



# **SELF STUDY REPORT**

**FOR**

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

**VIDYA VIKAS ARTS, COMMERCE AND SCIENCE  
COLLEGE, SAMUDRAPUR**

MAIN ROAD SAMUDRAPUR

442305

[www.vidyavikascollege.com](http://www.vidyavikascollege.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

A group of visionaries under the leadership of Shri. Panduranji Tulaskar established Vidya Vikas Education Society, Hinganghat in 1984. Vidya Vikas Arts and Commerce College Samudrapur was established in 1989 and Science faculty was introduced in 2006 by Vidya Vikas Shikshan Sanstha, Hinganghat with a prime objective of “*Karmanya Vadhikaraste Mafaleshu Kadachan*”. Samudrapur is a tehsil situated about 70 km to the south of the Nagpur region in the Wardha district.

At present, our educational society runs two senior and junior institutions, a high school, a primary school, and vocational courses. The educational society has 165 employees and more than 5000 students. The education institution has laid its emphasis on education for the downtrodden and the poor from the major bulk of the society in this rural area.

In view of today’s challenging environment, a responsibility is placed on the shoulders of young men and women possessing skills to manage the complex social environment. For this, the students of the new era are required to be well-equipped with knowledge, skills, and inspiration to lead.

The institutional campus is spread over an area of 6.75 acres of lush green land. We invite all those who share our vision, goal, and purpose and will give justice to our efforts in building a new cadre of graduates in the fields of arts, commerce, and science. The institution is permanently affiliated to RTM, Nagpur University, Nagpur, and is approved under sections 2(f) and 12(b) by University Grants Commission (UGC). The institution was reaccredited with a ‘B’ grade by NAAC in 2015.

### **Vision**

To make significant progress in the future towards being a model, career-oriented college and to provide affordable education.

To create a center of academic excellence in the field of higher education for the students.

### **Mission**

To achieve all round development of the students, by encouraging creativity, employment, social service along with the need of environment, sports and cultural proficiency to stand in globalized world.

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

### **Institutional Strength**

1. Vidya Vikas Arts, Commerce, and Science College are one of the oldest colleges in the region, run by Vidya Vikas Shikshan Sanstha, Hinganghat, that has received acclaim as the most institution offering

quality education to masses hailing from different strata of society.

2. The campus is situated on 6.75 acres of lovely green terrain.
3. Management is proactive and visionary.
4. Committed, well qualified and experienced faculty members
5. Continuous up-gradation of existing infrastructure and creation of new infrastructure.
6. The undergraduate and graduate programs with the Choice Based Credit System.
7. Science Society Fund, NSS, well-equipped auditorium, gym and laboratories, a rich central library with an independent reading section, and open access. Reading room for aspirant students, cafeteria, and adequate sports facilities are just some of the outstanding student support services provided by the university.
8. LIB-Auto-10.0 Wi-Fi campus facility with a 50 Mbps OTA internet plan, which is available to all students.
9. 6 certificate courses and 10 Memorandums of Understanding (MoUs) for student training, placement, research, and other purposes are operational.
10. Eco-friendly campus with green practices such as a solar lamp, purification water plant, rainwater Harvesting Unit, and campus waste management with collaboration.
11. Institution conducted Green Audit, Academic and Administrative Audit.
12. Excellent information and communication technology (ICT) facilities for the teaching-learning process.

### **Institutional Weakness**

1. The majority of students speak vernacular languages.
2. The students' socioeconomic and financial backgrounds.
3. Government-imposed restrictions on the appointment of permanent teaching and administrative employees.
4. Lack of proper change and revision in syllabus in relation to the demand of various industries.
5. Lack of autonomy in academic and administrative matters.
6. Inadequate financial resources to develop research facilities.
7. Conservative culture encourages female students to marry younger, resulting in a higher drop-out rate.

### **Institutional Opportunity**

1. To attract corporate donations for the growth of institutions.
2. To equip rural students with the essential skills to deal with day-to-day issues.
3. In light of recent changes in higher education in an increasingly globalized world.
4. To promote research addressing local, social, and need-based issues and streamline various research activities.
5. The institution aims to foster its national and international research, internship, faculty, and student exchange linkages.
6. To increase the number of university-recognized research centers for pursuing Ph. D.
7. Developing full-fledged courses based on industry needs and skill development.
8. To establish linkages with institutes of national importance.
9. To work diligently to achieve excellence in athletics, co-curricular, and extra-curricular activities.
10. In a Globalized world with the recent changes in higher education policies the institution endeavors to further increase its national and international research.
11. To work hard for achieving the best performance in sports, co-curricular, extra-curricular, and

extension activities.

### **Institutional Challenge**

1. The majority of pupils come from rural and low-income areas.
2. Lack of government support for the institution's efforts to launch fresh courses.
3. To bring out innovations in a fund-starved situation.
4. To undertake high-quality research by the faculty.
5. To maintain a fine balance between traditional university courses and the need for professional skill development.
6. It is difficult to find qualified people to teach on a clock hour basis.
7. Achieve success by involving masses from socially marginalized groups.
8. Empowering and empowering students to build entrepreneurial skills.
9. Use of pedagogical improvisation in conjunction with ICT enabled teaching and learning.
10. To help students overcome their self-esteem and their sense of being a failure.
11. Obtaining research grants and acquiring patents will empower faculty to do sustained, purposeful, and collaborative research.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institute is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur adopts the syllabi prescribed by the university. However, the institute develops innovative and creative methods by using ICT tools for the effective delivery of the curriculum. All these tools have been extensively used during the period of the covid-19 pandemic. The identified gaps in the curriculum are bridged by value-added programmes and life skills programmes. The faculty members are also encouraged to attend and participate in orientation programmes/activities organized by the university. Various programmes have Choice Based Credit System (CBCS) implemented with elective subjects.

The institute also addresses and integrates issues relevant to gender equity, environment and sustainability, human values and professional ethics in addition to the curriculum prescribed by the university. The students are very enthusiastic to participate in NSS and Life Long Learning and Extension centre through which various activities are organised like awareness of the law, awareness of Adolescence, AIDS, Cleanliness, Soil and Water Conservation Campaign, Blood Donation, Tree Plantation, Wild-life Conservation, Foeticide Awareness Campaign, Plastic Eradication and Use of organic fertilizers. Teacher's Day is celebrated by organizing a special program of 'Self Governance' in which students take an active part. Awareness programmes related to gender sensitization and anti-ragging are organized regularly. Talks are given on preventive measures to be undertaken against any sexual harassment. Renowned orators are invited to spread the message of human values, equality, fraternity and religious morals. The institute has a structured feedback mechanism from all stakeholders including students, alumni, parents and teachers for effective delivery of the curriculum.

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

The admission process of the institution is in accordance with the university guidelines. The institute admits

students from various reserved categories as per the reservation policies of the competent authority. The institute caters to the learning needs of students of different backgrounds and abilities. Special efforts are taken to identify slow and advanced learners on the basis of their semester examination marks and appropriate measures are taken to satisfy their learning needs accordingly.

The institution has proficient and devoted faculty members from diverse backgrounds. The institution utilizes student-centric methods and experimental learning approaches. The teachers adopt ICT tools and e-resources to enrich the learning experiences of the students.

The institution ensures good performance from students through outcome-based education by calculating attainment levels of outcomes. The institute has adopted Continuous Internal Evaluation (CIE) mechanism prescribed by the university to achieve academic excellence. The mechanism of internal assessment is transparent and robust, covering all the learning domains. Examination-related grievances are addressed at the institute as well as the university level in a well-defined, time-bound, and efficient manner. The institution adheres to the academic calendar and teaching plan for effective delivery of the curriculum.

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

The institute puts in sincere efforts to promote a research culture amongst the faculty and students by motivating and encouraging them to publish their work in reputed journals and conferences. The institute organizes various seminars and guest lectures to upgrade the knowledge of faculty and students. National Service Scheme (NSS), Cultural Committee, etc. have already been established in the institute to provide a platform for various extension activities. Activities such as tree plantation, blood donation, disaster management, etc. are regularly organized and some of them have also received awards/appreciation from renowned agencies at the national, state-level, and surrounding areas.

The institute organizes seminars/guest lectures to promote interaction between industries and the institution and MoUs are also signed with industries/ corporate houses/ firms to develop activities allied with industries.

### **Infrastructure and Learning Resources**

The institution has an adequate infrastructure with well-equipped classrooms, laboratories, a library, and a seminar hall as per the requirement of the affiliating university.

The institution motivates students to participate in various extracurricular activities. The institution has its own exclusive large playground for various outdoor games like Cricket, Volleyball, *Kabaddi*, *Kho-Kho*. A dedicated indoor complex is also available for indoor games like a wooden court of Bad Minton, Table Tennis, Carom & Chess. The institution promotes the students to participate in Intercollegiate, Intra-collegiate, University, State, and National level sports competitions every year.

The institution has a well-stocked library that is automated with software. The library has a good deal of downloaded e-books which are available to the students via open access. For effective internet access, the institute provides high internet speed and a dedicated computer laboratory.

The institute has a well-defined maintenance procedure to take care of the maintenance of infrastructure including laboratories, classrooms, and student support facilities

### **Student Support and Progression**

The Institute continuously strives to provide excellent mechanisms for the support & progression of students. The students are benefitted from scholarships and free-ship schemes provided by the government.

The institute provides capability enhancement and development programs such as guidance for competitive examinations, soft skills development, personal counseling, yoga/meditation, and remedial coaching for students. Student grievances are addressed through committees such as Grievance Redressal, Anti-Ragging, & Women's Grievances Cell, or Anti-sexual Harassment Cell.

Institute organizes various training programs and placement drives on-campus as well as off-campus to provide placement opportunities for final year students. The students actively participate in sports/cultural activities and competitions organized at the inter-college and intra-college levels. The institute also maintains strong and healthy interactions with alumni through alumni meets organized every year.

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

The decisions and policies of the management are implemented through the Principal and the coordinators of various committees. The faculty members and students have representation on decision-making committees. The strategic plan is prepared and its effective implementation is carried out for the attainment of the vision and mission of the institute.

An E-governance system is used for planning and development, administration, finance, student admission, and examination.

Administration takes care of key attributes such as budgetary provisions, financial support, and Infrastructure development for the smooth functioning of the institute as well as for the empowerment of the faculty and non-teaching staff.

The institute has a performance appraisal system to judge the performance of teaching and non-teaching staff members.

The Principal implements the action plan to improve the quality of the teaching-learning process of the institute as per the recommendations of the IQAC cell. The IQAC cell is functional and regular meetings are held, audits are done and NAAC supporting works are carried out.

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

The institute has to provide equal opportunity to all the employees and students in matters related to

gender sensitivity with facilities such as safety, security, counseling, and separate common rooms for the boys and girls. The institution ensures that boys and girls work together in academic, cultural, sports, and other activities. However, the institution takes care of gender sensitivity to ensure the safety and security of female students. The institution has an institutionalized internal complaints committee for prevention, prohibition, and redressal of sexual harassment of employees and students.

The Institute takes adequate measures to organize the programs related to gender equity promotion, social responsibilities, celebrate national festivals, and birth/death anniversaries of great personalities.

