

SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

RAJARSHI SHAHU MAHAVIDYALAYA LATUR

**KAKU SETH UKKA MARG, CHANDRANAGAR LATUR-413512
413512**

www.shahucollegelatur.org.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajarshi Shahu Mahavidyalaya, Latur (Autonomous), with '**Pursuit of Excellence**' as its mission has emerged as an institution with a difference and is prepared to ceaselessly strive for excellence. The college established in 1970 by Shiv Chhatrapati Shikshan Sanstha, being a multi faculty college is affiliated to SRTM University. The Govt. of Maharashtra honoured us with '**Ideal Educational Institute**' award.

The college has the distinction of being the first institution in our region going for the NAAC accreditation in 2003 ('A' grade-88.25%) and retained it in the re-accreditation in 2010 (CGPA-3.38).

The college has UGC-CPE (Phase III) status and support under DST-FIST scheme.

The college got '**Autonomy**' in 2013, the only in our region. It has empowered us to introduce innovations in Academics and Research. We enriched our curriculum giving importance on skill and employability through introduction of 27 add-on, Moral education, NCC, and NPTEL courses. Introduced 06 need based PG programs and CBCS pattern. We have MoU's with Lille-1 University, France, NCL-Pune, MCED, Suresh Indu lasers, etc. Our faculty got post-doctoral fellowships of Florida University and Royal Melbourne Technology-University.

Even under autonomy, we could maintain a good track record of results which is reflected in the results of summer 2016 and 2017 examinations wherein 270 and 211 students respectively bagged 'O'-grade.

The college received 'A'-grade (score 392/400) in academic audit by Parent University, acquired NIRF rank in rank band 101-150 and procured ISO 9001:2008 (QMS) Certification. Our 260 students got placements in MNC's.

Vision

Vision:

- Pursuit of excellence in higher education to make our students globally competent with humane values.

Mission

Mission:

- Enable students to develop as responsible citizens.
- Provide value and need based education
- Mould minds of students for their continuous personal and professional growth.

Objectives:

- Produce graduates capable of independent lifelong learning.
- Provide an environment in which staff and students can achieve their full potential.
- Foster a strong sense of belonging to the institution.

Core Values

Following are the core values of the institution:

- Academic Excellence.
- Integrity and Honesty.
- Diversity and Mutual Respect.
- Expand horizons of knowledge.
- Shared Governance.
- Social Responsibility.
- Learning for Life.
- Ethics.
- Service to Nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A proactive and Participative Management.
- Visionary and Dynamic Leadership.
- Dedicated and qualified faculty.
- Good work culture and freedom for experimentation.
- Transparency in governance and administration.
- Good demand ratio.
- College is known for merit and discipline.
- Strong commitment to social causes.
- Only multi faculty autonomous college in Marathwada Region.
- Wide scope for introducing women empowerment programmes.
- Active and supportive Alumni.
- Good number of Research Centres with adequate research facilities and research guides.
- State of art laboratories.
- Rich spacious and fully automated Central Library.
- Active Placement Cell with qualified Placement Officer.
- Active Competitive Examination Coaching Centre known as 'Shahu Prabodhini'.
- B.A. MPSC programme offered only by our college.
- Indoor Sports Training Facility, Swimming Pool and 400 m Running Track of International Standard.
- College with Potential for Excellence Status.
- Support under FIST scheme by DST, Govt. of India.
- MoU with Lile 1 University France and National Chemical Laboratory, Pune.
- Academic Linkages with National Research Institutes.
- Rank in Rank Band 101 to 150 by NIRF.
- Promotion of value based education through moral education course.
- An array of Add-on certificate Courses.

- NPTEL courses.

Institutional Weakness

- Limited space for infrastructure augmentation on the main campus.
- Scattered Campus.
- Lack of industrial development hampers Industry-Academia Initiatives.
- Non availability of Professional Resource Persons.
- Lack of Interdisciplinary and Entrepreneurship Programmes.
- Hardly few H.SC. (Science) meritorious students passing from our college seek admission to B.Sc. programme, in our college.
- Lack of Patent generation.

