level.
- In case of grievances being unresolved, student has to apply within 8 days of displaying the internal marks. College collects the applications on prescribed forms and forwards it to the authorities concerned. The facility for rechecking and re-evaluation of answer sheets is available for the students. Students are free to approach teachers and heads of departments to resolve their queries related to the marks obtained in internal assessment, if any. If the student concerned is not satisfied by the procedure mentioned above, they may meet the head of Examination committee of the College or the Principal. Thus grievance redressal with reference to examinations is transparent. Examination related grievances are received by the authorities concerned of the College in a time-bound manner. All complaints are attended and resolved in a short time. As for the grievances related to University examinations, student has to apply in prescribed format with fees within 15 days of declaration of result. The time taken depends on the policies of the SGBAU.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The College follows the Academic Calendar of the Sant Gadgebaba Amravati University (SGBAU).

On the basis of this calendar, College prepare its own academic calendar comprising of the Curricular and Co-curricular Activities to be carried out throughout the year and publishes it in college prospectus and displayed on the College website. On the basis of this, each department prepares their own annual calendar and conveys it to the students. The college internal examinations are also conducted according to the time schedule declared through the examination committee in the first term and the second term of each semester. Thus, the institution adheres to the academic calendar for the conduct of various evaluation, examinations and other relevant activities for contineous internal assessments.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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:

Program outcomes, program specific outcomes and course outcomes for all programs offered by the College are stated and displayed on the College website.

For each program and course offered by the college, a unique set of learning outcomes have been defined. These are linked to the broad program outcomes. POs, PSOs and COs are prominently displayed on the home-page of the College website. Similarly, PSOs and COs are also included on the web pages of the concerned Departments. In addition to these the Departmental pages also have a complete and comprehensive list of the programs taught in the department with details of program objectives.

Moreover, at the beginning of the session, POs, PSOs and COs are communicated to the students in the class-rooms by the faculty members of the concerned departments.

A copy of POs, PSOs and COs has also been kept in the Department for the review of the visitors, students and other stakeholders.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The program outcomes are measured over a period of time through the performance of the students in the role they play in the various activities they get involved in. Students of the College are involved in curricular, co-curricular and extracurricular activities through their departments, NSS, NCC, and different committees. Students organize a variety of programs in their departments in the course of the year including inauguration of respective societies and study boards, poster competition, annual social gathering, farewell function, etc. In addition to this every year students participate in the mega cultural event “Youth Festival” organized by the University. Also they are encouraged by the departments to participate in the Science Festival “Avishkar” organized every year by the university. Every year college students participate in this event and win the prizes. Departments also engage in social outreach activities. On these occasions students display their discernment, social skills, communication skills, creative skills, leadership skills, spirit of team work, readiness to take responsibility, be accountable, etc. Program specific outcomes are measured through both academic and non-academic performances of the students. The performance of the students in the internal and external examinations, in the practicals, projects, seminar and assignments, participation in class activities are some of the means on the basis of which program specific outcomes and Course outcomes are measured. Students are also encouraged to take part in competitions, seminars and conferences, research competitions, etc. Their performance within and outside the College in the various academic events provides another index of their learning-levels. Students are also measured continuously based on their regularity, their receptiveness, participation in class discussions, and the overall quality of their conduct. Their performance in the internal examinations provides the initial indication of their learning outcome. Teachers provide critical inputs through informal discussions to the students on the basis of this performance.

Thus the students are encouraged and motivated to improve their performance in the external examinations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 58.06

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

Response: 126

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

Response: 217

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.89

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 34.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.00	0.00	0.00	11.2	22.9

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
Any additional information	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 28.57

3.1.2.1 Number of teachers recognised as research guides

Response: 8

File Description	Document
Any additional information	View Document

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

Response: 1.07

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

Response: 06

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

Response: 28

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	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:

Institution has an established ecosystem for innovations. It includes Central Instrumentation Cell (CIC), Research Centers (RC), Student's Study Circles, Student Development Committee (SDC), Co-curricular Committee, Eco-Club and Botanical Garden. These units act as Incubation Centers for tapping latent creative talents in students and faculty members. The details of the activities of these Incubation Centers are as follows:

Central Instrumental Cell: Our College has established Central Instrumental Cell (CIC) in **2015** to facilitate the research work among faculty and students. Cell provides instrumentation facilities and services with minimum maintenance charges for M. Sc. Projects and research work.

Research Laboratories and Centers: Research laboratories are approved by Sant Gadge Baba Amravati (SGBAU), Amravati for the subject **Chemistry** in the year **2012**, **Botany** in the year **2013**, **Physics** in the year **2014** and Research centres for the subjects Mathematics and Sociology in the year 2019.

Mohor-Annual Magazine: The College publishes Annual Magazine through active participation of students. An editorial board is constituted by selecting the students of having literary interest and talents. The board then motivates the student community to contribute to the magazine by writing articles, poems, stories etc. In this way "Mohor" becomes an incubation platform for the creativity of the students.

Co-curricular Committee: Through this cell students are motivated and guided for participation in inter-collegiate students research convention **AVISHKAR** organized by SGBAU, Amravati for creative innovations for skill India. The College has been awarded number of prizes for research models and projects.

Students-Societies: Departments of English, Physics and Marathi publish Wall Magazines annually on the topics and the themes decided by the societies. The students of respective departments participate in creating the Wall-Magazines as follows: **English** Department through **Lit Wall**, **Physics** Department through **Wall Magazine** and by **Marathi** Department through **Wall Magazine Beej-Ankure-Ankure**.

Department of Botany and Environmental Science: Every year **Wild Life Week Celebration** is jointly organized by these Departments under Eco-club which attracts students from other colleges to actively participated in the competitions and programmes.

Botanical Garden: The Institute has well-curated Botanical Garden under the Department of Botany. The students are encouraged to learn more about plant species by actively participating in field experiments in the garden.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	0	0	00	00

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	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
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 0.55

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 06

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

Response: 11

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 1.09

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	11	0	1	2

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	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:** 4.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	31	27	27	20

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	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 as per its vision and mission statement always strive to help the community for maintaining ecologically sustainable lifestyle. The college through its departments carry out the number of extension activities in the fields of creating awareness towards environment-education, digital transactions, awareness for social causes etc.

The prominent extension activities conducted by various departments are:

- 1) Environmental awareness and education program for school children
- 2) Ecofriendly Ganesh Festival
- 3) Workshop for Digital India and E-Banking
- 4) Mathematical Games for Blind, Deaf and Dumb students
- 5) Fire-safety workshop
- 6) Careful handling of household electric-wares.
- 7) Workshops on Medicinal Plants

All these activities are carried out through the students as handlers, speakers, advisors, activists etc. In this way the students get the first hand opportunity to know, understand and address the various aspects of life for their overall development.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	0	00

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 Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 47

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	20	09	02	03

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
Any additional information	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: 47.19

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

2018-19	2017-18	2016-17	2015-16	2014-15
549	499	400	196	98

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	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: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	1	01	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 21

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	04	02	03	02

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	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 03 UG and 05 PG programmes in the subjects Chemistry, Computer Science, Environmental Science, Industrial Chemistry, and Mathematics.

The College has 05 Research Laboratories in the subjects Botany, Chemistry, Mathematics, Physics and Sociology.

The College with 10.5 acres of campus has buildings spread over 3225.59 SQM.

- The college has 15 classrooms and 08 laboratories out of which 08 have LCD Projectors.
- The college has 08 laboratories measuring a total area of 628.43 SqM and 05 Research laboratories measuring an area of 120.50 SqM.
- Two computer laboratories have 68 desktop computers. College has 07 laptops, 15 printers of these 06 have scanners and copier facilities, 02 stand-alone scanners, 01 copier machine, 04 digital cameras, 01 digital microscope objective camera. The Computer student ratio of the college stands at 1:9. The computers are linked with LAN networking for efficient sharing.
- The College also has a fully digitized weather station under the department of Environmental Science.
- Laboratories and Research Centres

The Institute has adequate number of properly maintained laboratories. There are 05 Research laboratories and research centers for research work to be carried out by the research students. These laboratories contain computers, laptops, printers, scanners and have facilities for LCD projectors with internet connectivity. The laboratories also have safety aids such as fire-extinguishers, first-aid box, display of safety instructions and adequate ventilation and illumination facility.

- **Departments**

All the departments have desktop computers with Wi-Fi connectivity, Printer, Scanner and portable copier. This ICT infrastructure helps the teachers to make use of online learning and evaluation platforms like social media, Google classroom etc.

- **Central Library**

The College has a Library with access to online journals and other resources. Library offers the staff and students access to INFLIBNET N-List a consortium of UGC and MHRD, Govt. of India. The library has a reading space for the students and the faculty. It has stack room and adequate number of text and reference books, journals, magazines and news-papers. The library also has 06 encyclopedia in 39 volumes. In order to cater to the needs of ready access to online resources, the library has 10 desktop computer systems with

internet connectivity for its users. Besides this, Library offers “Offline public Access catalogue” (OPAC) to its users.

- **Central Instrumentation Cell (CIC)**

The College has established Central Instrumentation Cell (CIC) in the year 2015, to facilitate the research work of faculty members and students. Cell provides various Instrumentation facilities and services with minimum maintenance charges to the research students for their Ph. D., M. Phil, M. Sc. and other research projects.