The institute promotes the use of renewable energy (solar) and LED bulbs. Solid, liquid, bio-medical, and e-waste management processes are well-structured. Institute has a rainwater harvesting mechanism and harvested water is used for maintaining the green initiatives of the institute. Institute follows green practices such as tree plantation, a plastic-free campus, and partial paperless work to promote environmental consciousness and sustainability. Best Practices of the institute and distinctiveness is stated in NAAC Format.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | VIDYA VIKAS ARTS, COMMERCE AND SCIENCE COLLEGE, SAMUDRAPUR             |
| Address                         | Main road Samudrapur   |
| City                            | SAMUDRAPUR   |
| State                           | Maharashtra  |
| Pin                             | 442305   |
| Website                         | <a href="http://www.vidyavikacollege.com">www.vidyavikacollege.com</a> |

| Contacts for Communication |                     |                         |            |     |                                |
|----------------------------|---------------------|-------------------------|------------|-----|--------------------------------|
| Designation                | Name                | Telephone with STD Code | Mobile     | Fax | Email                          |
| Principal                  | Kishor G. Rewatkar  | 07151-225560            | 9822426769 | -   | vidya_vikascoll@rediffmail.com |
| IQAC / CIQA coordinator    | Manohar S. Ambatkar | -                       | 9423634727 | -   | dr.ambatkar@rediffmail.com     |

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

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

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 01-07-1989 |



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

| State       | University name                                    | Document                      |
|-------------|--|-------------------------------|
| Maharashtra | The Rashtrasant Tukadoji Maharaj Nagpur University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 22-03-2011 | <a href="#">View Document</a> |
| 12B of UGC    | 22-03-2011 | <a href="#">View Document</a> |

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

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

**Details of autonomy**

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

**Recognitions**

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

| <b>Location and Area of Campus</b> |                      |                  |                             |                                 |
|------------------------------------|----------------------|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>       | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Main road Samudrapur | Rural            | 6.75                        | 4856.79                         |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Humanities                   | 36                        | H.S.C                      | Marathi                      | 100                        | 29                             |
| UG  | BA,Humanities                   | 36                        | H.S.C                      | Marathi                      | 320                        | 320                            |
| UG  | BSc,Science And Technology      | 36                        | H.S.C                      | English                      | 120                        | 120                            |
| UG  | BSc,Science And Technology      | 36                        | H.S.C                      | English                      | 100                        | 70                             |
| UG  | BCom,Commerce And Management    | 36                        | H.S.C                      | Marathi                      | 120                        | 77                             |
| UG  | BCom,Commerce And Management    | 36                        | H.S.C                      | English                      | 120                        | 90                             |
| PG  | MA,Humanities                   | 24                        | Graduation                 | Marathi                      | 80                         | 60                             |
| PG  | MA,Humanities                   | 24                        | Graduation                 | Marathi                      | 80                         | 28                             |
| PG  | MSc,Science And Technology      | 24                        | Graduation                 | English                      | 26                         | 26                             |
| PG  | MSc,Science And Technology      | 24                        | Graduation                 | English                      | 26                         | 26                             |

|                 |                                       |    |                 |         |    |    |
|-----------------|---------------------------------------|----|-----------------|---------|----|----|
| PG              | MSc,Science And Technology            | 24 | Graduation      | English | 26 | 25 |
| PG              | MCom,Commerce And Management          | 24 | Graduation      | English | 96 | 82 |
| Doctoral (Ph.D) | PhD or DPhil, Humanities              | 36 | Post Graduation | English | 20 | 1  |
| Doctoral (Ph.D) | PhD or DPhil, Commerce And Management | 36 | Post Graduation | English | 20 | 0  |

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

| Teaching Faculty  |           |        |        |       |                     |        |        |       |                     |        |        |       |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|   | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|   | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 1         |        |        |       | 7                   |        |        |       | 22                  |        |        |       |
| Recruited   | 1         | 0      | 0      | 1     | 7                   | 0      | 0      | 7     | 15                  | 6      | 0      | 21    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 1                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 1                   |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 1      | 0      | 1     |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 29           |
| Recruited   | 27          | 2             | 0             | 29           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

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

### Qualification Details of the Teaching Staff

| Permanent Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD       | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 1         | 0      | 0      | 7                   | 0      | 0      | 6                   | 5      | 0      | 19    |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 1                   | 0      | 0      | 8                   | 1      | 0      | 10    |

| Temporary Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD       | 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                   | 1      | 0      | 1     |

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

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

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

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG               | Male   | 360  | 0                                 | 0                   | 0                       | 360          |
|                  | Female | 346  | 0                                 | 0                   | 0                       | 346          |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| PG               | Male   | 79   | 0                                 | 0                   | 0                       | 79           |
|                  | Female | 168  | 0                                 | 0                   | 0                       | 168          |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| Doctoral (Ph.D)  | 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**

| <b>Programme</b> |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
|------------------|--------|---------------|---------------|---------------|---------------|
| SC               | Male   | 101           | 84            | 95            | 73            |
|                  | Female | 64            | 65            | 62            | 51            |
|                  | Others | 0             | 0             | 0             | 0             |
| ST               | Male   | 38            | 48            | 58            | 50            |
|                  | Female | 57            | 47            | 63            | 55            |
|                  | Others | 0             | 0             | 0             | 0             |
| OBC              | Male   | 334           | 377           | 405           | 318           |
|                  | Female | 471           | 399           | 435           | 395           |
|                  | Others | 0             | 0             | 0             | 0             |
| General          | Male   | 29            | 13            | 25            | 20            |
|                  | Female | 22            | 10            | 8             | 13            |
|                  | Others | 0             | 0             | 0             | 0             |
| Others           | Male   | 0             | 0             | 0             | 0             |
|                  | Female | 0             | 0             | 0             | 0             |
|                  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>     |        | <b>1116</b>   | <b>1043</b>   | <b>1151</b>   | <b>975</b>    |

## Extended Profile

### 1 Program

#### 1.1

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

| 2018-19                              | 2017-18 | 2016-17                       | 2015-16 | 2014-15 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 120                                  | 120     | 120                           | 120     | 120     |
| File Description                     |         | Document                      |         |         |
| Institutional data prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

Number of programs offered year-wise for last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 13      | 14      | 14      | 14      | 14      |

### 2 Students

#### 2.1

Number of students year-wise during last five years

| 2018-19                                 | 2017-18 | 2016-17                       | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 1879                                    | 1761    | 1772                          | 1682    | 1604    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 589     | 665     | 695     | 557     | 558     |



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

### 2.3

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 383     | 208     | 277     | 304     | 249     |

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

## 3 Teachers

### 3.1

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 29      | 30      | 30      | 30      | 29      |

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

### 3.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 36      | 32      | 32      | 32      | 32      |

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 37**

**4.2**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 43.65   | 45.45   | 41.25   | 39.05   | 31.54   |

**4.3**

**Number of Computers**

**Response: 54**

NAAC

## 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:

VidyaVikas Arts Commerce & Science College, Samudrapur Dist- Wardha (MS) is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and hence follows the curriculum prescribed by the university. The Academic Calendar is prepared by each department to ensure effective implementation. Various stages in the process of implementation of the curriculum are as follows:

- A meeting is held in each department at the beginning of the academic year to do the course distribution. Based on the expertise of the individual teachers, the syllabus is allotted to them by the Head of the Department.
- All departments prepare a pre timetable to check the feasibility of delivering the allotted curriculum by calculating the number of lectures/practicals available in a particular term.
- Teachers are then required to submit a teaching plan based on the number of days required for effective teaching of the syllabus and the number of days required to conduct examinations.

The IQAC prepares a format of teaching plan and gives it to the teachers at the beginning of the academic year to help them to plan and manage this entire process effectively. It contains circulars from the university regarding the academic term, the academic calendar, working and teaching days available for undergraduate and post-graduate programs. At the end of every academic term, teachers are required to submit the teaching plan to the IQAC after filling in the relevant information. This helps the IQAC to monitor if the teaching plans have been successfully implemented. This is further verified and substantiated through students' feedback.

Staff meetings are held periodically to review the syllabus completion status. For the effective transmission and delivery of curricula, departments integrate classroom teaching with various ICT tools, laboratory practical, unit tests, field projects, students seminars, tutorials, home assignments, preliminary examinations, a question bank, PPT bank, practical manuals, research projects, field survey, etc. Most of the tools have been used during the period of the Covid-19 pandemic through Zoom, Google meets, teachmeant app, YouTube channels, etc. For the up-gradation of subject-related knowledge, faculties are allowed to participate in seminars, conferences, and workshops. These activities provide a platform for the faculty to participate and interact with experts in various fields and update their subject knowledge. For effective curriculum delivery, teachers use participative, student-centric learning methods and demonstrate practicals. The institution organizes guest lecturers of eminent academicians of the vicinity for effective curriculum delivery to inculcate a scientific approach among the students. At the end of every academic year, IQAC collects feedback from all stakeholders, which is further conveyed to higher authorities for corrective measures.

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

#### **Response:**

Academic Calendar is a schedule of the institution for academic year, which gives details of all academic and administrative events that take place in the institution. As the institution is affiliated to RTM Nagpur University, Nagpur it adheres to the academic calendar published by the university. Before the commencement of every academic year, every department submits details of academic and co-curricular activities to the concerned committee in order to prepare an academic calendar. The IQAC of the institution plays a very substantial role in maintaining the academic calendar for conduct of continuous internal evaluation of the students. At the beginning of the academic session, Academic Calendar Committee prepares the academic calendar and makes it available to the students and the faculty. It is also displayed on the website for all the stakeholders. The academic calendar specifies the teaching-learning schedule, the number of teaching days in each semester, university and institution exam schedule, co-curricular and extra-curricular activities, national days, holidays, camps, excursion, and educational tours, field visits, parents-teachers meets, alumni meet, annual gathering, inauguration of various subject societies, guest lecturers, etc. If required then the head of the institution can suggest and incorporate desired changes in the academic calendar. At the beginning of the academic year, the principal of the institution addresses the newly admitted students to make them aware of various facilities, rules and regulations, and examination-related activities in Induction Programme. The schedule of all examinations is also given in the academic calendar.

The concerning teachers of all the departments conduct unit tests after the completion of every unit for the better conducting of Continuous Internal Evaluation (CIE). The principal of the institution regularly conducts staff council meetings to ensure the better functioning of the academic and examination-based activities. It is mandatory for the students and the faculty to adhere to the academic calendar for the completion of academic activities. The head of the institution monitors the teaching, learning, and evaluation as a continuous process in the institution throughout the academic session. At the end of every semester as a part of the internal assessment, home assignments are given to the students before the commencement of the term end exam.

The institution is a recognized examination center of RTMNU to conduct the examinations based on the CBCS pattern of the university as per the norms laid down by the university. Most of the teachers in the practical-based subjects are the internal and external examiners for practical examinations conducted by the university. Therefore, they follow strictly the teaching plan and time-bound delivery of the curriculum to the students and conduct Continuous Internal evaluations of the students without fail.