Institutional Opportunity

- DBT-Star College Status.
- MoU's, Collaborations and linkages with national/International Bodies.
- Enhancement of research activities through Industry Sponsored R & D Projects.
- Promotion of Inter Disciplinary and Multidisciplinary Research.
- Developing Industry-Academia Partnership for Training and Development.
- Linkages with NGO for Extension Services.
- CE status from UGC under Phase-IV of CPE.
- Mobilization of funds from Central Govt. Departments other than UGC.

Institutional Challenge

- Delay in filling of vacant teaching posts by Government.
- Financial constraints for infrastructure development.
- Attraction of qualified teaching staff.
- Attraction of students from other states and countries.
- Strengthening Consultancy Services.
- Development of Incubation Centre.
- Promotion of Start-ups.
- Starting of Women Study Centre and Women Empowerment Programmes.
- Leverage the strengths and network of the Alumni to the fullest of its potential.
- Prevent migration of merit students to metro cities like Pune and Mumbai

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college opted Autonomy from the academic year 2013-14. As per the guidelines of Parent University and UGC, the institute has defined course structure and curriculum. The institute has involved industry experts, employers, experts from academia and Alumni in curriculum designing. Institute collects feedbacks on the

curriculum from Students, Teachers, Employers, Alumni and Parents, which are analysed and corrective measures taken.

The various programs offered reflect the institute's commitment to the promotion of human and cultural values, social responsibility, secularity, scientific temperament, self-development and transferable skills. The courses designed by departments emphasize employability, entrepreneurship and experiential learning.

The Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum.

We conduct conferences, workshops and seminars, guest lectures by experts, project work, internships, field work and industrial visits. It is ensured that the curriculum bears a definite thrust on local/regional/national/global development through emphasis on right knowledge, attitude and skills among the students.

The institute offers **7 undergraduate, 13 postgraduate, 01 M.Phil., 15 Ph.D., 01 Diploma and 23 Add-on Certificate courses**. The college has introduced M.Sc. in Chemistry, Botany, Mathematics; M.A. in English, Political Science and MCJ and has taken the initiative to introduce bridge course in Mathematics and Computer Science and NPTEL courses.

With the introduction of CBCS in 2017-18, the institute has brought added academic flexibility. This flexibility is reflected through the value added, ethical and moral value courses.

Teaching-learning and Evaluation

The admission process is based on merit and reservation policy of the State Government. It is ensured that, the admission process is transparent and interest of stakeholders is protected.

The mentors ensure that, the students get Personal-Academic-Career and Psycho-Social guidance.

Our students hail from the villages and belong to socially and economically disadvantaged families. The college conducts bridge courses, remedial classes, and difficulty solving periods for slow learners. The advanced learners are encouraged to take NPTEL courses and participate in Avishkar Festival.

The teaching-learning process focuses on improving the students knowledge. The seminars, Surveys, Study Tours, Group Discussions and Book Review are undertaken to make the teaching and learning more effective.

Currently 129 teachers are on role and out of which 39 are Ph.D. holders. The college prepares academic calendar and adheres to it.

It is mandatory for teachers to give teaching plan to the students and office at the beginning of semester.

In order to bring transparency in evaluation process, the assessed answer books are shown to the students for the verification of their marks. The grievances of evaluation are addressed to the satisfaction of students.

The student feedback on teaching-learning-evaluation analysed regularly, helps us to update course curriculum and in bringing examination reforms. In order to improve our results and level of attainment of

students, the examination reforms are made frequently.

IT-integration in evaluation process is brought through e-governance software and resulted in declaration of results in time.

Research, Innovations and Extension

College management promotes research and has well defined code of ethics, policy on research and consultancy.

The college has seven recognized Research Centers with 24 guides offering PhD programmes.

A total of 55 Ph.D. and 45 M.Phil. were awarded and at present 69 students are pursuing PhD and 09 students are pursuing M.Phil programmes. 39 permanent faculty members are PhD holders.