The significant services of the CIC are:

FTIR (Fourier Transform Infrared Spectrometer) Spectra from 630 nm: make Agilent, UV-VIS Spectrophotometer: make Agilent, GC (Gas chromatograph): make Agilent, Laminar Air Flow Set up, KBr pallet press machine (15 Ton), Programmable Furnace (up to 2000oC and timer slots), 1500 x capacity microscope for Electric Dipole Measurements, LCR Impedance Analyzer (2 MHz) at Room Temperature characterizations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The sports facilities available in the college campus:
Indoor Games Facilities for-

i) Chess

ii) Table Tennis

Outdoor Games Facilities **with** dimensions- specification about area/size:

- 1.Cricket : 20.12 M X 3.05 M = 61.366 Sq.M.
2. Volley Ball : 18 M X 09 M = 81 Sq.M.
- 3.Kho Kho : 27 M X 16 M = 432 Sq.M.
- 4.Football : 110 M X 64 M = 7040 Sq.M.
- 5.Kabaddi : 13 M X 10 M = 130 Sq.M.
- 6.Soft Ball : 76.20 M Outfield, 7.62 M to 9.14 M Back stop
- 7.Base Ball : 76.20 M Outfield, 7.62 M to 9.14 M Back stop
- 8.Archery : 01 Target Wall

- The College has excellent physical infrastructural facilities to support the games-sports and cultural activities. As has been stated earlier the college has a campus of around 10.5 Acres. The college has a full time Physical Director who heads the department.
- **Outdoor Games:** The institute has playfield areas for outdoor games like Cricket, Soft Ball, Base Ball, Volley Ball, Kho Kho, Football, Kabaddi, and Archery.
- **Sports facilities and Health Center** Department of Physical Education is the Department from where the students represent the college in various sports competitions.

Every year Department of Physical Education registers for more than 08 games in the University Intercollegiate Program.

Students are also motivated towards participation in the various tournaments at State and National Level.

Annual Plan is prepared by Department of Physical Education. Infrastructure and ground facilities are available for students and related equipments are provided to the Students with expert guidance.

- 01 Student is awarded with Water Polo Award in International Competition
- 01 Student is awarded with a Gold Medal in National Judo Competition
- 03 students of the college are awarded University colour-coat in Sports.

The institution provides excellent support and training facilities for different competitions in performing arts and other cultural activities. Student Development Committee and Extra curricular Committee of the College organizes different programmes throughout the year. The Committee also has an MoU for training purposes.

- Students participated in competitions at University, State, and National level and won many honours for the institutions.
- Dance, Drama, Song Competitions are the part of the annual cultural gathering, Rangoli, Essay, Dish Decoration, Flower decoration competitions are also organised.
- The institute also takes support of the external experts for the preparation of cultural events like dance and drama and provides financial support to the student participants for entrance fees for competitions at local and higher level.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 48.28

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 14

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

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

Response: 48.91

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

2018-19	2017-18	2016-17	2015-16	2014-15
28.8	26.8	11.56	17.22	17.9

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

4.2 Library as a Learning Resource

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

Response:

- Name of ILMS software: Library Management System
- Nature of automation (fully or partially): Partially
- Version: 01
- Year of Automation: 2010
- Library has an adequate collection of Text books, Reference books and others books
- Library has peer-reviewed journals and bound volumes of journals.
- The reading room is available to the students and it provides conducive environment for study.
- **OPAC:** The library has Library Management System. The library has a dedicated 10 terminals for students to search for the availability of the titles.

- The library also has “Offline Public Access Catalogue” (OPAC) for users.
- The library offers a single window service where information about the user circulation status, availability of the titles etc. can be sought immediately.
- Similarly various types of reports can also be generated with the use of above mentioned software.
- Books-database has been created along with users-database.
- The core processes of the library like issuance and return of books are partially automated. Manual Registers are also kept as an additional supporting system.
- **E-Resources:** The library is a member of N-list consortia of information library network (INFLIBNET). Under this consortia library provides more than 97000 e-books and 6000 e-journals to students and faculty members.
- Internet facility with computer system CDs, DVD, printer is available in the library.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

In order to enrich the library resources, the Librarian with the help of its stakeholders has always been very active in procuring useful books, journals, e-books and other learning resources for the library. In addition regular yearly purchases the library also receives donations and gifts from staff members, alumni, parents and philanthropists.

Since the institution is only a two decades old, It does not have books published before 1930s. However, the institute has tried to bridge this gap by downloading freely available rarebooks from public online database.

These books are kept in the library for users in photocopied version. The same books have also been stored in an institutional database for online access.

Apart from this nearly 80% of the faculty member have Ph. D. in different subjects. The library has a special section of Ph. D. thesis by these faculty members. The thesis of the Ph. D.s awarded to the research scholars under the supervision of College Teachers are also available in the library as a rare books. M. Phil. dissertations of the teachers and M. Sc. Projects undertaken by the students are also kept in the Library.

A separate space is provided in the library to keep these books for reference.

File Description	Document
Any additional information	View Document

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
Any additional information	View Document

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

Response: 1.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
2.24	0.90	1.10	1.22	0.32

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
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library	
Response: Yes	
File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students	
Response: 7.27	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 62	
File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi
Response:
<p>The institution regularly updates its IT facilities to serve the students with best facilities. Use of technology has become very vital in imparting quality based education. The institution encourages the staff to undergo training on the computer-aided teaching and learning. The computer department also organizes training sessions for the use of Internet for learning resources. Well equipped computer Labs, with multimedia and LCD projectors are available to the faculty for computer aided teaching. The computer faculty is always available for any need based assistance in the use of ICT. VPN Broad Band under NMEICT Internet connection is available in all department and Computer Laboratory.</p> <ul style="list-style-type: none"> • 05 classrooms / 04 laboratories have been equipped with LCD projectors. • The college has 94 computers and Laptops in working condition. Out of these 68 computers are with Computer science lab, 07 computers in office, 07 computers in departments, 07 laptop at various departments and 05 computers are available in other college units to students and teachers for their academic and co-curricular activities. • Apart from this the College has recently procured 10 computers for library. • All the departments of Science Faculty have computer installed in cabins of the Heads of the Department along with printers and scanners. • The Principal's cabin and the Administrative office is fully computerized. The Administrative office has 07 computers, scanner, Zerox machine and 03 printers. All the computers in the office are connected with LAN facility, internet broadband, and WiFi. • The institution has internet connectivity from BSNL under “Colleges connectivity VPNBB connections provided under NMEICT Project” with 10 MBPS speed. For this dedicated

Optical Fiber Cable (OFC) is used. The advantage of OFC is that there is negligible speed drop which increases the performance. In addition to this the College also has free limited internet connectivity by "Jio-NET". In addition to this recently College has acquired 6 MBPs Wi-Fi Internet connectivity from private service provider "Infinity".

- All the computers in departments and Computer Laboratory are connected with Internet. WiFi facility is available at strategic places within the campus.
- The entire campus is monitored by CCTV system. The 20 CCTV installed at strategic places helps monitor the campus activity. There is 01 Large TV screen monitor in Principal's office which records the activity 24 x 7.
- Office related Software is used for the convenience of Admission Process. Office Data is computerized and it has a complete record of the entire admission process.
- In session 2014-15, 15 licensed Microsoft Windows 8.1 SI(MSIN7100#) software have been purchased from the authorized dealer.
- In session 2015-16, the institute has purchased 22 desk-top computers, 03 LaserJet Printers, Wi-Fi modem 8 port switches D link, Quick Heal Antivirus, 10 Microsoft Windows licensed software. 02 licensed Microsoft Office SNGL OLPNL ACDMC Quantity.
- In 2018-19, 30 licensed Microsoft Windows SL8.1 ENG1PK DSP OEM, 06 Microsoft Msoffice-16 Academic Proplus Paper Lisc software were purchased.
- College ensures regular updation of institutional website. Moreover all important notices concerning academics, examinations, assignments are uploaded on the website.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 7.93

File Description	Document
Any additional information	View Document

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

File Description	Document
Any additional information	View Document

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 24.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
14.12	9.80	9.98	6.96	8.68

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	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 institution has made adequate arrangements for the maintenance and upkeep of the college infrastructure. IQAC manages comprehensive procedures of quality enhancement and sustenance. Setup of committees like College Development Committee, IQAC, UGC Committee, Purchase Committee, Library Advisory Committee, Student development Committee etc. work in various fields of college and help

IQAC to effectively tap and check available academic and support facilities. These committees provide continuous feedback to IQAC in order to enable it to take required measures. While carrying out overall assessment of all departments special attention is paid to the needs of up-gradation and up-dation of the facilities.

The aim of the comprehensive procedures is

- To achieve optimum utilization of facilities and services for the benefit of stakeholders.
- To receive constant, uninterrupted and smooth functioning of physical, academic and support service facilities.
- To prevent misuse and misconduct of resources and services.
- To achieve timely up-gradation, repairing and replacement of the resources and services.
- To set standardized maintenance and utilization procedures for resources.
- To reduce probabilities of accidents at workplace for ensuring safety.

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities.