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

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

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

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

## 1.2 Academic Flexibility

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

**Response:** 92.31

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

Response: 12

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

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

**Response:** 26

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6       | 6       | 6       | 5       | 3       |

| File Description                     | Document                      |
|--------------------------------------|-------------------------------|
| List of Add on /Certificate programs | <a href="#">View Document</a> |

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

**Response:** 15.41

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 454     | 310     | 279     | 215     | 108     |

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

### 1.3 Curriculum Enrichment

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

##### Response:

There are continuous efforts by the college to integrate these cross-cutting issues into the curriculum. The institution has taken some attempts regarding the issues like ethics, gender, human values, environment, and sustainability. It becomes a matter of utmost importance that spiritual training in the light of ethical values is imparted as a part of the college curriculum. To foster moral and ethical values among the students, the death and birth anniversary of great national heroes, leaders, and freedom fighters have been organized for the holistic development of the students in each academic year.

It is found that students are very enthusiastic to participate in NSS and Life Long Learning and Extension center through which various activities are organized like awareness of the law, awareness of Adolescence, AIDS, Cleanliness, Soil, and Water Conservation Campaign, Blood Donation, Tree Plantation, Foeticide Awareness Campaign, Plastic Eradication and Use of organic fertilizers. Teacher's Day is celebrated by organizing a special program of 'Self Governance' in which students take an active part. Awareness programs related to gender sensitization and anti-ragging are organized. Talks are given on preventive measures to be undertaken against sexual harassment. Renowned orators are invited to spread the message of human values, equality, fraternity, and religious morals.

Environmental Studies is a compulsory subject for the students of BA II, B.COM. II and B. SC. II which is a remarkable step to make them aware of environmental issues. Environmental awareness program like 'Vasundhara Day' is celebrated enthusiastically every year by NSS. This unit of NSS is committed to spreading awareness regarding environment preservation through Three 'R' i.e., Reduce, Re-cycle, Re-use. The programs like Tree Plantation, *Ruksha-dindi* are organized every year. The eco-friendly culture and maintenance of plants in the campus are done by students of life sciences.

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

Response: 100

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

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

| File Description  | Document                      |
|---|-------------------------------|
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | <a href="#">View Document</a> |

**1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year****Response:** 100**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 1879

| File Description  | Document                      |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | <a href="#">View Document</a> |

**1.4 Feedback System****1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni****Response:** A. All of the above

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

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

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

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

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

NAAC



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 81.76

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1042    | 1116    | 1123    | 905     | 902     |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1190    | 1330    | 1366    | 1134    | 1198    |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 100

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 589     | 665     | 695     | 557     | 558     |

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[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 and organises special Programmes for advanced learners and slow learners

#### Response:

For the Admission process, the college follows rules and regulations of R.T.M. Nagpur University, Nagpur. As per the government reservation policy, the admissions of students are confirmed on the basis of the first come first serve basis. While getting admission to the college, the college staff tries to clear all hurdles of students. Whenever students face any difficulty (for example, in selecting a proper subject) our teachers help them with proper counseling. Once the admission process is completed and students start attending the classes, the teachers organize a fresher party for them. At that party, new students get acquainted with the old students, the college and the teachers. Here teachers get some idea about the abilities of new students and after completion of few points from the syllabus; unit test-1 was conducted to analyze slow and advanced learners for the first semester.

Second semester onwards, the institute assesses the learning levels of students on the basis of the result/marks of students at the preceding university examination. Based on the analysis the students who scored marks below 40% are identified as slow learners and above 75% are identified as advanced learners.

#### Strategies adopted for Slow Learners:

Based on students' performance in the classroom and examination, the subject teacher identifies the slow learners. Once their identification is completed, the subject teacher makes a list of them. Then he/she arranges extra/remedial classes for them. In those classes, the concerned teacher not only clears their doubts but also re-teaches some difficult topics of the syllabus.

#### Strategies adopted for Advanced Learners:

With a viewpoint to boost up the already possessed and advanced learners, the institute takes up a number of initiatives like offering roles of leadership in several programs organized within or outside of the institute. Apart from this, workshops, seminars, guest lectures, aptitude, and communication skills improvement programs are conducted from time to time at the institute. The teachers ask the students to prepare for examinations like UPSC, MPSC, NET, SET, JAM, etc. Various motivational speeches are organized for their future development and progress. The teachers also motivate students to read various books and acquire a higher percentage in university examinations.

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

Response: 64.79

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem

### **solving methodologies are used for enhancing learning experiences**

#### **Response:**

The institution has three streams under its umbrella. i.e. Arts, Commerce, and Science. All the teachers and management of this institute try to make the learning process students centric. The institute tries to give emphasis on the development of independent thinking in the students. The learning experience of the student is enriched by the following methods:

#### **Experimental learning:**

- The students learn social responsibility by taking part in NSS camps at nearby villages, awareness programs, blood donation camps, etc.
- Participating in learning activities like regular laboratory exercise, seminars, assignments, study tours, field visits, research institutional visits, etc.
- The college invites various experts from other colleges to share their experiences with the students.
- Library facilities and computer facilities play an important role to enhance the knowledge of students.

#### **Participative learning:**

Participative Learning is encouraged by:

- **Discussions:** Wide variety of topics, relating to arts and commerce, are discussed to make the students to think broadly and come up with their opinions and suggestions.
- **Debates:** Debates are conducted in most of the courses of arts, commerce, and science programs where students are required to come with different opinions, thought processes to develop a sense of time management, teamwork, and critical thinking.
- **Presentations and Seminars:** The faculty encourages the students to participate in class seminars, group discussions, and many more activities.
- **RBPT:** Science teachers use RBPT (Research-Based Pedagogical Tools) for participate learning. In this task, the students are asked to make posters, tree diagrams, etc. to present them in front of their students.

#### **Problem Solving Methodologies:**

The problem-solving ability of the students is developed by giving them proper assignments and projects related to their respective subjects. Tutorial classes of some subjects are used for solving students' problems. College library enriched with books and magazines related to competitive examination.

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

#### **Response:**

Innovation and creativity in the teaching-learning process are maintained by faculties to create interest and motivate the learners. The faculty takes the help of following creative tools to stimulate creativity in young

brains.

**PowerPoint Presentations:** Faculties use PowerPoint presentations, including the video lectures, on topics based on the syllabus and as per requirements during the sessions.

**Training Program:** The institute organizes internal as well as external training programs for the overall development of students. The internal training programs are conducted by in-house faculty members. However, programs like aptitude and communication skills improvement, etc. are conducted in the institute through external experts.

**Seminars and Guest Lectures:** Various seminars and guest lectures are conducted in which the experts from either industry or academia are invited to give the latest trends about scenarios in the industry and research.

**Quiz:** Occasionally quiz competitions are organized by the faculties to make the teaching-learning process more interesting. Questions from various specializations are put in the quiz competition to explore the diversity of subjects.

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

**Response:** 64.79

#### 2.3.3.1 Number of mentors

**Response:** 29

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

## 2.4 Teacher Profile and Quality

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

**Response:** 90.49

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI                | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 68.21

##### 2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

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

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

Response: 15.07

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

Response: 437

| File Description  | Document                      |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

#### Response:

In order to evaluate the academic performance of the students, the institute refers to guidelines given by R. T. M. Nagpur University, Nagpur. Out of the 100 Marks per course, the institute level assessment marks are awarded out of 20 Marks and the end semester examination is conducted for 80 Marks by the university.

For determining the institute level 20 marks assessment, continuous internal evaluation is varied from course to course. Some course gives emphasis on assignment and viva-voce and some on the test, some also conduct activities like short project work, etc.

The institution adopts an internal assessment system prescribed by R. T. M. Nagpur University, Nagpur for the evaluation of the students.

#### Transparency in internal assessment is maintained by-

1. Displaying Continuous Internal Evaluation Norms.
2. Sharing of evaluated assignments with each individual student.
3. Returning evaluated answer sheets of class tests.
4. Sharing evaluative remark of subject presentation/ viva-voce seminar by a panel of faculty internally and externally by outside experts.

The institution organizes Parent-Teacher Meet where the parents along with teachers get an opportunity to share and discuss the progress and difficulties in studies of the students. Thus, it can be inferred that all the above practices, which are being followed at the institution are robust in nature as far as frequency and transparency are concerned.

The institution invites alumni members annually for interaction with the students and teachers as well as parents if necessary. The alumni also give suggestions for betterment in the mechanism of internal assessment. The institution tries to follow possible suggestions.

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

#### Response:

#### At Institute level:

The faculty distributes evaluated answer scripts of class tests and assignments to students. And if a student

needs any clarifications or has grievances, then he/she is asked to convey his/her issue to the concerned faculty within a period of three days. If any discrepancy is brought to the notice, the concerned faculty tries to resolve it and the necessary corrective action is initiated. If a student is not satisfied with the marks awarded even after being resolved by the faculty, the student may represent the same issue to the Principal.

#### **At University level:**

Students can express grievances by applying for the following evaluation procedure:

**Exam Form Filling and Correction if Need:** According to the guideline of the University, the students are informed to fill examination forms within a time. The concerned person submits online the students' information to the University. The university then provides a checklist to the institution. The concerned person looks into the list and checks the name, subject, class, and date of birth of the students. He corrects the information and submits that checklist to the University.

**Re-valuation & Recounting:** If a student is not satisfied with the marks awarded, he/she can apply for recounting within a week from the declaration of result through the office at the institute. The received grievances are submitted to the university by the institute along with prescribed fees recovered from the students. The university declares a time frame every year for submission of marks-related grievances and declaration of results.

## **2.6 Student Performance and Learning Outcomes**

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

#### **Response:**

Vision and Mission statements are displayed on the college website and in various places like the entrance of the Institute, Principal's office, Management's Chamber, Library, IQAC Office, etc.

Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been defined by Institute. PEOs, POs, and PSOs are disseminated on the Institution's website. At the commencement of every academic session, an introductory program is organized to aware the first-year students of the various aspects of the programs and courses' objectives.

The course outcomes are written by the respective faculty member. All the faculty members were maintaining COs in their course files. COs are discussed by faculty members in the classrooms during the introductory lecture of the respective Subject /Course.

#### **Institutional Level Learning Outcomes:**

At the institutional level, learning outcomes are spelled out clearly.

#### **Depth and breadth of knowledge:**

- General knowledge and understanding of many key concepts, methodologies, and assumptions in a discipline.
- Broad understanding of some of the major fields in a discipline
- Ability to gather, review, evaluates, and interprets information.
- Detailed knowledge in an area of the discipline.
- Critical thinking and analytical skills inside and outside the discipline.

### **Knowledge of methodologies:**

An understanding of methods of inquiry or creative activity that enables the student to:

- Evaluate the appropriateness of different approaches to solving problems and techniques; and
- Devise and sustain arguments or solve problems using these methods.

### **Application of knowledge:**

The ability to review present, and interpret quantitative and qualitative information to:

- Develop lines of argument;
- Make sound judgments in accordance with the major theories, concepts, and methods.
- The ability to use a basic range of established techniques to analyze information; and evaluate the appropriateness of different approaches for solving problems.

### **Communication skills:**

The ability to communicate accurately and reliably, orally and in writing.