Our library provides data base with reference literature to research students and offers e-resource facility.

UGC's Eight Major and Eighteen Minor Research Projects have been sanctioned to our faculty mobilizing 33.82 lakh grants. One faculty awarded with Young Scientist award by DST. We have received Rs. 70 Lakh grants under DST-FIST scheme and 2.36 Crore under UGC-CPE-BSR Phase-II and III scheme.

759 Research papers are published by our faculty. 103 papers published in high impact factor journals which are included in online data base "Scopus". The Citation Index of publications is 1642 and h-Index is 58. Fifty Books published by our teachers.

Our college has MoU's with Lile-1 University, France and NCL, and linkages with various institutions. Workshops on IPR are organised.

College has NSS unit. In the year 2017, Miss Sonali Dongave represented our state, 'National Republic Day Parade' at New Delhi and eight volunteers represented our parent university in 'State Republic Day' at Mumbai. Three volunteers have received 'Best Volunteer Award'. Several programmes on social and environmental issues are organised. College has two NCC units separately for Boys & Girls.

Infrastructure and Learning Resources

The college has excellent infrastructure facilities spread across 21.5 acres of land at three campuses. The main campus is spread over 2 acres of land. The other campuses are located at 5 km and 12 km away from the main campus which accommodate Biotechnology Department and Sports Complex respectively.

The main campus has Administrative Building, Central Library, Laboratories, CIC, CFF; Computer, Research, Language and e-learning Labs; Departments, Faculty Rooms, Auditorium, Gymnasium, Seminar Halls, Rest Rooms, Girls and Boys Hostel, Canteens; Yoga, Media Centre; Museums; N.S.S., N.C.C., Cultural units; Health Centre, Employees Society, Guest House, Generators, Elevator and Solar Power Unit.

The college has sufficient number of class rooms and seminar halls with ICT facility. There are 422 computers with internet connectivity for the student/teachers.

Our library has 2,14,388 books, 156 periodicals and journals, 18 daily news papers, audio-books and CD-ROMs. In addition to these, we have e-access to 6000 journals and 30 lakh books. We have Braille library. The library is fully automated with ILMS. It has separate reading rooms for Boys, Girls and Researchers. Biotechnology department has a state of the art infrastructure and advanced instruments.

Our sports facility include 400 m running track having 10 lanes, play ground, and an indoor stadium with viewers gallery for games such as Kho-Kho. Badminton, Tennis, Volley Ball, Basket Ball etc. The college has a swimming pool and 03 Women and 01 Boys hostel.

The governing body makes efforts towards infrastructural augmentation and its maintenance.

Student Support and Progression

As a part of students support, 20-25 students are allotted to every staff member under the mentoring programme. The college conducts capability enhancement programmes. A total of 9215 students are benefited by scholarships and freeships. All grievances of scholarships are redressed as per the guidelines.

Our college organises a special three day personality development workshop, as a part of career counseling in association with an NGO '**Flight Cadet Prasad Shendge Memorial Trust**'. Distinguished resource persons from **Indian Air Force Station, Bidar** (Karnataka), various industrialists, entrepreneurs, successful agriculturists and eminent artists guide our students.

Our college has started separate '**Shahu Prabodhini Centre**' through which coaching for various competitive examinations is conducted.

College has a **Placement Cell** and a **Placement Officer**. 260 students got employment through the campus interview. The progression to higher studies is 30% and a total of 48 students qualified NET/SLET and 17 students qualified GATE.

College makes every possible effort to promote sports activities. College has organised '**All India Inter University Net ball Tournament**'. Eight students have shown outstanding performance in different sports events at **University/State/Zonal/National level**.

Our students participate in Youth Festivals. They have bagged first prize in light music competition organised by **All India University-West Zone**, Youth Festival at **Shivaji University Kolhapur**, event at **Prasar Bharati, All India Radio, Indore** and won silver prize at **NIC, Kakinada (AP)** in debate competition. The college received '**General Championship Award**' in cultural events in Youth Festival.