- Heads of the respective Departments maintains the laboratories through attendants supervised by laboratory Assistant.
- Laboratory Assistant in consultation with Heads of the respective Departments processes the maintenance of equipments, chemicals, glassware and other necessary utensils as per the budget allocated. On-time maintenance is getting approved time to time by the Principal.
- The maintenance of library is supervised by the College Librarian.
- Head of the computer department along with the laboratory attendant work through an annual maintenance contract (AMC) for the Departmental maintenance and ICT class rooms.
- The College has annual maintenance contracts with the relevant vendors for cleanliness, maintainance, civil works, electric works and computer and website maintenance.
- College has a system of conduction of Energy Audits of the Campus.
- Regular Security Services are available in the campus to make sure campus security through the contract with Rasai Security Services, Nagpur.

Maintenance Contracts with:

Sr. No.	Purpose of Contract	Name of Person/Firm/Company	Contact (Address/Phone No.) Details	Duration
01	For Departmental PC maintenance and ICT class rooms.	CARE, Rajapeth, Amravati	Shri Prasad Khare, Rajapeth, Amravati Contact no. 9420521794	For the session 2019-20
02	To clean the Lavatories	Sau. Anita Chavan	Sau. Anita Chavan, Sindhu nagar, Amravati Contact no. 9420521794	01 Jan 2019 to 31-12- 2019
03	To maintain and update the college website regularly	dotCOM Infotech Pvt. Ltd., Amravati	Shri Sanjay Taral, Director, 2nd floor, Shetkari Bhavan, Old Cotton market, Amravati	For the session 2019-20

04	To maintain and update electrical and plumbing components of the campus time to time	Mr. Yogesh Bore	Contact no. 9823194885 Mr. Yogesh Bore, Sai nagar, Amravati	One year 01 Jan 2019 to 31-12- 2019
05	Regular Security Services in the campus	Rasai Security Services, Nagpur.	General manager, Rasai Security Services, No. F7/A, Shop no. 25, Metro plaza, Gorewada Chauk, Nagpur 440013 Contact no.	One year 01 Sep 2018 to 01-09- 2019

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 49.19

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

2018-19	2017-18	2016-17	2015-16	2014-15
413	332	324	374	361

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	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: 1.37

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

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

File Description	Document
Any additional information	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
Any additional information	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: 34.62

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

2018-19	2017-18	2016-17	2015-16	2014-15
195	348	456	223	38

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0.57

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

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

File Description	Document
Details of the students benefited by VET	View Document
Any additional information	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
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 4.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	08	07	06

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

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

Response: 20

5.2.2.1 Number of outgoing students progressing to higher education

Response: 44

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Response: 30.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	2	5	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
61	15	03	07	02

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	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: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	01	0	0

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

As per the State government's regulations Sant Gadge Baba Amravati University held Students Elections every year.

The college under the directions of the University conducts elections to the Student-Council every year. The students' Council body has representatives from the categories of girls, sports, cultural, NSS and all the courses. The Students Council organises the Annual Gathering and other sports and cultural activities. Apart from this the president of the Student council is nominated as a member of the College Development Committee. Similarly students also have their representatives in the various Cells and Committees of the

college like Women Cell, Students Grievance Redressal Cell and Anti-ragging Committee, NSS Cell, Extra-Curricular Committee, Co-Curricular Committee and Curricular Committee. etc.

The Annual Gathering is conceptualized and organized by the Students Council. The students work as a part of various committees and subcommittees formed to organize the Annual week-long event.

Here the students are given the platform to hon their organisational, managerial and administrative skills.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 3.8

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

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

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	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 Alumni Association and its Contribution to the Institute.

The Alumni Association of the college has been in existence for over a decade now. However till recently

the Association has been working in the informal way. Recently the Alumni Association registered itself with the Charity commissioner of the state.

The executive body of the Alumni Association has 13 members with Dr. Priti Deshmukh (Assistant Professor, Dr. Gode Engg, College Amravati.) as its President and Prof. Aruna K. Gawai (Kakade) as the Vice-President. Prof. Vivek Joshi is the Secretary and Prof. Suraj D. Here is Treasurer. Roshan A. Khadase is the joint secretary.

The executive members of the Association are Mr. Manish C. Dara, Kunal V. Bhele, Bharati A. Dhabade, Vaishali S. Jadhav, Prof. Yogita R. Bansod, Prof. Pankaj A. Kalaskar, Panali S. Nikam, Minal R. Darange, Rashmi G. Lonkar (STO) and Anand M. Khandare and Ku. Vaishali S. Wankhade.

The college has an active Alumni Association Cell managed by the in-charge teachers.

The Cell acts as a bridge between the college and the Alumni association. The Cell contacts and organises the visits of prominent Alumni to the campus.

There are many ways the Alumni contributes to the welfare of the college. Most significant contribution of the Alumni is the motivational and professional guidance related to career opportunities and life-choices.

Many of the Alumni working with the prominent corporations and institutions hold talks to the students and offer valuable guidance to them. Some of the prominent alumni-speakers are:

Hitesh Majithiya environmental Engineer, Qatar(UAE),

Prof. Aruna Kakde Shri Shivaji Science College Amravati,

Prof. Rahul Ghongde, Aniruddha Mahajan, TISS Mumbai,

Trishul Thakur-Pune,

Swapnil Wathodkar, Asst. Manager, Environmental Safety, Pune,

Anirudhha Wathodkar, Regional Manager, Asian Paints.

Apart from the lectures and talks, some of the Alumni contributed through donating books to the library and the parent departments.

Some of the ex-students and their parents gifted plants, photographs and other useful accessories to the institute.

The college has a bond of trust with its alumni. The college has a special database of Alumni-siblings-two or more students from the same family.

The institute feels that this is one distinctiveness that parents put their trust in us for educating their children.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs 4 Lakhs - 5 Lakhs 3 Lakhs - 4 Lakhs 1 Lakh - 3 Lakhs Response: <1 Lakh	
File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years Response: 10				
5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
02	02	02	02	02
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			

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:

Institutional Vision:

The aim of all human endeavors is to enhance the quality of life through intellectual, emotional, spiritual, physical, aesthetic and social development of the individuals.

We believe that this goal can be achieved by creating an atmosphere where every student gets an equal opportunity to realize her/his own dreams. An institute of higher education has a key role to play in making an individual, realize his core strengths, define his goal and strive systematically by observing the basic human values towards its fulfillment. Such an individual, we believe, whatever s/he does, is an asset to the betterment of our society.

Institutional Mission:

The mission of this College is to contribute to society through the quest of knowledge by maintaining the highest standard of excellence in every endeavor that we undertake. As an inherent part of our mission, we are pledged to impart education in a way that enhances the ability of students to learn throughout life.

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

- Vision and mission of the institute is to seek an overall development of all its stakeholders in particular and nation in general.
- The institute firmly believes that development of an individual has to be multi dimensional. In addition to the intellectual growth an individual should also include the other aspects like social-responsibility, emotionalism, aestheticism, spiritualism and sound physical health.
- In tune with this vision and mission, the devoted leadership plays an important role in effective governance of the institution.
- The College contributes to society through its interaction by extending helping hand towards the community related issues like education, environment and other extension activities, programs on gender equity, the programs inculcating moral values, saving of electricity etc.
- College has a mechanism to mark slow learners and advanced learners.
- Scheme of participative work of all stakeholders is maintained with the formation of different Governing Committees, sub-committees, Cells and through the Departments.
- To enhance the quality of life, College provides academic and other facilities to the students so that they can educate themselves in a better manner.
- Along with the group activities, College gives opportunities to the students to develop individual ability. As per our belief College provides level playing field to everybody thereby ensuring an equal opportunity for everybody to grow.
- The support programs in academics like bridge course, remedial coaching, special coaching to

advanced learners, prizes and scholarships reflect the institutional vision to ensure equal opportunity to all.

- In order to ensure the decentralization of the power and responsibilities, under the guidance of Executive Council of Shrimati Narsamma Hirrayya Shaikshanik Trust, Amravati and College Development Committee (CDC), the IQAC has initiated a system of internal cells and committees covering all the curricular, co-curricular, extra-curricular, aspects of the institutional working.
- All the stakeholders follow their respective code of conduct and promotes healthy and friendly atmosphere & helping work culture.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The Management of the College believes in participative work culture.

Similarly we at our Institute believes in the principle of collective leadership. Guided by these two principles, the College has established a well defined system for governance and the management of the academic, administrative and other responsibilities.

Some of the practices of decentralization and participative management that the Institute has undertaken are as below:

1. College Development Committee (CDC):

College Development Committee (CDC) is the constitutional body that the college is required to set up under the state universities act. The composition of the committee ensures the participation of the important stakeholders. The CDC comprises the members from teachers, non-teaching staff, students, the society, academicians and the management. All the important policy decisions regarding the academic administration of the college are discussed and approved by the CDC. In this way CDC ensures the decentralisation of responsibilities and power and acts as role model for participative management.

2. Staff Council:

Principal heads the Staff Council. Staff Council acts as a bridge between CDC and Departments including Teaching Faculty Members. All the issues related to the students and the staff are discussed in the staff council. A minimum of four meetings are held every academic year.