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

### **Response:**

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

#### **1. Planning:-**

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

#### **2. Implementation:-**

An individual faculty member use different direct tools like Class Tests, University Exam, Assignments, Seminars, Projects, etc., for the evaluation of Course outcomes (COs). The principal evaluates POs and PSOs by using the evaluation of COs and Indirect Tools like Surveys/Feedback from Alumni, Employer, Parents, Teachers, and Students. PEOs are also evaluated by using Indirect Tools only.



**3. Evaluation:-**

Attainment of all outcomes is calculated and compared with the expected level of attainment decided by the subject teacher for COs and Principal for POs, PSOs, and PEOs.

**4. Action Taken:-**

If attainment is up to the expectation then appreciation is extended to the concerned faculty member and in case of deviation from the expected attainment of outcome necessary corrective actions are initiated to improve the outcome as per expectations.

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

**Response:** 48.31

**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 275     | 114     | 82      | 119     | 115     |

**2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 383     | 208     | 277     | 304     | 249     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |

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

**Response:** 3.56

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

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

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

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 27.59

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 8

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 0

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

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

**3.1.3.2 Number of departments offering academic programmes**

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

| File Description                              | Document                      |
|---|-------------------------------|
| List of research projects and funding details | <a href="#">View Document</a> |

**3.2 Innovation Ecosystem****3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge****Response:**

The institution has to try to create conducive ambiance, infrastructure, resources, confidence for enhancement of the capability of students and teachers in research and innovations. Various activities are conducted to nurture and nourish youth's minds. This helps students to understand various problems and enables them to resolve the same. The Institution Plans and implements several activities like.

- (i) To facilitate and monitors the progress of the research undertaken by the faculty and students.
- (ii) To take efforts in cultivating scientific temper, research culture, and aptitude among the faculty as well as the students.
- (iii) To encourage the faculty members to pursue higher studies such as M. Phil., Ph. D., update their academic knowledge, study the contemporary issues, and publishes research papers in reputed research journals, and undertake major/minor research projects. Similarly, financial assistance and duty leave is given to the faculty attending workshops, seminars, conferences, at University, State, National and International level and refresher/orientation courses also.
- (iv) The faculties are motivated to present research papers in the workshops, conferences, and seminars at the national and international levels.

For effective teaching-learning and research, the institution has well-equipped classrooms with ICT facilities. The academic calendar is prepared at the beginning of every academic year for effective planning of annual activities. Accordingly, teaching plans are prepared and followed scrupulously by the faculty.

The N.S.S. conducted various activities in innovative ways, like a tree- plantation, *Swachh Bharat Abhiyan* awareness programs about cleanliness, construction of roads, construction of *Vanarai Bandara*, *Beti Bachao-Beti Padhao*, female feticides, and gender sensitization. In order to create and transfer the

ideas for socio-cultural upliftment and encourage them for practical application of the knowledge of the students so as to enable them to become responsible citizens.

The institution takes efforts to create research awareness among the students as well as faculty. Various research activities are organized in the institution to inculcate research culture and enhance the research aptitude amongst the students. The institution has introduced many Short Term Value Added Programs and Certificate Courses for enhancement of the skills and employability of the students. All these efforts result in incubation in different areas.

### 3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

**Response:** 5

#### 3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

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

| File Description                               | Document                      |
|--|-------------------------------|
| List of workshops/seminars during last 5 years | <a href="#">View Document</a> |

### 3.3 Research Publications and Awards

#### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

**Response:** 1.75

##### 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 14

##### 3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 8

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

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 2.13**3.3.2.1 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 |
|---------|---------|---------|---------|---------|
| 29      | 7       | 7       | 14      | 6       |

**File Description****Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)**3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.61**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4       | 1       | 3       | 5       | 5       |

**File Description****Document**

List books and chapters edited volumes/ books published

[View Document](#)

Any additional information

[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**In view of its social accountability, the institution, through its **NSS Cell**, has made momentous efforts to

sensitize its faculty and students about their social responsibilities through their participation in several directly or indirectly activities associated with burning social issues. The institutional NSS unit has been a remarkable contribution to society during pandemic situations for the distribution of masks, clothes, food, and aware people about covid 19.

The institution, since its inception over a period of time, has developed a sense of responsibility and culture that promotes the holistic development of the students by engaging them in various activities. This leads to the development of social responsibility and concern toward healthcare and community services. Major activities undertaken are NSS Special camps, NSS Residential camps, Tree plantation, Blood donation camp, Health checkup camp & Career guidance program, *Swatch Bharat Abhiyan*.

The institution also celebrates national and international days like Yoga Day, Women's Day, Yuva Din, Science Day, *Vaachan Prerna Diwas*, *Marathi Rajbhasha Din*, Library Day, and many more. Teachers and students are actively involved in these programs and activities from preparation to implementation. This kind of experience and participation not only trains the students in management skills but also raises their consciousness and understanding of various social and moral issues. In addition to these, it also provides an opportunity to cooperate and bridge the relationship with society. This approach enhances their holistic development. The institution engages faculty members and students in community work which eventually teaches them the importance of moral values.

#### Highlights of the extension activities conducted by the Institution:

| Sr. No. | Particular                      | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014- |
|---------|---------------------------------|---------|---------|---------|---------|-------|
| 1       | Number of Activities            | 8       | 6       | 5       | 4       | 3     |
| 2       | Number of Awards/Recognitions   | 3       | 2       | 3       | 2       | 2     |
| 3       | Number of Students Participated | 1889    | 1858    | 1781    | 1682    | 1604  |
| 4       | Number of Faculty Participated  | 30      | 30      | 30      | 30      | 29    |

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

Response: 12

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | <a href="#">View Document</a> |

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

Response: 26

#### 3.4.3.1 Number of extension and outreach Programmes 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 |
|---------|---------|---------|---------|---------|
| 8       | 6       | 5       | 4       | 3       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | <a href="#">View Document</a> |

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 101.2

#### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 01879   | 01858   | 01781   | 01682   | 01604   |

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

## 3.5 Collaboration



**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 15**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 4       | 5       | 1       |

**File Description****Document**

Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship

[View Document](#)

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years****Response:** 10**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**

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

**File Description****Document**

e-Copies of the MoUs with institution/ industry/corporate houses

[View Document](#)

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institution possesses a well-developed infrastructure that fulfils the requirements stated by the affiliating university and other statutory bodies to fulfil the need of all stakeholders. The institution is situated in the lap of beautiful nature. The entire campus is spread over 6.75 acres with a built-up area of 4856.73 Sq. m.

**Key features of the Institution:**

- Well-furnished, spacious, ventilated, and illuminated classrooms, laboratories, computer laboratory, tutorial rooms, and other student support facilities as per university requirements.
- The institution has sufficient classrooms for an efficient teaching-learning process and the majority of classrooms are equipped with ICT facilities.
- Central Seminar Hall with ICT facility is available to conduct training programs, guest lectures, workshops, seminars, conferences, FDPs, and other related activities.
- High-end computers with internet facility and centralized LAN connection. A separate computer laboratory facility is provided for students to carry out project work, online exams and to fill examination and scholarship forms online.
- The entire campus has been made wi-fi enabled.
- Well-developed library, automated with Autolib software, with a collection of books, journals, magazines, CDs, E-books, etc. as per university norms.
- Library also includes a separate reading room, reference, and a digital section for accessing E-books, E-journals, and online open sourcebooks.
- Support and safety facilities like continuous power backup, diesel generator, fire extinguishers, water coolers with water purifiers, CCTVs at key locations are available.
- The institution has green landscaping with patch gardens and botanical gardens with different species of plants.
- In-house housekeeping staff is appointed to maintain the cleanliness of the campus.
- Separate girls' common room with sanitary napkin vending machine & incinerators and boys' common rooms are available in the campus.
- A cafeteria is available for the students and the staff.
- Indore stadium for various indoor games.
- Gymnasium with the requisite equipment.
- Huge playground along with Volleyball Court, Cricket ground, *Kho-Kho* ground, *Kabaddi* ground.
- Xerox facility is made available in campus.

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

**Response:**

The institution organizes sports and cultural events every year to promote the extracurricular abilities of the students during Annual Sports and Cultural Festivals.

- **Sports:** The institution has its own exclusive large playground for various outdoor games like Cricket, Volleyball, *Kabaddi*, *Kho-Kho*. A dedicated indoor complex is also available for indoor games like a wooden court of Bad Minton, Table Tennis, Carom & Chess. The institution promotes the students to participate in Intercollegiate, Intra-collegiate, University, State, and National level sports competitions every year.
- **Cultural:** Members of the Students' Council organize various cultural activities as per dates proposed in Academic Calendar. It provides the platform for students to show their talent in on-stage cultural activities like Dance, Singing, and Drama. The institution promotes the students to participate in Inter-collegiate, Intra-collegiate, University, State, and National level cultural competitions every year. The institution has to prepare an 'Open Auditorium' in the playground at the time of the Annual Gathering. The institution organizes an Annual Gathering in which the students get opportunities to exhibit their hidden talents like Dance, One-Act-Play, *Antakshari*, Singing, Elocution, Debate, Fashion-show, Rangoli and Flower Decoration.
- **Yoga and Meditation Center:** Institution has established 'Yoga Center' and appointed a domain expert to make aware students and faculty members about the benefits of Yoga. Additionally, few faculty members are also well trained in yoga and meditation practices.

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

**Response:** 100

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

Response: 37

| File Description  | Document                      |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View Document</a> |

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)****Response:** 42.58**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7.4     | 10.6    | 27.6    | 23.14   | 14.66   |

| File Description   | Document                      |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | <a href="#">View Document</a> |
| Upload audited utilization statements  | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |

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

The institution has a well-developed library equipped with Integrated Library Management System that is LIB-Auto-10.0. The library has a good collection of books both for courses run in the college and for competitive examinations besides subscription to standard journals and newspapers in Marathi, Hindi, and English. It also has provision for separate reading sections for teachers and students, reference. The library is open for users from 09.00 AM to 05.30 PM. The total number of books in the library is 12691. The college also has a membership of the N-List program of INFLIBNET center to provide unlimited e-resources to our students and teachers.

The library provides the following facilities and services: -

- **Easy circulation:** There is a set method of issuing books to students, staff, and other users. A special issue register is maintained by the attendant under the guidance of the librarian. Taking the number of copies of a particular book available and its demand, priority is given to the one who demanded it first.
- **Issue return period:** The students are given a seven-day issue retaining period normally which can be extended for another seven days by renewing it. There is no such time limit for staff members.
- **Reading room facility:** There are separate reading sections for students and staff in the library

besides a newspaper reading section which is common to both.

- **Clipping Services:** Provides clipping services to students, faculties, and local people also.
- **Interlibrary loan facility:** Provide to the ex-students, faculties, and another college.

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

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | <a href="#">View Document</a> |

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

**Response:** 2.83

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2.55    | 3.83    | 3.55    | 2.6     | 1.61    |

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

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for

online access) during the latest completed academic year

**Response:** 14.15

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

Response: 270

### 4.3 IT Infrastructure

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

**Response:**

The institution provides a computing facility with the required configuration of the computer system. These are distributed among the various departments for academic and administrative work. The institution has high-speed internet of 50 Mbps to cater to the need of academics as well as allied processes.