Governance, Leadership and Management

The college has planned and executed all academic and administrative reforms in tune with our mission. The feedback is regularly taken from stakeholders such Employers and Alumni.

Our organizational structure decentralizes the power and responsibilities among the staff members. For better administration, the college uses e-governance softwares like CMS/CCMS, SOUL, E-granthalaya, Tally etc.

College has introduced B.A (MPSC/Civil Services), NCC studies, Computer Science as an optional subject at B.A., M.Sc. in Chemistry, Mathematics, Botany, M.A. in Political Science, English and MCJ, various Add-on courses and COC certificate courses.

IQAC introduces various quality initiative programmes for quality assurance of institute.

Welfare schemes like Society loans to meet emergency needs, Staff Welfare Fund, are the welfare measures available for the staff. The administration assesses the staff performance annually through PBAS.

The financial recourses in terms of Research Funds and Corpus Fund are mobilized. The financial requirements are met under the supervision of Finance Committee after proper planning through legitimate means like Fees, Donations, Grants and Consultancy services.

The college has procured ISO 9001:2008 (QMS) Certification and stood in Rank Band of 101-150 in NIRF. The college also conducts Academic Audit through self mode and also by Parent Institute and Parent University. The college got 'A' grade in **External Academic Audit** by Parent University. It has taken initiatives to run NPTEL courses and organised workshops on IPR.

The college has implemented almost all 11 Suggestions and Recommendations made by the NAAC-peer team during IInd cycle of accreditation.

Institutional Values and Best Practices

Our girls' students outnumber the boys' students. The college is appreciated by parents especially of girls' students for their safety and secured atmosphere in the campus. The college has taken different awareness programs for gender equity.

33% of our teachers are women. Special efforts are made for awareness about women empowerment and women rights.

The mentors are assigned to understand students' academic and personal problems. Placement Cell in association with MNCs arranges campus interviews.

The college has conducted energy audit and green audit of the campus. A campus beautification committee is functional. There is a botanical garden in the sports complex. Students are made aware of energy conservation.

Photovoltaic Solar Panel and Solar Water Heaters are installed. The green initiatives are undertaken. The college has adopted solid, liquid and E-waste management processes.

It has taken efforts for industry-institute tie ups to enhance employability.

The Ramp, Scribe, Elevator, Special Music Training Course, Audio Library, Rest Room Facilities are allocated to Divyangjan.

Shahu Lecture Series on social issues are organised. Institutional values are regularly disseminated to all stakeholders through the website and notice boards.

Efforts are made towards conducting a course on moral values and also through handbook on code of conduct.

Two best practices which contributed to better academic and administrative functioning are **EARN WHILE LEARN** and **MORAL EDUCATION**.

To provide the best possible education on merit and producing large number of merit holders every year is the hallmark and distinctiveness of our college.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Rajarshi Shahu Mahavidyalaya Latur
Address	Kaku Seth Ukka Marg, Chandranagar Latur-413512
City	LATUR
State	Maharashtra
Pin	413512
Website	www.shahucollegelatur.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SHRIDHAR RAO DHON DERAO SALUNKE	02382-245380	9011843285	02382-25364 5	principal@shahuco llegelatur.org.in
IQAC Coordinator	ELAHIPASH A USMANS AHIB MASUMDA R	02382-243480	9421363009	02382-25354 6	emasumdar@yaho o.com

Status of the Institution	
Institution Status	Grant-in-aid

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, Prior to the Grant of 'Autonomy'		15-06-1970		
Date of grant of 'Autonomy' to the College by UGC		07-01-2013		
University to which the college is affiliated				
State	University name	Document		
Maharashtra	Swami Ramanand Teerth Marathwada University	View Document		
Details of UGC recognition				
Under Section		Date		
2f of UGC		26-05-1973		
12B of UGC		24-08-2005		
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				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	28-09-2006
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kaku Seth Ukka Marg, Chandranagar Latur-413512	Semi-urban	21.5	11763