3. IQAC:

Internal Quality Assurance Cell ensures effective functioning of all the curricular, co-curricular, extra-

curricular and other developmental programs and activities. IQAC through its deliberations and feedbacks from stakeholders designs institutional policies for ensuring quality in all the aspects of its working. These policies are implemented through the Departments, cells and committees. Towards the end of the academic year, report of IQAC and annual quality assurance report (AQAR) are prepared. After the approval of College Development Committee (CDC) the AQAR is submitted to the NAAC.

4. Internal Committees and cells

The IQAC, in consultation with the staff, constitutes different internal committees and cells in order to ensure efficient and effective functioning of the curricular, co-curricular, extra-curricular and other developmental activities. Each committee and cell comprises of two to four members depending on the nature and extent of the work. The senior member heads the unit. The committees and cells prepare their own working and monitoring mechanism based on the broad guidelines given by IQAC within the established framework. At the end of the session, all the cells and committees submit their annual reports to the IQAC.

5. Student Council:

A College establishes Students' Council which is duly constituted body as per the Maharashtra Public Universities Act, 2016. Its function is to look after the welfare of the students and to promote and co-ordinate the extra-curricular activities for the overall development of the students. Its election procedure is as per the MPU Act. The details of its constitution are stated on page 89-point number 99 of the Maharashtra Public Universities Act, 2016. In special conditions, College establishes Committee of students representing all units of the students to ensure student's participation for their welfare.

File Description	Document
Any additional information	View Document
Link for 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:

Strategic plan prepared by IQAC is available in the Institute.

It ensures the development of all the aspects of the institute. Based on the feedback received from the different stakeholders, the prepared plan is discussed and finalised in the meetings of the CDC. The strategic plan of the institute includes the planning of the programs for enriching the quality of teaching-learning-evaluation and other developmental aspects of the Institute such as:

- Workshops, seminars and training programs in soft-skills for the students and the faculty
- Seminars, workshops and conferences in order encourage and motivate the faculties towards

qualitative research

- Establishing MoUs with reputed institutes and organisations
- Motivating the faculties towards the use of information communication technology (ICT) for teaching and learning process
- Undertaking Administrative and Academic Audit of the institute
- Undertaking green audit of the campus
- Starting short term certificate/add on courses
- Starting research centres and PG programs in more subjects
- Augmenting the physical infrastructure in order to cope up with the increasing number of courses
- Developing ICT infrastructure and to establish dedicated ICT and Smart classrooms
- Developing more games and sports facilities

One activity successfully implemented based on the strategic plan:

- As decided in the IQAC meeting held on 15-06-2018, Green Audit of the campus was undertaken. This audit was undertaken in five interconnected areas namely Bio-diversity Survey of the Campus, audit of Solid Waste Management, Liquid waste Management, Rain water harvesting and Energy Audit of the campus.

The findings of the Green Audit can be summarised as follows:

1. The bio-diversity Survey reveals that the Campus has rich diversity of trees of about 62 species belonging to 27 families. The campus has also been found to be a friendly habitat for number of birds, moths and butterflies.
2. The solid waste management pit located in the garden area produces around 500 Kg of compost manure in a season
3. The waste water from the laboratories are treated with the help of specially constructed softening pit.
4. The system of roof-top rain-water harvesting established around the three building-blocks of the campus accumulates about 112,62,500 litres of water per year.
5. Energy audit of the campus shows that energy consumption through LED lights is around 20% of the total consumption of the campus.

File Description	Document
Any additional information	View 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 institute has multi-tier hierarchy for its governance.

- Governing body of the institute is Shrimati Narsamma Hirrayya Shaikshanik Trust, Amravati. It is the apex body in the hierarchy for institutional governance.
- College Development Committee (CDC), a statutory body constituted under the provision in Maharashtra Public Universities Act-2016 is the second most important body. All the significant policy decisions regarding academic and administrative issues are discussed and approved in its meetings. CDC is responsible for recruitment and implementation of the service rules and other policies.
- Principal is the head of the institute. He is the ex-officio chairman of the staff council and the IQAC. Similarly he is the ex-officio secretary of CDC.
- The staff-council consists of the members of the teaching faculty. It discusses the issues related to the academic and other activities in the College.
- IQAC at the College is constituted among the members of various stakeholders as per the timely regulations laid by the Authorities. It seeks feedbacks from all the stakeholders and designs the various policies for qualitative improvement of the institute.
- IQAC also acts as bridge between the staff and the other stakeholders.
- Internal governing committees and cells stand at the last layer of the hierarchy of the governance. They ensure efficient and effective functioning of the curricular, co-curricular, extra-curricular and other developmental activities. The committees and cells work under the broad guidelines given by the IQAC and the CDC.
- The committees like CDC, women cell, examination committee, students discipline and grievance redressal cell work as the agencies responsible for addressing the grievances of various stakeholders.
- Principal is head of the academic and official administration of the Institute.

File Description	Document
Any additional information	View Document
Link for 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:** B. Any 4 of the above

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

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

- In order to decentralize the administration process and for the benefit of smooth functioning of the college, Principal, IQAC, various committees and cells have been formed. These committees functions independently and give suggestions to Principal. Periodic meetings with these stakeholders are conducted.
- The College Development Committee (CDC) is formed as per the Act. CDC comprises of two members from the Management, Principal, five Staff Members, members from Social and Industrial field, IQAC Coordinator and one Student Representatives. All the stakeholders present during the meeting offer valuable suggestions for the betterment of the college. CDC meetings are held regularly. Principal presents detailed report of all the academic, financial and research activities of the college. All the important decisions related to the college are discussed and are approved. The annual budget is also presented and approved in the CDC meeting. During one of these meetings of the CDC, the issue of renovation of the labs and infrastructure is resolved. In the last five years, the Chemistry Laboratory is renovated. ICT infrastructure is improved. Library space is extended.

One Major Decision: *From the Minutes of the meeting of the Department of Computer Science:***Reuse of paper-stationary**

Every academic year the students of science stream used hundreds of reams of papers to write their assignments and practical-experiments records. Most of the record is written or printed on one side of the paper in conventional system of the University. On the other side of the pages a flow-chart and algorithm is sketched with the help of pencil. Many of the pages remain one sided blank. In special case, pencil sketched pages may also be reused. One sided pages are used by the students for printer-friendly aspect to save the time. Therefore, more paper stationary is required to the students of computer Science Department.

After the mandatory period of record-keeping is over, these partially used papers go waste. In order to arrest this great waste of resources the institute decided to re-use these papers for printing and writing purposes. In order to make it a structured effort, the responsibility was given to the Department of Computer Science. The HoD of CPS worked as a coordinator for this practice. He collects the partially used stationary from all the departments and distributes it to the office and the departments. The evidences of the reused paper stationary are reflected through daily official communication through paper stationary. The preliminary decion was taken in the meeting of Department of Computer Science on dtd. 20-04-2015 item No. 8. In this respect the relevant decision is also reflected in the minutes of the meeting of the IQAC.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution has effective welfare measures for teaching and non-teaching staff as under:

- GPF Facility to the staff appointed prior to 2005
- DCPS Facility to the staff appointed since November 2005
- Medical Reimbursement facilities
- Medical and extra-ordinary leaves to teaching and non-teaching staff
- GPF loan facility through the Joint Director of Higher Education of the region
- Group Insurance Scheme for teaching and non-teaching staff
- Endorsing for easy loan facility by giving declaration through Salary deductions
- Gratuity after the retirement
- Financial Assistance for Professional Development
- Endorsing for any Other Government facility in favour of employees

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 18.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	3	8	2	2

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	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: 4.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	6	6	3	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 17.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	2	2	1	9

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

Response:

- Institution follows guidelines and formats of Parent University regarding the appraisals of the teaching staff.
- Format of Performance Based Appraisal System (PBAS) and Academic Performance Indicator (API) given by the University is followed by the Institute.
- Confidential Reports (CR) of all the teachers are prepared by the Principal. The CR includes evaluation assessment report by the Principal prepared every year on the basis of Self Assessment Form for the College Teachers.
- College also has feedback system for teachers by students. Depending upon the analysis of the feedback from students for teachers, letters of suggestions are given to the concerned teachers. Principal also gives the report of analysis done on the basis of feedback to those who have up to the mark scales also. The major parameters of the feedback are academics, inter-personal skills, ICT skills, knowledge, teaching etc.
- The output of the system in the form of feedback from stakeholder to improve the staff is improved through the letter of suggestions given by Principal.

Link: is: https://www.narsammaacsc.org/pages/sss_feedback.php

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Audit:

- College Development Committee (CDC) is the supreme authority to handle all the financial matters of the College. As per the budget allocation approved by CDC, Principal expedited the amount.
- Details of expenditure are maintained by the Head Clerk of the office according to the standard norms and policies of the accounting.
- College regularly provides inputs to the Auditor. Auditor's draft Audit Report is discussed in CDC meeting for queries and approval. Auditor finalizes the report and submits it to Principal.
- Audit report constitutes all the heads of fees collected in its I-E (Income-Expenditure) Statement.
- The queries from the Auditing agency are noted by the concerned clerk and then these are resolved after the discussions with Hon. Management and Principal.
- Financial Deficit is communicated to Hon. Management. It is the responsibility of the Principal as the head of the institution to settle the accounts as per the heads given in the internal audit.
- The Internal Audit is the regular process of the Institution.