**Key Features:**

- Separate computer laboratory, to facilitate internet access for all the students, staff, and faculty members. This facility enables users to access meaningful information available online.
- E-Governance system by use of ERPs is implemented in Administration office, Library and for Academic Processes usable by faculty as well as students.
- LCD Projectors, Printers, Scanners, CCTV, Wi-Fi, LAN, and Internet facility, etc. are also available for the effective teaching-learning process.
- A set of 32 CCTV cameras keeps surveillance of the entire building and campus.
- A biometric machine is also there to maintain the attendance record of the staff members.
- All these equipment are provided power backup by UPS and a 25 KVA diesel generator.
- All ICT facilities are updated as and when the need arises to do so.

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

**Response:** 34.8

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

**Response:** A. 750 MBPS

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

### 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 14.34**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4.98    | 6.38    | 7.03    | 4.57    | 5.53    |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |

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

The institution has developed a standard methodology for utilization & maintenance of all physical, academic & support facilities available in the campus.

**Laboratories (Computer Laboratory/ Science Laboratories)**

- 1.The laboratories in the institution are administered by the head of the departments and maintained by the Laboratory attendants and Laboratory assistants.
- 2.In case of any maintenance/repairs, the Laboratory In-charge initiates the appropriate corrective action in consultation with the Principal of the institution.

**Utilization of support facilities:**

The infrastructural and resources utilization of the institution is administered by the Principal. The Head of departments is allowed to put up the demands to the Principal of the institution. The requirements with regards to extension, renovation, alteration, relocation of the available resources and facilities are brought to the notice of the head of the institution.

**Playground Maintenance**

1. A faculty designated as Director-Physical Education is assigned the responsibility of maintaining sports accessories and supporting accessories of indoor and outdoor games.
2. Maintenance of ground, sports kits, and all consumable items are brought from the outside vendors as per the requirement.

### **House Keeping of classrooms, laboratories, and the entire institutional campus**

The institution has an in-house housekeeping team that looks after all the cleanliness of the classrooms, laboratories, and the entire campus. Sanitary work, auditorium, conference room, etc is done through the sweepers on daily wages basis.

### **IT Facilities**

The institution has appointed a computer technician to maintain the IT facilities in the Institution which includes maintenance of computers, LCD Projectors, Printers, Scanner, and other peripherals.

### **Electrical Maintenance**

All the electrical maintenance of the peripherals, equipment, infrastructure and power-related resources available in the institution are carried out by electricians hired from outside as per need.

### **Garden**

The institution has employed a dedicated gardener and support staff who take care of the botanical garden, patch garden, and the indoor plants placed at various locations in the institution.

### **Water supply:**

There are water units supplying drinkable water. The RO units are cleaned and maintained on a regular basis. The water tanks and a dug well are maintained.

### **Medical facilities:**

The institution has a good network with local clinics which provide service in case of emergency. Sickroom is made available in the girls' hostel. Health check-up camps are organized in the institution. Blood Donation and Blood Group Detection Camps are organized by the institution in the NSS camp.

### **Rain Water Harvesting:**

Rain Water Harvesting Unit is installed and covers some buildings.

### **Parking Facilities:**

Adequate parking facilities for bicycles and two and four-wheelers are available.

### **Security:**

The security is observed by a security guard duly appointed in the institution. CCTVs is installed at 32



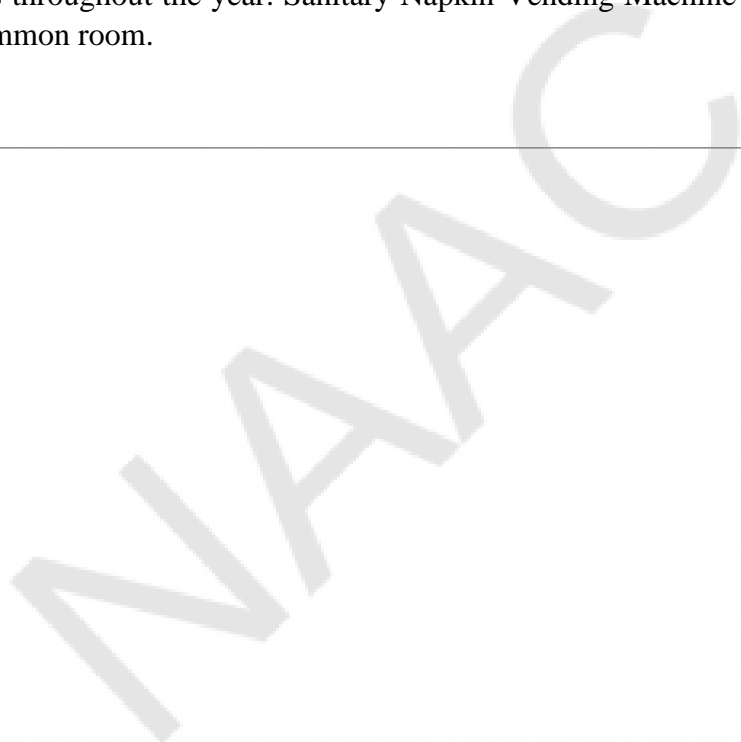
prime locations of the campus.

**Cafeteria:**

A cafeteria is available in the campus for the students and the staff. The required refreshments are made available for all. The administration monitors the hygiene of the cafeteria.

**Internal Complaint Committee (ICC):**

As the institution has more number of girl students, special attention is given to the complaints of the students. To spread awareness on gender equality, cyber security, awareness of legal laws for women the ICC organizes programs throughout the year. Sanitary Napkin Vending Machine and incinerator are also installed in the girls' common room.



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 72.52

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1102    | 1420    | 1269    | 1309    | 1185    |

#### File Description

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

#### Document

[View Document](#)

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

Response: 0

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

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

#### File Description

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

#### Document

[View Document](#)

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

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View Document</a> |

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

**Response:** 16.28

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 383     | 208     | 277     | 304     | 249     |

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

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

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

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

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

## 5.2 Student Progression

| <b>5.2.1 Average percentage of placement of outgoing students during the last five years</b> |                               |         |         |         |
|--|-------------------------------|---------|---------|---------|
| <b>Response: 25.07</b>   |                               |         |         |         |
| <b>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</b>    |                               |         |         |         |
| 2018-19  | 2017-18                       | 2016-17 | 2015-16 | 2014-15 |
| 91   | 83                            | 71      | 62      | 39      |
| File Description   | Document                      |         |         |         |
| Details of student placement during the last five years (Data Template)                      | <a href="#">View Document</a> |         |         |         |

| <b>5.2.2 Average percentage of students progressing to higher education during the last five years</b> |                               |  |  |  |
|--|-------------------------------|--|--|--|
| <b>Response: 51.17</b>   |                               |  |  |  |
| <b>5.2.2.1 Number of outgoing student progression to higher education during last five years</b>       |                               |  |  |  |
| Response: 196  |                               |  |  |  |
| File Description   | Document                      |  |  |  |
| Details of student progression to higher education (Data Template)                                     | <a href="#">View Document</a> |  |  |  |

|  |  |  |  |  |
|--|--|--|--|--|
| <b>5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)</b> |  |  |  |  |
| <b>Response: 0</b>   |  |  |  |  |

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

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

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | <a href="#">View Document</a> |

### 5.3 Student Participation and Activities

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

**Response: 7**

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

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

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

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

#### Response:

#### Administrative:

Internal Quality Assurance Cell (IQAC): The institution has nominated a student representative in IQAC.

#### Co-Curricular Activities:

**Departmental Societies:** All the departments in the institution run their independent departmental societies. The societies are comprised of the students' representatives and all the students are members.

**Excursion and Educational Tour Committee:** The members of this committee organize tours monitored by concerned teachers.

**Magazine and Publications Committee:** The institution publishes a yearly college magazine. The Chief Editor of the magazine constitutes an Editorial Board where the students are selected as the board members. The members contribute to publishing annual magazines.

**Library Advisory Committee:** This committee is comprised of the principal, librarian, and faculty members along with a student representative.

#### Extracurricular Activities:

**Cultural Activity Committee:** The institution encourages students to organize and participate in all extracurricular activities throughout the year. The activities like annual gatherings, youth festivals have a wide scope for the students.

**Internal Complaint Committee (ICC):** As per the direction of the Women's Commission, The government of India, the institution has established ICC for the prevention and prohibition of sexual harassment of women at the workplace. ICC is comprised of faculty members and girls students.

**Anti-ragging Committee:** To prevent ragging in the campus and the hostel, the institution has nominated the students representative to monitor the issues.

**Other cells:** Students are also actively involved in various other institutional level committees like Grievance Redressal and Anti Sexual Harassment Committee, SC/ST Cell, OBC Cell.

### **National Service Scheme (NSS):**

NSS activities play a significant role in shaping the personality of the students in the institution. Students are given wide scope in the organization of regular activities and annual special camp at the adopted village. The NSS executes social service programs where volunteers participate in all the activities. The students are also given the opportunity to participate in university, state, and national level NSS camps. The institution has a rich heritage of social work in NSS.

### **Sports:**

**Institution Level Sport Competitions:** Every year, institution level sport competitions are organised and the winners are honoured during the annual gatherings.

**University Level Sports Competitions:** The institution takes initiative in organizing university-level competitions where the students get the opportunity to organize the mega event.

### **Student Council:**

Student Council is established every year as per rules and regulations of the University. The 'Student Council' representatives are selected on a merit basis and few are nominated by the principal. Student council members participate in various activities organized by the institution and provide suggestions.

The Student Council consists of the following members:

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

The main objective of forming the student council is to develop the leadership qualities in students and the other objective of the student council is to organize sports and cultural events every year.

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

**Response:** 12

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 13      | 9       | 13      | 12      | 13      |

| File Description   | Document                      |
|--|-------------------------------|
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)) | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

**Response:**

The institution has an Alumni Association. Alumni register themselves from various parts of the world. It also looks after the work of systematic collection of data of alumni and also continuously keeps contact and rapport with its members. The use of the college website is done to encourage the alumni to register themselves in the association. It helps the alumni residing in different parts of the world to register their names. Alumni also remain present for the annual meet of the association. They support the association by offering financial assistance as well. The talks and sharing of experiences result in which looks after the various activities to be organized by the association. The Institution conducts the Alumni Meet every year for interaction and exchange of knowledge base acquired by passed out students working in various fields and sectors of Indian economy. The members of the Alumni Association have regular interaction with the principal, the management, and the staff members regarding the overall development of the institution.

Alumni contribute and assist institution for-

1. Conduction of Personality Development Programs
2. Career Counseling
3. Industry Institution Interaction
4. Placement Assistance
5. Summer Internship Assistance



6. Project Assistance to final year students etc.

Apart from the above nonfinancial agenda, during the recent alumni meet it has also been decided to assist and help the institution by means of financial inclusion as per willingness of individuals and to form registered alumni association of the institution.

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

**Response:** A. ? 5 Lakhs

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

The institution has been providing devotional service to the neediest young generation for over the past 32 years of its existence. The institution is surrounded by rich in flora and fauna. The priority of the institution is to bring academic excellence along with personality development to compete with the rest of the world. It also entrusts improvement in health care, promotes organic farming, environmental and social awareness, voters registration awareness drive, cleanliness, eradication of superstitions, holding hand in hand with the environment.