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Biotechnology	36	XII Science	English	320	229
UG	BCom,Commerce	36	XII Commerce	English	960	805
UG	BA,Arts	36	XII	English,Marathi	860	661
UG	BSc,Science	36	XII Science	English	460	385
UG	BCA,Information Technology	36	XII	English	320	230
UG	BSc,Information Technology	36	XII Science	English	320	295
UG	BLibISc,Library Science	12	XII	Marathi	20	3
PG	MSc,Physics	24	B.Sc.with Physics	English	60	55
PG	MSc,Chemistry	24	B.Sc. with Chemistry	English	60	58
PG	MSc,Mathematics	24	B.Sc.with Mathematics	English	30	25
PG	MSc,Botany	24	B.Sc. with Botany or Zoology or Biotechnology	English	30	27

			gy			
PG	MSc,Computer Science	24	B.Sc. General or B.C.S.or BCA	English	60	52
PG	MSc,Biotechnology	24	B.Sc. with Biotechnology or BSc. with Biology group	English	80	71
PG	MA,English	24	UG with English	English	60	18
PG	MA,Sanskrit	24	B.A. with Sanskrit	Marathi	120	11
PG	MA,Political Science	24	B.A. with Political Science	Marathi	60	49
PG	MA,Economics	24	B.A. with Economics or B.Com.	Marathi	120	69
PG	MA,Geography	24	B.A. with Geography	English,Marathi	120	64
PG	MA,Mass Communication And Journalism	24	UG	Marathi	60	14
PG	MCom,Commerce	24	B.Com.	English	120	81
Doctoral (Ph.D)	PhD or DPhil,Physics	36	M.Sc. in Physics	English	10	7
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	M.Sc. in Chemistry	English	6	4
Doctoral (Ph.D)	PhD or DPhil,Botany	36	M.Sc. in Botany	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Biotechnology	36	M.Sc. in Biotechnology or	English	3	3

			Microbiology or Botany			
Doctoral (Ph.D)	PhD or DPhil, Political Science	36	M.A. in Political Science	English, Marathi	6	3
Doctoral (Ph.D)	PhD or DPhil, Economics	36	M.A. in Economics	English, Marathi	6	0
Doctoral (Ph.D)	PhD or DPhil, Geography	36	M.A. in Geography	English, Marathi	18	13
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	M.Com.	English, Marathi	14	10
Doctoral (Ph.D)	PhD or DPhil, Zoology	36	M.Sc. in Zoology	English	8	5
Doctoral (Ph.D)	PhD or DPhil, Fishery Science	36	M.Sc. in Fishery Science	English	1	1
Doctoral (Ph.D)	PhD or DPhil, Microbiology	36	M.Sc. in Microbiology	English	12	4
Doctoral (Ph.D)	PhD or DPhil, Public Administration	36	M.A. in Public Administration	English, Marathi	6	5
Doctoral (Ph.D)	PhD or DPhil, Pali	36	M.A. in Pali	Marathi	6	6
Doctoral (Ph.D)	PhD or DPhil, Sociology	36	M.A. in Sociology	English, Marathi	6	0
Doctoral (Ph.D)	PhD or DPhil, Marathi	36	M.A. in Marathi	Marathi	18	8
Pre Doctoral (M.Phil)	MPhil, Geography	36	M.A. with Geography	English, Marathi	20	9

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	4				18				34			
Recruited	1	0	0	1	15	3	0	18	21	7	0	28
Yet to Recruit	3				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				82			
Recruited	0	0	0	0	0	0	0	0	49	33	0	82
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				45
Recruited	27	3	0	30
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				57
Recruited	53	4	0	57
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				41
Recruited	27	0	0	27
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	7	0	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	9	2	0	10	6	0	28
M.Phil.	0	0	0	0	0	0	6	0	0	6
PG	0	0	0	6	1	0	5	1	0	13

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	8	1	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	29	21	0	50