Sr. No	Financial Year	Dates of Internal Financial Audit as per Audit Record/s			
		UG	PG	Miscelinius	UGC
1	2018-19	25-07-2019	16-11-2019	16-11-2019	25-10-2019
2	2017-18	26-07-2018	13-02-2019	20-02-2019	25-10-2019
3	2016-17	26-07-2017	25-09-2017	21-02-2018	24-08-2019
4	2015-16	05-07-2016	04-07-2016	13-10-2016	03-02-2017
5	2014-15	03-07-2015	27-05-2015	14-12-2015	31-07-2015

External Audit:

External audit is under the purview of State Government. Hence, as and when Government requires audit of a particular Institution it is undertaken by the Auditor General. The institution submits the application with the Government for undertaking the external audit.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

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

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

- Basic financial resource to the College is collection of fees.
- For major purchases, Principal moves the issues through College level Purchase Committee.
- Committee decides over the quotations, called, based on merit, if needed, Principal after seeking permission from the CDC ensures the head wise collection and expenditure of the amount collected.
- The Principal prepares annual budget and expenditure statements and accordingly head wise expenditure of funds is confirmed.
- Major fees collection heads are: College Exam Fees, Magazine Fee, Cultural and Academic Fee, Development Fund, Extra Curricular Activities Fee, Facility Fee, Identity Card Fee, Internet Fee, Library Development Fee, Library Fee, Medical Fee, Physical Efficiency Test, Student Aid Fund & Tution Fee along with University Level Fees such as Annual Fee, Ashwamedh Fee, Corpus Fund, Council Fee, Emergency Fund, Enrollment Fee, Gadgebaba Fund, Laboratory Fee, Sports Fee, Student Insurance Fee, Welfare Fund, Environmental Study Fee, Campus Development Fee, Cycle Stand Fee, Garden Club Fee, Security Guard Fee, Admission Fee, Amalgmeted Fund (IUSM), Audio Visual Fee, B.T Charges, Caution Money, College Exam Fee, E.C.A\Seminar\Study Material, Gymkhana Fee, Laboratory Fee, Special Awarness Fee, Stationary Fee, Identity Card, Student Welfare \ Aid \ Council Fund, Garden Club. These heads included in the fee structure are displayed and provided to the students in the College prospectus.
- Major financial expenditure heads are: Cultural activities, Games and sports, Computer maintenance, Computer purchase, College exams, Laboratories, Daily news paper, Electric Bill, Phone Bill, Water Bill, Extra-curricular activities, Co-curricular activities, Garden, Gazette fees university, Gathering expenses, Library expenses, Migration fees, Printing, Stationery, Refreshments, Postage expenses, I Card expenses, BT Card expenses, University affiliation fees, Youth festival expenses, advances if any etc. Sometimes, on demand, financial assistance to the teachers are given for promoting to participate in professional development courses, salaries of employees under self-financed courses, Salaries to the employees under self financed programs/courses
- Funds are collected and mobilised as per the heads stated above.
- Financial deficit, if any, is manged and overcome by Parent Management.
- Management also administrate the financial requirements of the College by providing direct financial help by developing and augumenting the infrastuctural facilities
- College Development Committee takes the decisions about major and emergency purchases, if any.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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:

IQAC has key role of maintaining and upholding the quality of Academics, curriculum enrichment, co-curricular activities, extra-curricular activities, supportive professional development programs. In this context IQAC through its mechanism of receiving feedback from key-stakeholders like students, teachers, alumni and parents, designs and implements institutional strategies for the overall development of the College. Following two practices are the significant examples of the initiatives undertaken by the IQAC.

1. Campus with minimum use of paper:

In tune with the institutional vision of supporting environmentally sustainable practices, the IQAC decided to cut the use of paper stationary for the communication and report submission and other practices. In order to achieve this since the year 2017-18, IQAC initiated the policy of making the use of e-communication methods only. For this purpose, devoted IQAC e-mail account has been registered. All the notices and the communication have been undertaken through electronic mails. Similarly, all the departments, Committees and Cells were encouraged to submit their annual plans and reports in soft copies only. In the year 2018-19, special social media platform groups (WhatsApp) were created to post notices, responses, submissions etc. Of these the group titled "IQAC Bulletin" is created for all the staff members. The group titled "IQAC" is for IQAC members for internal communication. Since academic year 2018-19, it has been made mandatory for all the Departments, cells and Committees to submit their plans, reports and other submissions only in soft copies.

2. Use of Google Classroom:

In order to make the teaching-learning-evaluation process more flexible, learner oriented and feedback-centred, the IQAC called upon the Departments to make use of the online teaching-learning platforms for their classes. In response to this policy the Departments of Botany, Chemistry, Computer Science, English and Physics have started their own Google classrooms. The IQAC hopes to make it a more wide-spread activity in near future.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The institution has a well-conceived process of curriculum planning and execution under the broad guidelines of SGBA University, Amravati. The college through Curricular Committee interacts with the teachers regarding effective ways of curriculum planning and implementation.

The IQAC has instituted a mechanism of students' feedback on teachers, the process of teaching-learning and assessments. The feedback analysis is used for formulating the institutional strategies towards rectification of shortcomings. On this background Principal reviews teaching-learning process, structures and methodologies of operations and learning outcomes at periodic intervals through the meetings with Staff Council and other relevant Committees. In addition to this through the system of Tutor-Ward, the Committee comes-up with the suggestions for further improvement if any.

At the beginning of the session IQAC prepares Institutional calendar which includes schedule for periodic assessments. Promoting the students and teaching faculty through the seminars, local visits, excursion and study tours, assignments, group discussions, co-curricular activities are the integral part of teaching-learning process, which is monitored through the Committees and Cells. Promotion to ICT and Google classrooms is also one of the ways.

The examination Committee through consultation with various departments has prepared and displayed program outcomes, program specific outcomes and course outcomes. In this context, the attainments of learning outcomes are measured through a carefully drafted method. These attainments of learning outcomes reveal the shortcomings and the achievements of the learners. Accordingly measures for the improvement are suggested viz. Implementation of remedial courses and special guidance for advanced learners.

In this way, IQAC ensures the qualitative execution of the areas related to teaching, learning, evaluation, governing structures through governing Committees, methodologies of operations, learning outcomes etc. These efforts are reflected in the meetings of CDC, Staff Council and IQAC.

Major issues related to these parameters are discussed in the following meetings of CDC, Staff Council and IQAC. The details of the meetings in which key issues are resolved are as follows:

Academic Session	Meeting Title	Date/s of Meeting
2015-16	Result Discussion in the Staff Meeting: Item No. 4	28-04-2016
2016-17	Result Discussion in the Staff Meeting: Item No. 6	29-10-2016

2016-17	Result Discussion in the Staff Meeting: Item No. 3	29-04-2017
2017-18	Result Discussion in the Staff Meeting: Item No. 3	24-06-2018
2018-19	Result Discussion in the Staff Meeting: Item No. 2	16-08-2018
2018-19	Result Discussion in the CDC Meeting: Item No. 5	07-07-2018
2014-2019	IQAC's Action Taken Reports: https://www.narsammaacsc.org/pages/action_taken_reports.php	03-05-2014 to 30-04-2019
Note: Please go through as stated minutes of the meetings.		

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 2.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	3	0	1	2

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	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:** B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of 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:**

As per the suggestions given in the peer team report (PTR) of the NAAC in the year 2014 IQAC has planned and implemented the following quality initiatives in last five years:

1) One of the suggestions given in the PTR was to organise conferences and workshops to promote the culture of quality research. As per this suggestion following seminars and workshops were conducted.

- UGC sponsored National Seminar on Nano-Engineering and Technology was organized (29-Sep-2016), it is one of the faculty professional development programs.
- UGC sponsored One Day Regional Workshop on Human Rights (17-Sep-2016), for to inculcate values through the discussions and lectures.
- One Day Workshop on Research Methodology for Faculty Members was organized on 10-Apr-18

2) As per the suggestions regarding organizing soft-skill training programs for the students and faculties, following activities were undertaken:

- A Digital India Week was organized (11 to16 January 2016), for spreading the ICT and e-learning skills among the students.
- Soft skills development workshop for the students (16-03-2019 to 19-03-2019),
- 40 hour workshop on soft-skill for the students was undertaken through Nandi Foundation
- Workshop on Google classroom (18-01-2019), to make students and faculty members to familiarise

with the e-learning systems to match the current trends in the teaching-learning-evaluation process.

3) As a part of institutional strategy planned by the IQAC for quality enhancement in the area of exchange of knowledge and expertise and community extension following initiative was undertaken:

- MoUs and linkages were signed with renowned institutes (2017-18), as a part of sharing the understanding among the groups and to seek new information and skills from the other GOs and NGOs, accordingly 15 number of MoUs were signed.

4) In tune with the institutional vision of promoting environmentally sustainable practices, IQAC undertook the Green Audit of the Campus. Under the Green Audit following activities were undertaken:

- Biodiversity survey of the Campus
- Rain-Water harvesting
- Solid waste management
- Laboratory waste management
- Energy Audit

5) As a part of making the campus more safe and secure for all the stakeholders, following infrastructural developments were undertaken:

- CCTV coverage of the Campus (October 13, 2017), for intending the security purposes of the campus.
- PBAX intercom system for internal communication (October 2017), for the purpose of fast, effective and communication related to official issues.