##### Vision:

The vision of the institution is to make significant progress in the future towards being a model, career-oriented college and to provide affordable education. To create a center of academic excellence in the field of higher education for students.

##### Mission:

To achieve all-around development of the students, we aim at encouraging creativity, employment, social service along with the need for the environment, sports, and cultural proficiency to stand in a globalized world.

The college has been imparting quality education to students coming mostly from poor socio-economic backgrounds. The Vidya Vikas Shikshan Sanstha, Hinganghat is the apex body in the organizational structure of the institution. It works with the Principal, to regulate and maintain an amicable and scholastic environment required for the purpose of education. The Principal as the academic and administrative head of the institution, implements the decisions and policies of the Management, the University, and the State Government with the help of teaching and non-teaching staff. There is a College Development Committee (CDC) formed in accordance with the Maharashtra Public Universities Act, 2016 to look after the academic and administrative functioning of the institution.

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

There are various committees that look after the routine administrative activities of the institution. These committees submit their recommendations to the IQAC, after deliberations in its regular meetings and decide to implement them. Thus, every teacher of the institution participates in decision-making in some way or the other.

The institution works hard to accomplish its vision and mission more effectively. The institution

meticulously follows norms and procedures as per the directives and policies of higher education. Thus, efforts are made at all levels for the successful execution of missions with a view to the accomplishment of the vision. The management system of the institution is decentralized and participatory in nature. Considerable autonomy, freedom, and support are provided to all stakeholders to create a useful teaching-learning environment. All levels of administration and academic work are based on the principle of teamwork, collective responsibility, cooperation, freedom, and participation. All stakeholders work in unity to achieve the vision and mission of the institution.

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

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

#### **Response:**

The institution organized the annual Sports and Cultural Festival by the involvement of all faculty members, non-teaching staff, and students which is the best example of decentralization and participative management. A case study regarding the same is briefly below: -

#### **Case study- Annual Sports and Cultural Events Organization: -**

The institution was established in June 1989. The institutional sports and cultural events/ annual festivals are organized annually, which proved to be a fine example of decentralization and participative management. Along with all the stakeholders, local citizens, and non-teaching staff, and many more guests graced this event. For the planning of the event, a meeting of the CDC conducts as per the guidelines of the IQAC, the committee instructed the sub-committees to perform various duties for the success of the events

The student council of the institution is formed as per the university guidelines. It is responsible for all the activities conducted in sports and cultural events/ annual festivals. Various committees under the student council are formed which involve experienced teachers, students, and staff. The student's council, in consultation with faculty, prepares a budget for cultural as well as sports activities. The budget is further discussed with the principal and management for modifications and approval. The sanctioned fund is disbursed to the student council through the In-charge of cultural and sports committees. In this way, sports and cultural events/ annual function is conducted every year successfully which is the best example of decentralization and participative management where students, faculty, non-teaching staff and management is also actively involved.

## **6.2 Strategy Development and Deployment**

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

#### **Response:**

Our institution Vidya Vikas Arts, Commerce, and Science College, Samudrapur strategically plans activities and executes them in a proper manner. The activities are decentralized at four levels as departmental, administrative, academic, and financial. The functioning of the institution operates at four different levels as Student, Faculty, Principal, and Management.

The institution provides various forums for all of them to develop and deploy the same at the institution and society level by assigning them various responsibilities.

At the departmental level, academic strategic plans are made before the commencement of the academic session by preparing the academic calendar of that year taking into consideration the university's calendar.

Administrative committees that are formed at the beginning of the session are responsible for all student and staff-related activities.

The Principal as a leader understands the strength of the faculty and assesses the involvement of faculty while executing specific tasks.

**One activity successfully implemented based on the strategic plan is as follows:**

**Case study:** Research Institutional/Industrial/ Field visits of the students.

**Process**

Visits have their own importance in the career of a student who is pursuing a graduate degree. It is considered a part of the college curriculum. The objective of Industrial/ Field visits is to bridge the gap between theoretical knowledge and actual practical implementation of it. With an aim to go beyond academics, visits provide students with a practical perspective of the workplace and societal activities. It provides students an opportunity to learn practically through interaction by understanding, working methods, and employment practices

By considering the above objectives, the institution has decided to plan visits every year. It gives an exposure to understand current work practices and theoretical knowledge being taught at the institution. The visits are planned for all programs and all classes.

The planning of visits is done by faculty and students. Student initiate for making arrangements of visit. With the suggestions and discussion of higher authorities visits are planned. A faculty coordinator is appointed to take care of the proper execution of the visit. The institution tries to give an opportunity to different faculties for coordinating visits to ensure participative management. The arrangement of transport is done by students with the guidance of faculty. It gives students lessons in team management and time management. During actual visits students explore the entity to be visited and enthusiastically, students try to correlate the things with their classroom learnings. Students ask questions to a concerned person and after coming back from the visit, the faculty members help to prepare the report of the visit.

Visit gives the live experience of management i.e. planning, coordination, implementation, execution to the students.

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

#### **Response:**

The Vidya Vikas Shikshan Sanstha is at the topmost tier in the organizational structure of the institution. It supervises the overall functioning of the institution and directs the Principal whenever necessary. IQAC informs the head of the institution of the requirements regarding infrastructure, facility of laboratories, up-gradation of classrooms, and augmentation of various facilities for students. Thereafter the head of the institution presents this proposal in CDC meetings. After considering the necessity of requirements, the CDC and the executive body approved them.

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

The institution has constituted committees as per the norms of regulating authorities and also additional committees for internal coordination and monitoring of the activities. The Principal monitors the functioning of every committee. The smooth conduction of all the committees is ensured by him. Various institutional and departmental level committees are constituted for discussing the issues and take decisions.

#### **Service Rules, Procedures, Recruitment & Promotional Policy:-**

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

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

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

| File Description                              | Document                      |
|---|-------------------------------|
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |

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

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Details of implementation of e-governance in areas of operation, Administration etc | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

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

**Teaching Faculty:**

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

**Non-Teaching Staff:**

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

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

- Leaves (Casual, Earned, Medical, Vacation) as per the University and Govt. of Maharashtra norms.
- Maternity leave for female staff members
- Group Insurance
- Membership of Vidya Nagari Sahkari Patsanstha, Hinganghat for financial needs.

**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:** 26.44**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 |
|---------|---------|---------|---------|---------|
| 8       | 8       | 7       | 5       | 11      |

**File Description**

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

**Document**

[View Document](#)

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 2.2**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

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

**File Description**

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff

**Document**

[View Document](#)

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

**Response:** 16.92

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4       | 6       | 5       | 3       | 7       |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of teachers attending professional development programmes during the last five years | <a href="#">View Document</a> |

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

**Response:**

The institution has a Performance Based Appraisal System (PBAS) for the teaching staff following UGC regulations, 2010, and four amendments thereafter. Currently, the college follows the guidelines of UGC regulations, 2018. These Regulations may be called the University Grants Commission (Minimum Qualifications for appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018.

**Teaching staff:**

API & confidential reports are collected at the end of the academic year. The performance- Based Appraisal System (PBAS) (API) is divided into three categories.

**CATEGORY- I:** Teaching, Learning, and Evaluation related activities

**CATEGORY- II:** Co-Curricular, Extension and Professional Development Related Activities

**CATEGORY -III:** Research and Development

**Outcome:** The performance Based Appraisal System (PBAS) helps in identifying the potential area of faculty and staff. Through this, each faculty becomes aware of their areas of improvement and accordingly.

**Decision:** The score obtained in the PBAS contributes to the decision about faculty appreciation and the faculty with a low score is personally counseled by the Principal.



**Non-Teaching staff:**

The Confidential Report (C.R.) file of the nonteaching staff is prepared by the principal and maintains the record of their performance in the office at the Institution.

**6.4 Financial Management and Resource Mobilization**

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

**Response:**

The college undergoes, every year, for audit of the financial affairs.

**Internal Audit-**

The college gets its accounts audited internally from the local authority of the parent institution.

**External Audit-**

Mr. Pravin Patani and Co. Chartered Accountants Firm, Wardha is appointed as external auditor of the college. They conduct an external audit after completion of the financial year and submit the audit report immediately.

**Government Audit-**

It is conducted by the Senior Auditor and the Administrative Officer, Joint Director Higher Education, Nagpur Region, Nagpur, and Accountant General, Pune.

The Local Management Committee (LMC) (now it is called 'College Development Committee' (CDC) since 2017 onwards as per the Maharashtra Public Universities Act, 2016) of the college evaluates audits reports and seeks compliance from the accounts section, on the queries reported by the auditors, if any.

There were no serious audit objections by any auditors during the last five years.

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

**Response:** 0.37

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0       | 0       | 0       | 0.22    | 0.15    |

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

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

#### Response:

The Institution receives salary grants for the UG programs and few UG and PG programs are 'self-financed'. Moreover, we are registered with the UGC under 2(f) & 12(B). Funds received from the UGC under various schemes are utilized on the stipulated heads only. The only other source of income available to us is fees collected from self-financed programs.

The Fee Regulating Authority has formed certain norms and regulations beyond which the Institution cannot charge anything. The major parts of fees of self-financed programs are utilized against the salary of the teaching staff of the same programs. The minor expenses related to the programs are also included in the collected fees of the self-financed programs.

## 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:

#### Practice I

- To take membership of e-ShodhSinghu and Shodhganga

#### Resolution:

It was brought to the notice of all IQAC members that membership of e-ShodhSindhu and Shodhganga is required to enable faculty and students' e-resources available related to the library.

A thorough discussion was made and it was decided to take membership of e-ShodhSindhu and Shodhganga. This responsibility is given to Librarian for taking membership of e-ShodhSindhu and

Shodhganga and instructed to submit a report to IQAC.

Evidence of Success:

Institution level membership of e-ShodhSindhu and Faculty level membership Shodhganga is taken.

## Practice II

Agenda: Restructuring stakeholder feedback mechanism.

Resolution:

IQAC coordinator of the institution has proposed that there is a need of restructuring the feedback mechanism for collecting stakeholder feedback as per the NAAC Manual i.e. there is a need for the inclusion of curriculum/syllabus-related questions in the feedback form.

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

Evidence of Success:

The feedback mechanism is restructured by changing the existing feedback forms of all stakeholders and feedback is sought in the new format from Academic Year 2019-20 odd semester end.