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	11	0	21

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	2	2	0	4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	48	1	0	0	49
	Female	20	0	0	0	20
	Others	0	0	0	0	0
Diploma	Male	14	0	0	0	14
	Female	15	0	0	0	15
	Others	0	0	0	0	0
Certificate	Male	471	0	0	0	471
	Female	510	1	0	0	511
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	6	0	0	0	6
	Female	3	0	0	0	3
	Others	0	0	0	0	0
UG	Male	1001	3	0	0	1004
	Female	1602	2	0	0	1604
	Others	0	0	0	0	0
PG	Male	230	0	0	0	230
	Female	364	0	0	0	364
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	237	215	237	223
	Female	249	243	221	201
	Others	0	0	0	0
ST	Male	24	24	30	22
	Female	20	13	14	7
	Others	0	0	0	0
OBC	Male	205	189	203	200
	Female	307	320	293	269
	Others	0	0	0	0
General	Male	634	659	710	709
	Female	931	865	858	874
	Others	0	0	0	0
Others	Male	204	167	181	194
	Female	213	187	163	140
	Others	0	0	0	0
Total		3024	2882	2910	2839

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	View Document
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
English	View Document
Fishery Science	View Document
Geography	View Document
Information Technology	View Document
Library Science	View Document
Marathi	View Document
Mass Communication And Journalism	View Document
Mathematics	View Document
Microbiology	View Document
Pali	View Document
Physics	View Document
Political Science	View Document
Public Administration	View Document
Sanskrit	View Document
Science	View Document
Sociology	View Document
Zoology	View Document

3. Extended Profile

3.1 Programme

Number of programs offered year wise for last five years

2016-17	2015-16	2014-15	2013-14	2012-13
30	30	30	30	28

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

Response : 36

How many self-financed Programmes does the institution offer

Response : 18

Number of new programmes introduced during the last five years, if any

Response : 08

Number of UG programmes offered by the College, which are not covered under the Autonomous status of UGC

Response : 0

Number of PG programmes offered by the College, which are not covered under Autonomous status of UGC

Response : 0

Whether the College is offering professional programme

Response : No

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3024	2882	2910	2839	2685

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

2016-17	2015-16	2014-15	2013-14	2012-13
927	810	898	795	779

Total number of outgoing / final year students**Response : 4209****Number of students appeared in the University examination year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
2818	2689	2712	2652	2466

Number of revaluation applications year wise during the last 5 years

2016-17	2015-16	2014-15	2013-14	2012-13
53	15	7	21	41

3.3 Academic**Number of courses in all programs year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
797	795	773	734	722

Number of courses offered by the institution across all programs during the last five years**Response : 797****Number of full time teachers year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
95	84	81	83	84

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

Response : 95

Number of teachers recognized as guides during the last five years

Response : 24

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
121	121	108	106	108

Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response : 103

3.4 Institution

Number of eligible applications received for admissions to all the programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2481	2286	2113	2068	2073

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

2016-17	2015-16	2014-15	2013-14	2012-13
806	806	806	791	791

Total number of classrooms and seminar halls

Response : 62

Total number of computers in the campus for academic purpose

Response : 422

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

2016-17	2015-16	2014-15	2013-14	2012-13
418.58	741.33	460.06	367.29	475.59

Annual lighting power requirement (in KWH)

Response : 31981.49

Annual power requirement of the institution (in KWH)

Response : 194622

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

Our college sought autonomy in the year 2013-14 *being a first in the region*. The curriculum developed addresses the needs of society, and have relevance to local/regional/national/global developmental needs. The institute ensures that the curriculum bears a definite thrust on right knowledge, attitude and skills among the students.

The curriculum in each program under all disciplines is planned keeping in view the learning objectives, global competencies and core values required for higher learning attributes such as hands-on experimental skills, latest technologies, scientific temperament, entrepreneurship, democratic, moral, social and spiritual values among the students. For achieving this, each Board of Study incorporates three external experts representing the academia, one industry expert associated with the discipline and trained faculty members having information about new trends.

The institute's Mission "*Enable students to develop as responsible citizens. Provide value and need based education. Mould minds of students for their continuous personal and professional growth*" is rightly reflected in the curriculum.