6) Institutional website has been reorganised and made dynamic and user friendly. IQAC as its strategy to maintain transparency in the institutional working has tried to incorporate as many areas as possible into the drop down menus of the website.

Major and additional IQAC initiatives are linked to Institutional website as given under: through: https://www.narsammaacsc.org/pages/IQAC_Initiatives.php

File Description	Document
Any additional information	View Document

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: 14

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

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

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	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:

1) Safety and Security

The institution has always been very proactive towards providing safe and secure environment for its female students and staff members. The college has a closed boundary-wall and secured fencing all around the campus of 10.5 acres.

The college has an elaborate electronic surveillance system of 20 CCTV on the campus. The feed of the security in the classrooms and on and around the campus is available on the large TV screen in the office of the Principal. Backup-feed is also stored for the close scrutiny in case of emergencies. The College has separate entry gates for the students, the staff and the visitors. These gates are manned by the security guards round the clock. These guards are hired through the professional security agency. The management takes an annual review of the quality of the services rendered.

2) Counseling

The College has Women Cell and the Grievance Redressal Cell for Women. The Cell undertakes various programs to ensure that the issues like gender sensitivity are understood by the students and the staff. The Cell organizes workshops, seminars and other programs to sensitize the students, the staff and the neighborhood community towards the issues like gender-equality and women's rights etc.

Every year programs like "Women Day Celebration", "Savitribai Fule Jayanti", " "Legal Rights of Women" are organised by the Women Cell of the college. These programs also act as formal counseling sessions for the students. Apart from these, the members of the Cell also provide the informal counseling and personal guidance to students both in groups and to the individuals.

3) Common Room

The college has a large number of female students enrolled across all the programs. The college has two Common rooms for the girl-students. These common rooms are located near Ladies-washrooms in different parts of the campus. One of the Washrooms is located near the administrative block. The surrounding area is covered with CCTV. The second Common room is near the central gate where the security guards are present round the clock.

4) Vending Machine for Sanitary Napkins

In order to cater to their gender specific needs a two vending machines for Sanitary napkins have been installed near the washrooms. The machines are donated to the college by Bank of Maharashtra and Corporator of AMC.

5) Special Counseling for healthy diet to girl students

It has been observed that the girl students have mild to severe deficiency of hemoglobin in the region. In order to address this problem related to the health of young and adolescent girls, a special guidance session is organised every year on the occasion of Annual Blood Donation Camp. The renowned doctors and diet experts are called in to interact with the students on the issue.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 7230.72

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 20.07

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

Response: 1451.52

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 7230.72

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

7.1.5 Waste Management steps including:

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

Response:

Solid waste management

The solid waste generated at the Institute constitutes large amount of recyclables which can be recovered if proper solid waste management system is used.

Thus to mitigate the problem an integrated approach can be adopted for the disposal of the waste.

The organic part of the waste can be turned into manure by using sustainable practices such as composting and vermi-composting. The College has a large campus area (10.25 acre) associated with a botanical garden.

The campus possesses more than 100 plant species including about 300 individuals of trees and shrubs. This floral diversity generates about 100 Kg solid wastes per week.

Thus in order to mitigate the waste problem and to satisfy the garden manure need, institute has decided to

carry out organic waste composting project.

For the project horticultural waste, such as dried leaves, plant clippings, certain amount of grass waste which is biodegradable collected from garden as well as open spaces is also used.

The compost pit of 6 x 4 x 3 cubic feet size is constructed in the garden area. The pit is filled with plant waste, cattle dung and soil in sedimentary form once in a season. About 1000 Kg. wet waste is composted after every three months to produce about 500 kg. Compost manure.

- **Liquid waste management**

Green audit committee was established in 18-19. The college has three Chemistry laboratories. It was decided to treat laboratory waste water by using softening method. Further it was suggested to hire the services of an engineering and construction services to design and construct the waste softening pit.

The pit has dimension 4×4×5 cubic ft. The pit has three layers. Lowest layer has dimension 4×4×1 cubic ft. which contain lime stone lumps. The middle layer has dimension 4×4×2 ft. containing wood charcoal. The upper layer contains sand which is covered with clay. Waste water reaches to the sand through pipe line. It percolates through sand layer leaving behind particulate matter if any. Charcoal layer adsorbed colouring matter and other organic matter. The lowest layer neutralizes acidic content of water.

- **E-waste management**

The college has two computer laboratories. The bulk of the e-waste is generated from these laboratories.

The e-waste is collected in a designated box in the department of Computer Science. At the end of the academic session annual stock Checking program designates the e-waste generated for the year. The collected e-waste is then disposed off through the Vendor with whom the College has an annual Contract.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Water scarcity is serious problem throughout the world for both urban and rural community.

Urbanization, industrial development and increase in agricultural area & production has resulted in overexploitation of groundwater and surface water resources and resultant deterioration in water quality and its quantity. The conventional water sources namely well, river and reservoirs, etc. are inadequate to fulfil water demand due to unbalanced distribution of rainfall. Therefore, the

rainwater harvesting system investigates a new water source for the community.

For the conservation of rain water the college management has initiated and executed the rooftop rainwater harvesting of three major buildings of the campus.

Rain water is collected from rooftops of each building from existing down-takes, connected to a common header and lead to a common pit associated with each building.

One pit is associated with bore well to recharge it.

The pits of size 2.5m x 2m x 2m are excavated near the bore well, school building as well as behind the main building. The pits are filled in sedimentary form using boulder, brick fragments, gravel and sand subsequently. The leading casing pipe is fitted with a porous drum to avoid the choke up and later the drum is dumped at top of the pit. Thus the rain water is channelized through a PVC pipe drainage system to the ground water table directly. The percolated water not only recharges the groundwater table but also provides adequate water to the flora in the campus during the summer season.

The total open terrace area of the associated buildings amounts to 13250 square feet.

Rainfall calculator:

A 10 - square feet area receives 1 litre of water if the rainfall is 1 mm. The average rainfall per year is 850 mm in the district.

Hence, the total volume of water received on the tarace measuring 13250 square feet area (850 mm × 13250 square feet = 112, 62,500 litres per year.)

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices

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

Response:

The institute offers UG and PG courses in Environmental Science. On this backdrop the college has always been very proactive towards the promotion of practices of sustainable life style.

Use of Bicycles:

The College promotes use of bicycles for the students and the staff. Most of the students residing in the vicinity of the college commute on feet. About 30% of the students use bicycles for commuting. Some of the staff members residing in the vicinity also avoid using moter-bikes or motor-cars and walk to the College.

Use of Public transportation:

About 10% of the students use public transportation.

Plastic-free campus:

The students and the staff take active part in the various activities undertaken by the college towards eco-friendly campus such as regular irradiation drive of plastic on campus and cleanliness program.

We encourage the re-use of one-sided used stationary for the printing purpose. The college through its NSS unit and through Environmental Science department undertake activities such as camaign for plastic-free campus, tree-plantation and biodiversity survey.

Green landscaping with trees and plants:

A recent study has revealed that the rich diversity of trees of about 62 species belonging to 27 families have sequestrated a satisfactory amount of organic carbon. Beside trees the campus also enriches the biodiversity through 30 shrubby species belonging to 17 different families.

In short we have more than 200 species of trees, herbs, shrubs and climbers on campus, making it one of the most green and ecologically-rich educational institutes in the city.

Paperless office:

The IQAC has taken the initiative to use electronic communication such as Emails and Social-media platforms like WhatsApp groups for internal communication among the staff.

The IQAC has made it a policy to generate and keep the departmental and committee related record in soft-copies. The submission of the reports in physical copies has been discontinued from the session 2018-19. The College administration uses College Automation Software (CAS) for the tasks falling under finance and accounts and admissions. The automated reports regarding Receipt-payment, Day- book, Ledger etc. are generated by the system.

All these reports are available in soft-copies for the process of record and retrieval. Similarly the CAS also has different modules for the students related services like admissions, scholarships, examinations etc.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 1.72

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.8259	0.64133	0.6207	0.77391	0.7511

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
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: 18

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

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

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: 18

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

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

File Description	Document
Report of the event	View Document
Any additional information	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
Any additional information	View 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
Any additional information	View 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
Any additional information	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
Any additional information	View 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: 26

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

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

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

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

Response:

The College has always been taking initiative in organizing the national festivals and birth and death anniversaries of great Indian personalities as a part of enriching curriculum and the process of transfer of values and wisdom along with the knowledge.

Through the Extracurricular Committee of the college every year several programs are organized.

Apart from the national festivals like Independence Day, Republic Day and *Maharashtra Din*, birth and death anniversaries of several great national figures are celebrated.

The birth and death anniversaries of Gadgebaba Jayanti, Mahatma Gandhi, Dr. Babasaheb Ambedkar,

Savitribai Fule, Shivaji Maharaj, Swami Vivekananda, Dr. Sarvapalli Radhakrishnan, Mahatma Fule, Rangnathan, Sir C. V. Raman, Kusumagraj Jayanti etc. are celebrated in classroom-Programs where the speakers reveal the greatness of the leaders and the values that they are remembered for. In most of these programs the students are encouraged to participate actively and speak about the great personalities. These programs are organized by the students under the guidance of Extracurricular Committee.