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

**Response:**

| Sr. No. | Recommendation by NAAC Peer Team (Cycle-II)   | Compliance   |
|---------|---|--|
|         | The college should make efforts to introduce UG courses in Languages, Mathematics, Computer Science, and more PG courses like MBA/ Biotechnology/ | The college has started a U.G. program in B.Sc. (Science) and P.G Programs in M.Sc (Mathematics (Botany), M.Sc (Zoology), and M.Sc (Physics).<br>M.B.A. in Open University |

|     |   |  |  |
|-----|---|--|--|
|     | Microbiology and Biochemistry etc   |  |  |
| 2.  | To introduce choice based credit system along with skill-based courses  | University has introduced a choice-based credit system from AY 2016-17 and Value Added Programs/courses for skill-based courses have been introduced.  |  |
| 3.  | Automation of the administration  | ERP –Master software from Capson Systems purchased for automation of administration.   |  |
| 4.  | Strengthening of the library with adequate books in all the subjects along with more computers, additional reading rooms, subscription of more journals etc | The library has been equipped with 12,691 books section with 5 PCs provided and a subscription of journals renewed.  |  |
| 5.  | Initiate steps to enhance transport facilities for students   | As per the suggestion of the NAAC Team, the Transport facility has been initiated but because of less response from students' later it was kept on hold.   |  |
| 6.  | Setting up a Language Lab with UGC assistance and focus on improving proficiency in English for students  | Prima Facing computer lab was established and the establishment of a language lab is in process.   |  |
| 7.  | Provide Hostel facility for students, especially for girl students  | Girls' Hostel is constructed for needy and poor girls.   |  |
| 8.  | Explore resource mobilization for research through R&D agencies like DST, DBT, CSIR, ICSSR, MHRD etc.   | Faculty members tried to fetch research grants but as no funds were allocated.   |  |
| 9.  | Evolve a specific strategic plan for all-round development of the college with a vision of reducing failure and dropout rates                               | Slow learners were identified after university examination remedial coaching classes were conducted for students which significantly helped in reducing failure and dropout rates.   |  |
| 10. | Establishment of a placement cell to work on enhancing the employability of the students  | Placement Cell has been established and faculty member has been appointed as placement cell coordinator.   |  |
| 11. | Stakeholders connectivity to be strengthened with a specific focus on the alumni  | Alumni meetings were conducted every year to strengthen stakeholders' connectivity. In the recently conducted meeting of AY 2019-20, it was decided to register an alumni association and made provision for financial assistance. |  |

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

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

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

Being a progressive institution, we believe in providing equal opportunity to all the employees and students in matters related to gender sensitivity with facilities such as safety, security, counseling, and separate common rooms for the boys and girls.

##### Gender sensitivity at the campus

The institution ensures that boys and girls work together in academic, cultural, sports, and other activities. However, the institution takes care of gender sensitivity to ensure the safety and security of female students.

##### Safety and Security

1. Safety and security is provided on campus by deploying security guard at key locations.
2. Identity cards are mandated for everyone on campus.
3. Security is provided at the entrance to ensure all the visitors adhere to the entry procedure.
4. A set of thirty-two CCTV cameras are installed at important locations as well as in most of the classrooms.
5. Adequate provision is made with a first aid box for the employees and students.
6. As a policy female faculty members accompany girl students when they participate after college hours in outdoor or indoor activities.
7. A fire extinguishing system is installed as a safety measure for all stakeholders.
8. In case of any major medical emergencies, the institution provides medical facilities.
9. The institution has institutionalized an internal complaints committee for prevention, prohibition, and redressal of sexual harassment of employees and students.

##### Counseling

The counseling is done through Mentor: Mentee system available on campus.

##### Common Room

Common room facilities are provided in the college for students to hold meetings, study, or spend leisure time.

##### Other initiatives taken by the institution:

1. Institution Celebrates 'International's Woman's Day with zeal and enthusiasm.
2. Various women-related themes and topics are taken up for discussion and debates during cultural events.

3. Day Care Center for infants, Institution has provided Day Care Center Facility for infants.

4. Institution has formalized committee as per the guidelines of UGC/AICTE/State Government to ensure safety and security of Female employees and students on campus. Some of these committees are formed listed below;

- Anti-Ragging Committee
- Grievance Redressal Committee
- Internal Complaints Committee
- Women Development Committee

All the above committee has representation from students. Notice is also put up on the notice board about the committee and its members. It is our endeavor to make the institution campus a gender-neutral campus wherein everyone enjoys equal opportunities, resources, services, benefits, decision-making power, and influence.

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

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

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

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

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

**Response:**

#### **Solid Waste Management:-**

- The institution has dustbins at each corner, where all the solid waste is collected which include paper waste, plastic waste, food waste, and other waste material. All the collected waste is disposed of with proper management.
- Eradication of weeds is carried frequently in our institution which harvesting of grown-up unnecessary grass and plants, which are collected in Vermicompost tank where all the waste are converted into Vermicompost which is use as a fertilizer in our botanical and patch gardens of a

college campus.

**Liquid Waste Management:-**

- The institution has various science laboratories. The wastage from especially chemistry laboratories disposed of by three pond systems is available just behind the chemistry laboratory.
- The wastewater from other laboratories and wastage of drinking water is connected to the drainage systems and botanical gardens.

**Biomedical Waste Management:-**

- Whatever the Biomedical Wastage produced in our laboratories like Zoology, send to Tulaskar Hospital, Hingangat for proper disposal through MOU's with Superb Biomedical Wastes, Nagpur.

**E-Waste Management:-**

- The college signed on MOU with E-Waste Management Company, SURITEX MIHAN at Nagpur. The institution disposes the e-waste in scientific method through this agreement and maintains an awareness program.

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

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

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

**7.1.5 Green campus initiatives include:**

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

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

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

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards



## 5. Beyond the campus environmental promotion activities

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

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

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

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

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

**Response:**

The institution believes in cultural diversity and cultural tolerance as a key to social harmony. Cultural diversity focuses on aspects like

- Cultural practices
- Values
- Religion
- Language

Diverse cultures not only make societies more robust but also help humans to better cope with changes. The institution believes in mutual co-operation and respect among students of different communities, languages, and religions. It also gives emphasis on adherence to the principle of cultural tolerance.

Students admitted through a centralized admission process from different socio-economic backgrounds. These students are admitted not only from urban but also from a rural areas. Most admitted students belong to rural areas.

Irrespective of the state or the religion the institution practices cultural inclusiveness to deepening mutual understanding and trust. Regardless of the cultural background institution focuses on developing the students through academics, co-curricular and extracurricular activities

Institution celebrates various cultural events such as:-

- Marathi Rajbhasha Din
- Woman's Day
- Yoga Day
- Republic Day

- Independence Day

Institution celebrates annual cultural festival where students display cultural values of different communities. Staff members also participate and display cultural uniqueness through diverse cultural activities and festivals of different communities. The cultural and demographic analysis of the faculty and staff gives a clear indication of cultural diversity with harmony. The analysis shows that there are significant differences in cultural diversity, however, all the employees work in harmony and perform as members of the community.

Institution, under the NSS Cell, has undertaken various initiatives to create awareness in the community around Samudrapur like *Swatch Bharat Abhiyan*, Sanitation and Hygiene Awareness.

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

For sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties, and responsibilities of citizens following activities/ programs were conducted/ celebrated:-

- National Voters Day (25th January)
- Right to Information Act (27th October)
- Road Safety Education Programme (4th March)
- Independence day (15th August)
- Republic Day (26th January)
- Reading Inspiration Day (Book Exhibition and Library Orientation) (19th June)
- Environmental Day (5th June)
- World Population Day (11th July)
- International Women's Day (8th March)
- Literacy day (8th September)
- Teachers day (5th September)

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

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

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

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

**Response:**

The institution has developed a habit of celebrating/organizing national and international commemorative days, events, and festivals:-

**National and international commemorative days:-**

1. Independence Day (15th August)
2. Republic Day (26th January)
3. International Women's Day (8th March)
4. Teachers Day (Dr. Sarvapalli Radhakrishnan Birth Anniversary) (5th September)
5. Lakshmi Narayan Day (30th September)
6. Library Day (Dr. S. R. Ranganathan Birth Anniversary) (12th August)

**Birth/ Death Anniversaries:-**

1. Gandhi Jayanti (2nd October)
2. Shiv Jayanti (19th February)
3. Ambedkar Jayanti (14th April)
4. Savitribai Phule Jayanti (3rd January)
5. Mahatma Phule Jayanti (11th April)
6. Lal bahadur Shastri Jayanti (2nd October)
7. Tukdoji Maharaj Jayanti (30th April)

**Events:-**

1. Annual Sports
2. Annual Cultural
3. Swaranjali- A Vidharbha Level Singing Competition

#### 4. NSS Camps

## 7.2 Best Practices

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

#### Response:

#### Best Practice – I

##### 1. Title of the Practice:

**The welfare of Students and Local Community through Science Society fund**

##### 2. Objectives of the Practice:

- To provide financial assistance to students who are economically weak, impoverished and in need yet excel academically.
- To give study aids and other necessary basic requirements to deserving pupils.
- Collect cloth from all faculty members and other people and distribute it to nearby village people.
- Empowerment of Senior Citizens and giving space to the senior citizens in the vicinity.
- To engage senior citizens as well as creating earning sources, an attempt was made by one day workshop and seminar for these beneficiaries through the science society fund.

##### 3. The Context:

The location where the institution is located in both remote and socio-economically weak; students, who attend the college, face many difficulties. In order to deal with this, to some degree, the institution's stepped forward to alleviate the suffering of poverty. As a result, the institution has established the Science Society funds. Supporting this excellent endeavor by lending a helping hand Pupils Welfare Fund is established to meet the needs of such students every year by the Science Society.

Aging is a process where an individual experiences a decline in performance, productivity, and health. Old age is viewed as an unavoidable, undesirable, and problem-ridden phase of life. These problems can be distinguished under subheads health, finance, physiological, housing, and psychological. To overcome these problems, the institution has decided to suggest some remedies by organizing a seminar, workshop to empower the local community of the Samudrapur region through the Science Society fund.

##### 4. The Practice:

Our Institution has created such a Science Society fund from saving amount through Students and faculty members contribute for organizing various curricular and extracurricular activities for students and

community.

The Science Society Faculty in charge discussed the establishment of the Science Society Fund schemes and adopted the rules and regulations. Dr. Nayana S. Shirbhate, Head of Science Faculty served as the committee coordinator.

Certain rules and regulations were established as part of the scheme to ensure proper use of the fund. This fund is used to aid in the admission of poor and needy students with a strong academic record. As a part of educational purposes, it is used for supplying learning material including learning aids, waving off admission and examination fees, bus fare, etc.

The Science Society Fund is also used to assist poor and needy students who attend college on a regular basis but live in remote areas. Due to the lack of available transportation, students are provided with bicycles in collaboration with the Rotary club, Hinganghat. This practice has persisted for more than a decade. The remaining amount of funds were utilized for organizing Fresher's Party, Science Day events and Farewell party, workshops, student seminars, cloth banks for needy peoples, and awareness programs for local senior citizens of the community on various issues such as related to health.

#### **5. Evidence of Success:**

To meet the needs of students who live in remote areas, the Science Society club with Rotary Club, Hinganghat has purchased six bicycles, which are distributed to needy students. The college identified students on the basis of academic excellence among them and provided assistance with exam fees, competitive exams, materials, room rent, learning aid, typing fees, bus ticket, and bicycle repair, etc. The Community benefitted regarding Health awareness and meet the needy people through cloth bank.

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

Many more students are in need of assistance. However, the institution has identified those who are most in need and more bright, and after interviewing and vetting them, assistance is supplied. There were numerous issues with implementation, as was to be expected. As a result, when it came to the scheme resources, the committee sat down to think about it and reviewed all of the options. In order to raise the necessary corpus fund for such scheme's continuation and administration, it was planned to include the employees and make an appeal to them to contribute. The contribution of other resources such as management obviously cannot be ignored.