File Description	Document
Any additional information	View Document

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

Response:

The College as an affiliated institute to SGBA University, is governed by the Maharashtra Public Universities Act, 2016 and the subsequent statutes, ordinances and the directions issued by the University.

The college has a College Development Committee (CDC)-a statutory body responsible for all the policy decisions of the institute.

In order to ensure transparency in the policy-making decisions, the CDC has members from all the important stakeholders including students, teachers, members of the non-teaching staff, representative from the parent management, members of the neighbourhood community and the members from the academic fraternity.

The CDC is the apex body in the organizational structure of the college. The Staff-Council of the college, to which all the full-time teachers are the members, is responsible for the decisions pertaining to academic matters of the college.

The IQAC of the college has been restructured as per the latest guidelines of the NAAC. It also has the members from different stakeholders of the college.

Every year the IQAC forms several internal Committees and Cells in order to ensure the decentralization and transparency in the academic administration of the college.

The college currently has 13 committees which include Purchase Committee, Faculty Development Committee, Research Committee, Campus Cleanliness & Maintenance Committee, U.G.C. Committee, Admission Committee, Public Relations Committee, Library Advisory Committee, Examination Committee, Student Development Committee, Extra-Curricular Committee, Co-Curricular Committee and Curricular Committee. In addition to the committees the college has 04 internal Cells including Student's Discipline & Grievance Redressal Cell, Alumni Association Cell, Central Instrumentation Cell and Woman Cell. All these Cells and Committees work towards the objectives and goals defined by the IQAC. From time to time these and Committees and Cells are encouraged to involve the students volunteers in the responsibilities which are fit for their participation. All the committees and Cells keep the record of the minutes of their meetings to ensure the transparency. At the end of the year all the Cells and Committees

submit their annual report. The IQAC prepares its annual report on the basis of the analysis of all these reports. The report of the IQAC (AQAR) is then placed before the CDC for its approval. The Purchase committee of the college ensures the transparency in the financial transactions related to the purchases. For other financial transactions annual internal audit is conducted through certified Chartered accountant.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1

Title of the Practice: Reuse of paper-stationary

Objectives of the Practice

The aim of this practice is to make the optimum use of the papers partially used by the students.

It was also intended to sensitize the stakeholders towards the judicious use of paper as a part of adopting ecologically sustainable practices, especially on the campus of higher education. There are some corollary benefits of the practice including, litter-free campus and a substantial drop towards the expenses of office-printing/writing stationary. The practice also helped spread the legitimacy of the documents on and around the campus printed on partially used paper.

It encouraged the students and the staff members to reuse the papers wherever they could do so.

The Context

Every academic year the students of science stream used hundreds of reams of papers to write their assignments and practical-experiments records. Most of the record is written or printed on one side of the paper for the sake of convenience and to save time required for printing. After the mandatory period of record-keeping is over, these partially used papers go waste.

In order to arrest this great waste of resources the institute decided to use these papers for printing and writing purposes. In order to make it a structured effort, the responsibility was given to the Department of Computer Science. The HoD of CPS is the coordinator for this practice. He distributes the paper stationary to the office, committees and departments.

The Practice

Higher education in India is still “paper-centric” at least where the assessment and the evaluation practices are concerned.

Every year in our college hundreds of reams of paper are used by the students and teachers. In many cases where the students are required to use one side of paper especially in their practical-experiments books, the other side remained unused. Such books after the assessments were destroyed. In a way it was a waste of both natural resources and money.

Secondly being a centre for higher education in the subject Environmental Science it was our natural duty to show the world a way for adopting ecologically sustainable practices. On this backdrop it was decided to make reuse of any such partially used papers. For this department of computer science was chosen to coordinate this activity as it housed largest number of students. The head, department of Computer science devised a mechanism to collect, distribute and keep an account of the usage of “PK” as most of the users called it. “PK” being an acronym for “Path-Kore” “one-side blank paper” in Marathi soon became the unofficial title of the practice. Now every year around 62 reams of PK are reused by the teachers and the administrative staff for various printing and writing purposes. This way we save around Rs. 12000 on the purchase of the papers. Moreover we think that in our small way we are making our contribution in reducing the consumption of natural resources. In addition to that we are being able to spread this message of environmentally sustainable practice among the students, the staff and the other stakeholders. Lastly we hope that other institutes of higher education should also adopt this innovative practice and help reduce our carbon footprint.

Evidence of Success

The college has been using “PK” for last 10 years. A systematic auditing has been done for last five years. Due to the use of this practice the college saves about 62 reams (more than 30000 pages) costing about 12000/- every year.

Problems Encountered and Resources Required

Since the whole point of the practice was to make optimum use of available resources, we did not encounter any problems on this count. However in the initial years, the challenge faced was to overcome the reluctance of the staff in making the reuse of the papers. Many of the staff-members felt uncomfortable while printing some documents on used papers. As the office and IQAC started using the PK for printing and writing purposes, the initial reluctance was finally overcome.

Best Practice 2

Title of the Practice: Database of the Blood-Donors

Objectives of the Practice

The aim of this practice is to create a database of blood-donors to help those who need blood in medical emergencies.

It also aims at making the student-volunteers aware of their social responsibility by sensitizing them towards the cause of blood-donation. Lastly it was an attempt to establish an agency to help the neighbourhood community by providing them ready-access to the information on potential blood donors.

In a way this practice was our way to systematize our efforts towards service to the community.

The Context

Every year on the eve of Independence Day the NSS unit of the college organizes a blood-donation camp. Student-volunteers along with staff and the residents from neighborhood community take an active part in the blood-donation. Earlier the record of the blood donors used to remain as part of the report of the NSS department. On occasions NSS volunteers were called for blood-donations during emergencies. The institute decided to transform these erratic efforts into a systematic practice. So a digitized database was created of all the blood donors available with the institute to facilitate the calls for blood donors during medical emergencies. It was to ensure that the record of the blood donors is made easily and swiftly available whenever there is an inquiry for the blood donor.

The Practice

As an institute of higher education the college organizes blood-donation camp in collaboration with a local based and government certified and registered blood-bank. The NSS unit of the college coordinates the activity as a part of its annual calendar. The student-volunteers, the staff-members and the residents from the local community take part in the camp. The medical staff of the Blood-bank checks the blood-group and determines whether the volunteers are medically fit for the blood-donation. The detailed info of the qualified donor-volunteers is then recorded with the Blood bank and the info is then shared with the NSS department. This data including personal information and contact details is then stored in the database specially created for the cause. The NSS unit officer handles the database. As per the calls blood-donor volunteers of the concerned blood-group are selected from the database and the calls are made to them.

Evidence of Success

In last five years, the institute received 120 calls for the blood-donors. The institute was able to provide contact details of 232 blood donors, thereby helping the 111 patients in their medical emergencies. Some of the patients and their relatives/ friends have acknowledged this effort of the institute by sending Letters of appreciation. These letters show that a small effort in the right direction can also make a big difference. Every year the institute gets around 30-35 inquiries for the donors. The NSS volunteers make sure that the word is spread in the community.

Problems Encountered and Resources Required

In the initial stage convincing the students to volunteer for blood donation was difficult due to various misconceptions regarding the act of blood donation. But as the students were provided the counseling regarding the noble cause of blood donation and the scientific truth behind blood donation, the database grew in number. The calls for the blood-donation in emergencies were also responded in positive manner.

Best Practice-3

Title of the Practice

ENVIRONMENTAL EDUCATION AND AWARENESS PROGRAMME (EEAP) FOR SCHOOL

STUDENTS

Objectives of the Practice

The focus of EEAP is to expose students to the actual world they live in. They have to be acquainted with the environment related issues and problems. They must also be able to look at the environmental problems and concerns, analyse, evaluate, draw inferences and equip themselves to resolve them. The main objectives of the activity are as follows:

1. Awareness: To expose students towards nature and allow them to learn and play outside for developing sensitivity, appreciation, and respect for the environment.
2. Knowledge: To acquire knowledge of the environment beyond the immediate environment including distant environment.
3. Attitudes: To acquire a set of values for environmental protection.
4. Participation: To provide an opportunity to be actively involved at all levels in environmental decision-making.

The Context

Environmental Education (EE) has generally been visualised as a multi-disciplinary area of study. The scope is broad based and encompasses physical, chemical, biological, social, cultural and human dimensions of study.

All the dimensions are closely interrelated and influence one another. The themes, which emerge prominently, include interdependence of man and nature, ecologically and socially sustainable development, pollution and the problems it creates and the preservation and conservation of natural resources. The other themes that find a prominent place are population, human health, impact of science and technology, industrialisation, culture, ethics, agriculture and economics.

The Practice

As per annual practice Department organizes Environmental education and awareness programme at school level. Under this activity students from B.Sc.-III initially prepared regarding the motto and mechanism of this activity. The students prepared their lecture notes and material and finally visit to different schools (Primary and High schools) from nearby area as well as some villages for presenting their views, knowledge and understanding. After seeking prior permission the students present their views, concepts and practical approaches on basic environment, environmental issues and environmental conservation in front of school students. The respective school authorities encourage the departmental students by providing certificates of appreciation.