#### **Best Practice – II**

- 1. Title of the Practice:** Enhancement of self-confidence through awareness of legal laws and significant rise in the admission of female students.
- 2. The objective of the Practice:** To give feminine students in various fields a high-quality education that grows upward. To assist girl students in achieving well-rounded self-improvement. To prepare female students for the challenges of the job market. To ensure that female students receive a good education and learn self-defense and leadership qualities so that they too can take on leadership roles in society in the future. Girls' education saves lives and builds stronger families and communities. Law provides fundamental and basic rights to women. Considering a remarkable number of girl

students in higher education institutions, it becomes our responsibility to make them aware of legal laws.

- 3. The Context:** An education system in rural communities has the opportunity to build capacity and knowledge in the rural population. Girls have the Right same to Education as Boys but insecurity due to social crimes most of the parents have not allowed their daughters for higher education. Crimes against Women occur every minute in India. Women are not safe, whether it is in their houses, public places, or at the workplace.
- 4. Practice:** Samudrapur is a typical village in Wardha District. It basically an agricultural area and most of the people are farmers or farm laborers. Agriculture being the main source of income for people so they deprive of better education facilities for their children. So our institution has started the higher education in the different discipline such as Arts, Commerce & Science faculties. From the admission record of the last five years, there is an increase in the number of girls' students as compared to boys considerably because our institution has given assurance to their parents about the safety of their daughters through awareness through legal laws and provided facility. The institution has carried out this process through the organization of workshops and has to orchestrate various programs for the safety of girls, such as self-defense programs self defend karate classes training for girl students.

Another noteworthy point is that in times of emergency for girls, our institution pursues a single scheme called "*police kaka* and *police didi*." The colleges offer an indoor stadium for karate classes for the Samudrapur community so that students can improve their self-esteem.

**Evidence of Success:** From the above data we concluded that increase in the number of girl's admission as compared to boys. Our institution prepared girls to become influential contributors and leaders. Our institution created awareness among girl students about their rights, duties, and also injustice, malnutrition, and created a sense of independence, and prepares them to fight against injustice and social crimes.

**Table 1: Comparative assessment of girls and boys students of Art, Commerce and Science Faculty**

| Sr. No. | Academic Year | No. of Boys students | No. of girls students |
|---------|---------------|----------------------|-----------------------|
| 1.      | 2014-15       | 729                  | 875                   |
| 2.      | 2015-16       | 753                  | 929                   |
| 3.      | 2016-17       | 727                  | 913                   |
| 4.      | 2017-18       | 808                  | 1078                  |
| 5.      | 2018-19       | 824                  | 1064                  |

**6. Problems Encountered and Resources Required:** Some parents were unwilling to send their daughters to institutions. Due to people's financial problems, many female students, despite their potential, are unable to pursue higher education. Poverty is a serious and widespread issue in rural areas. Our institute has experienced a high dropout rate among female students as a result of improper parental pressures for early marriages. Parents are guided and enlightened about the importance of female education in the future through a variety of activities. The resources required for this practice are law practitioners; it was difficult for the institution to afford them.

## 7.3 Institutional Distinctiveness

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

#### Response:

The vision of the institution, Vidya Vikas Arts, Commerce and Science College is 'An institution of international standards and to create a centre of academic excellence for students in the field of higher education proficient to stand in a globalised world'. To cultivate competence and efficiency along with character and integrity amongst the youth in the rural area, the institution makes die-hard efforts for the creation of a society that is not only progressive but also inclusive since its inception in 1989. The habitat, floral and faunal density and diversity, to the mark infrastructure, and sufficient residential facilities (Girls Hostel) for needy and poor girl students contribute to the sustenance of the institution in higher education

The institution's vision and mission centre on uplifting and enhancing the capacities of rural kids and, by extension of the rural population. 'Karmanya Vadhikaraste Mafaleshu Kadachan' is the institution's emblem. So, educating rural pupils with high-quality content contributes significantly to the development of young people in rural areas. As a result, the institution has worked tirelessly from its inception to ensure that as many people as possible in the institution's home region have access to higher education. According to student enrolment statistics, 75% of graduate students are female out of which 90% come from economically disadvantaged backgrounds. As a result, the institution caters to the educational needs of those from disadvantaged backgrounds. The women's restrooms at the campus have undergone extensive renovations. There is also a facility for providing clean drinking water. Since there are so many power outages, the institution has invested in a large electrical generator to help with backup power.

The institution offers a certificate course in "Vermicomposting" to rural residents, who are dependent on agriculture. As the students pursue both UG and PG degrees, they gain more practical expertise in agriculture, which helps them to address the employability issue. In rural regions, vermicomposting is key role. A variety of chemical and synthetic fertilisers, insecticides and weed killers have been overused in excess because of misinformation. By providing organic fertilisers to nearby residents, the institution has been running this operation for many years to help limit their consumption.

Though our institution is located in a rural area, students who have talent in a variety of professions were unable to find a place to showcase it. As a result, our institution has provided a platform with the intention of giving newcomers the best possibilities to begin their careers in music and singing. Vidarbha's newest artists from throughout the state convened and performed for the first time. 'SWARANJALI' is a one-of-a-kind programme offered at our institution. Swaranjali is our institutional distinctiveness because such kind of activity does not take place all over Vidarbha. We have a Swaranjali celebration at our campus the day before our yearly cultural event. The institution's goal is to inspire students to pursue higher education and develop their skills. A rural and economically poor district in Maharashtra, the institution's tireless efforts have led to the improvement of the surrounding environment. Post Graduate programmes in Arts (History and Social Science), Commerce (M. Com.) and Science (Chemistry in 2014-15, Botany and Mathematics in 2019-20, Zoology and Physics in 2021-22) began in the institution. As there were no PG institutions nearby, they had to attend PG institutions far away. The institution took this issue seriously and decided to

provide PG courses to meet the students' needs. This was not a simple task of undertaking for the institution due to the lack of PG labs, especially for science topics and lack of government funds. However, with the help of the executive management, the institution was able to build well-equipped science labs and launch PG programmes in five subjects sessions from 2014 to 2021 and a few more in the coming years.

The institution has a Complaint Committee (ICC) that empowers female students and ensures their safety while attending the school. Additionally, the ICC offers legal training to students on a wide range of relevant legislation that they may encounter in the course of their daily lives.

The school is dedicated to shaping future citizens with graduate characteristics and employability. The NSS unit addresses the inherent social responsibility of the students through diverse activities that are centred on social issues, local needs, and issues of State and National relevance. With the help of the NSS, guest lectures, university-level events and Wi-Fi, we are able to fulfil our obligation.

Integrated Library Management System (LIB-Auto-10.0) has been used by the institution's well-developed library. The library has a good range of books for academic subjects as well as competitive exams, as well as subscriptions to well-known Marathi, Hindi, and English journals. The library also has 12 daily newspapers in different languages. Teachers and students can read different sections of the book while the reference section has access to electronic books, electronic journals and open source books online. The library is open almost 8 hours to visitors. There are 12681 books, including encyclopedias, religious texts, e-books in the library. In addition, the college is a member of the INFLIBNET centre's N-List programme, which gives our students and teachers access to an unlimited number of electronic resources.

A well-equipped and student-friendly Physical Education Department has a large sports ground, indoor stadium and other facilities that allow students to participate in sporting activities. The institute provides a gym for the students' physical fitness.

The institute has exchanged MOUs with a variety of agencies. The institution publishes a college magazine annually. Additionally, the institution operates a study centre, YCMOU, which provides an educational platform for students who are unable to attend college on a regular basis.

Out of the 27 teachers, 14 hold Ph. D., while 4 are currently enrolled in doctoral programmes. 8 faculty members supervise doctoral students. Each department is supplied with an internet connection. ICT-enabled classrooms serve as a foundation for the teaching-learning process.



## 5. CONCLUSION

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### **Additional Information :**

The institute has a dream of creating a benchmark in imparting quality education and it aims to produce quality graduates through extensive teaching, learning, and continuous all-around activities.

The Institute involves all stakeholders by organizing parents, alumni, and employer meetings. Moreover, the stakeholders are invited to various committees either to contribute to academic or non-academic affairs or to keep students upgraded with the latest happenings in their respective fields. Faculty and staff also have representation on various committees where they contribute to decision-making.

In a nutshell, the institute is working for the betterment of society by involving all stakeholders.

### **Concluding Remarks :**

We cordially invite the NAAC peer team to visit our institute and evaluate or assess the institute for the accreditation process.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1     | <p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p>1.2.1.1. <b>Number of Programmes in which CBCS / Elective course system implemented.</b><br/>           Answer before DVV Verification : 14<br/>           Answer after DVV Verification: 12</p> <p>Remark : Observation accepted by Excluding Ph.D program HEI is offering 12 CBCS category programs.</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.2.3     | <p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b><br/>           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>454</td> <td>310</td> <td>279</td> <td>215</td> <td>108</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>454</td> <td>310</td> <td>279</td> <td>215</td> <td>108</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 454 | 310 | 279 | 215 | 108 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 454 | 310 | 279 | 215 | 108 |
| 2018-19   | 2017-18  | 2016-17 | 2015-16 | 2014-15 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 454       | 310  | 279     | 215     | 108     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2018-19   | 2017-18  | 2016-17 | 2015-16 | 2014-15 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 454       | 310  | 279     | 215     | 108     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.4.3     | <p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p>2.4.3.1. <b>Total experience of full-time teachers</b><br/>           Answer before DVV Verification : 468<br/>           Answer after DVV Verification: 437</p> <p>Remark : Observation accepted by Excluding experience of Physical Education and Librarian</p>  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 3.4.4     | <p><b>Average percentage of students participating in extension activities at 3.4.3. above during last five years</b></p> <p>3.4.4.1. <b>Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years</b><br/>           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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>  | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2018-19   | 2017-18  | 2016-17 | 2015-16 | 2014-15 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|           |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

|      |      |      |      |      |
|------|------|------|------|------|
| 1879 | 1858 | 1781 | 1682 | 1604 |
|------|------|------|------|------|

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 01879   | 01858   | 01781   | 01682   | 01604   |

Remark : Observation accepted HEI has not provided the necessary documents for 100% claim. It cannot be claimed participation based on photographs

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 39

Answer after DVV Verification: 37

Remark : observation accepted, Input edited accordingly.

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

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

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

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted as per the supporting documents.

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.2     | <p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>13</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 14 | 14 | 14 | 14 | 14 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 13 | 14 | 14 | 14 | 14 |
| 2018-19 | 2017-18   | 2016-17 | 2015-16 | 2014-15 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 14      | 14  | 14      | 14      | 14      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2018-19 | 2017-18   | 2016-17 | 2015-16 | 2014-15 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 13      | 14  | 14      | 14      | 14      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.1     | <b>Number of students year-wise during last five years</b>  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1879    | 1858    | 1781    | 1682    | 1604    |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1879    | 1761    | 1772    | 1682    | 1604    |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 30      | 30      | 30      | 30      | 29      |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 29      | 30      | 30      | 30      | 29      |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 37      | 33      | 33      | 33      | 33      |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 36      | 32      | 32      | 32      | 32      |

**4.1 Total number of classrooms and seminar halls**

Answer before DVV Verification : 39

Answer after DVV Verification : 37