Evidence of Success

In last five years, more than 5000 schoolchildren have been given lessons in Environmental conservation and its importance in our lives. Around 60 schools in and around the city have been visited by about 100 student-volunteers of the department of Environmental Science. Letters of appreciation by the respective

Head Masters and the Principals of all the 60 schools are the testimony of the significant work done by the student-Volunteers and teachers involved in the activity. The parents of many school-children gave positive feedback about the knowledge received by the children on the environmental conservation and its significance.

Problems Encountered and Resources Required

In the initial stage convincing the students to volunteer for educating the schoolchildren was bit difficult as it was not a module tested in the examination. But the counseling and active participation of the faculty members made the students aware of their social responsibility. Secondly, it was tricky sometimes to get the permission from the school-authorities due to their regular timetable. However, the importance of the activity motivated all to find out the ways and to sort out the difficulties.

File Description	Document
Any additional information	View Document
Link for 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:

A Bond of Mutual Trust

Over the period of last 20 years Shrimati Narsamma Hirayya Shaikshanik Trust's Arts, Commerce and Science College Kiran Nagar have earned the trust of the countless families in terms of educating their children. Over the years number of families put their faith in the institute by choosing this institute as centre for higher education for all the siblings.

This shows that the bond between the college and the parents is very strong and based on mutual trust.

We have been able to fulfill our mission of enhancing "the quality of life through intellectual, emotional, spiritual, physical, aesthetic and social development of the individuals".

The database of Sibling-Alumni is a testimony of our belief that education with human values helps us in making the people come closer.

The college, through its Alumni Cell has created a special database of the families having 02 or more alumni. We have to this date, around 300 of such families having a close bond with the college.

A close analysis of the data reveals some very interesting facts:

We have 04 families who have 4 siblings, 33 having 03 siblings and 258 having 2 siblings who are the alumni of the college.

Most of these sibling-alumni have completed their degree programs successfully; many of them have been placed in Government and private sector jobs. Some of these are engaged in the field of environmental conservation, journalism, social service and other enriching aspects of life. Many of these alumni siblings and their parents visit the parent departments and the Institute from time to time. Some of them offer donations and gifts in the form of books, plants, posters and other items to the institute as a token of their appreciation.

This gesture is symbolic of the trust and faith that the alumni-siblings and their families have in the Institute.

Lastly a detailed analysis of the entry level percentage and the percentage of the outgoing program of the sibling-alumni shows that there is a substantial increase in the percentage of many of them. A sample analysis of 61 sibiligs shows that there is an increase upto 19% of marks from entry level to outgoing program. It proves that the betterment of the academic excellence of one child motivates the parents to send their other children to this institute.

This data and facts show the Bond of Trust that exists between the community and the college.

This, we believe, makes us stand distinct from the crowd of Institutes around us.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

Srimati Narsamma Hirayya Shaikshanik Trust Amravati's Srimati Narsamma Arts, Commerce and Science College, Kiran Nagar, Amravati is an institution which is facing 2nd cycle of accreditation from NAAC in the session 2019-20.

- Action is taken on the recommendations given by the Peer Team for Quality Enhancement in the 1st cycle of accreditation (during 25-27, September 2014), accordingly report is prepared. Some of the major recommendations compiled are:
- Introduction of more P.G. courses (PG programs in Mathematics and Organic Chemistry and UG in Commerce started)
- Established 15 collaborative MoUs and linkages with other institutes
- Library is computerized: Established a set-up of 10 Computers other than Librarian's system and Subscribed 24 Research Journals
- Established a close linkage with alumni and parents (Through feedbacks)
- Personality development programmes and Spoken English language training is reflected through the certificate courses run by English Department, Student's Support and Counselling Cell and the other College units
- Processed to appoint faculty members on full time basis, now full time faculty members are as per the Government norms
- Other requirements of the teachers are fulfilled through Clock Hour Basis Teachers in case of grant-in-aid programs.
- Enhanced status of expanded infrastructure is 3225.59 Sq. M., created laboratory, cubicles, research centers and research facility center as CIC, increased number of supervisors
- The ratio of Computer to students was 8:1 including all available computers at College, for the students offering computer science subject the ratio is 2:1
- Separate coaching is provided to the slow learners through remedial classes
- National Conference, Seminars and Workshops were organized for faculty members and students
- Ensured ICT enabled teaching

Concluding Remarks :

Last five years, the college has taken quite a few steps ahead towards achieving excellence both in terms of academics and other related areas. We have added 03 new degree programs and short term certificate courses. The feedback system has been made more widespread, and well-structured. There is a substantial growth both in academic and physical infrastructure with addition of new research laboratories, research centers and ICT tools like LCD projectors computers, scanners, copiers printers and full Wi-Fi coverage on campus. The teaching, learning and evaluation process has been made more flexible, learner-centric and feedback-oriented. All the degree programs offer flexibility of CBCS and electives. The personal counseling is ensured through mechanism under Tutor-ward system. The entry level skill tests, bridge courses and remedial coaching ensure the level playing field for all the students. The learning attainments, Program-outcomes, program specific and Course outcomes are explained to the students and are displayed on the website. In terms of research also college has made substantial progress with 23 of 28 full time faculty members having PhD degree. 11 faculty members are PhD supervisors under whom 06 PhDs have been awarded in last five years. About 315 research

writing have been contributed by the teachers in journals, proceedings text books and reference books. The institute has 21 functional MoUs and has undertaken about 47 outreach and extension activities. The organizational structure is clearly defined and prominently displayed. Transparency is ensured through participation of the stakeholders in the planning and implementation. The record of the minutes of the meetings and action taken are uploaded on the institutional website.

The core values of the institution are sourced from our vision and mission. The institutional practices are aimed at enhancing ability of the students to learn throughout life. The environmental awareness and education program for the schoolchildren, the reuse of paper stationary, the database of the blood-donors and Alumni-siblings, the green practices on campus, and the regular initiatives for promoting gender equity are some of the key practices that we believe are the hallmark of the culture of excellence we have established on our campus.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 444 Answer after DVV Verification: 0</p> <p>Remark : HEI input edited according to provided documents. DVV not consider documents provided by HEI.</p>																																								
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>825</td> <td>671</td> <td>731</td> <td>750</td> <td>691</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>415</td> <td>312</td> <td>323</td> <td>337</td> <td>322</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1038</td> <td>868</td> <td>868</td> <td>894</td> <td>870</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>498</td> <td>326</td> <td>326</td> <td>354</td> <td>328</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided documents.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	825	671	731	750	691	2018-19	2017-18	2016-17	2015-16	2014-15	415	312	323	337	322	2018-19	2017-18	2016-17	2015-16	2014-15	1038	868	868	894	870	2018-19	2017-18	2016-17	2015-16	2014-15	498	326	326	354	328
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498	326	326	354	328																																					
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:</p>																																								

2018-19	2017-18	2016-17	2015-16	2014-15
467	387	369	384	361

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
195	154	146	158	138

Remark : HEI input edited according to provided documents.

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 11

Answer after DVV Verification: 8

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	0	0	00	00

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
36	42	34	51	70

Answer After DVV Verification :

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

16	11	0	1	2
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Remark : HEI input edited according to provided documents.

3.3.5

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	32	28	29	29

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	31	27	27	20

3.4.2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
04	03	03	02	00

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	0	00

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
03	01	01	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	1	01	0	0

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40.255	27.435	20.05	14.815	20.895

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
28.8	26.8	11.56	17.22	17.9

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2.03	1.16	1.09	0.95	0.89

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.24	0.90	1.10	1.22	0.32

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
29.62345	26.04476	26.32808	20.0908	22.63593

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14.12	9.80	9.98	6.96	8.68

Remark : HEI input edited according to provided documents. DVV not consider Jr. college expenditure.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	19	31	14	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	2	5	0

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	6	6	3	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	6	6	3	1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	2	2	2	9

Answer After DVV Verification :

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

10	2	2	1	9
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6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
38	16	15	12	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	3	0	1	2

Remark : HEI input edited according to provided documents. DVV consider IQAC initiatives having special focus on promotion of quality culture in the institution .

6.5.4 Quality assurance initiatives of the institution include:

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

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

4	4	3	4	3
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Remark : HEI input edited according to provided documents.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 8</p> <p>Answer after DVV Verification : 528</p>																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>29</td> <td>29</td> <td>29</td> <td>29</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	8	5	5	5	5	2018-19	2017-18	2016-17	2015-16	2014-15	29	29	29	29	29
2018-19	2017-18	2016-17	2015-16	2014-15																	
8	5	5	5	5																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
29	29	29	29	29																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>540</td> <td>452</td> <td>452</td> <td>465</td> <td>452</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>195</td> <td>154</td> <td>146</td> <td>158</td> <td>138</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	540	452	452	465	452	2018-19	2017-18	2016-17	2015-16	2014-15	195	154	146	158	138
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540	452	452	465	452																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
195	154	146	158	138																	
3.1	<p>Total number of classrooms and seminar halls</p> <p>Answer before DVV Verification : 16</p> <p>Answer after DVV Verification : 29</p>																				