The institution follows an 'Outcome Based Approach' in the teaching-learning evaluation process. While framing the curriculum, the learning objectives, Course Outcomes and Program Outcomes are clearly stated and are displayed on the college website for the consideration of stakeholders and students at the time of admission. While designing the syllabus of UG, the syllabi of various competitive entrance examinations for higher studies such as Joint Admission Test (IIT JAM), Staff Selection Commission, Indian Forest Services, National Graduate Physics Examination (NGPE) are taken into account while framing the syllabi of PG-programs, the syllabi of SET/CSIR-NET, GATE, Scientist Entry Test (SET) - DRDO, JEST for Ph.D. admission are considered.

The college offers elective option and has implemented CBCS pattern. With the help of feedback received from stakeholders, we update our curriculum accordingly. To enhance employability of our students, the college took a bold step of opting autonomy in 2013-2014 where in the syllabus of all courses changed keeping the local/global needs.

The college runs value-added courses imparting life skills such as Computerized Accounting, Tally, DTP, Hardware Maintenance, Beauty Parlour, Journalism, Clay Modeling, Soft Skill, Bio-based Industrial Processes, Bio-Informatics, Energy Technology, Mobile Application Development, Stock Market Operations, Human Excellence Development and Good Laboratory Practices. The institute runs

competitive examination Foundation Course BA (Civil Services) and also offers NCC as an elective subject for career in defense services.

Moral Education as a compulsory course is introduced at UG First year, focusing on important value education issues such as blind beliefs, scientific temper, gender equity and secularism.

The concerned BoS have given proper justice in syllabus framing by considering the relevance of the curriculum to the local/global development needs with the following aspects:

- i) Enable the graduates to adopt rapidly changing technologies with strong fundamentals;
- ii) Develop ability to design hardware/software in emerging fields;
- iii) Acquire requisite skill sets in Science and Commerce required for employability through applied and add-on courses;
- iv) Develop communicative skills in languages, life skills in social science/humanities and
- V) Prepare the minds of students to deal with the social issues through extension activities.

File Description	Document
Any additional information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 36

File Description	Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document
Minutes of relevant Academic Council/BOS meeting	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development

Response: 32.27

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
293	288	279	221	160

File Description	Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Program/ Curriculum/ Syllabus of the courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 36.51

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

Response: 291

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 100

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

Response: 36

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Minutes of relevant Academic Council/BOS meetings	View Document

1.3 Curriculum Enrichment

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

Response:

Holistic progress of the students is the main purpose of our curriculum. In order to make our students aware of the community life and humane values, our college makes efforts to integrate cross cutting issues such as Gender, Environment and Sustainability, Human values, Professional Ethics into the curriculum. The curricula developed have provision for add-on-courses and activities which may not be directly linked with one's discipline of study but contribute to sensitization of students to the cross-cutting issues. Various departments/Students' Associations organize compulsory programmes, guest lectures and have tie-ups with local NGO's.

Gender:

The college recruits both male/female staff; provides admission to both male/female students. Our curricula emphasize on Political, Social, Economical, Historical and Geographical issues where in women's movement and gender equity etc are highlighted. The committees on Women Grievances, Sexual harassment and Anti-ragging are functional.

Environment and Sustainability:

A course on Environmental Studies with 2 credits is made mandatory for UG third year students. The curriculum of Chemistry and Analytical Chemistry includes Green Chemistry, Environmental analysis; Botany has plant protection course and gardening - landscaping as practical component; Microbiology has environmental microbiology. The institute has Botanical garden protecting rare and herbal plants.

Human Values:

The college has incorporated a compulsory 02 credit course on "Moral Education" in the curriculum; conducted many programmes with Andhashraddha Nirmulan Samiti, Vivek Vahini, Sevalay, Matoshri Vrudhashram, Nari Prabodhan Manch, Art of Living, Miragi Netralay, SOS and rehab center for Divyangjan to imbibe human values and make our students better citizens.

Human values are addressed in both UG and PG courses specially in Sociology, Geography and

Languages; Certificate courses are offered in Human rights, Diploma in disaster management, Human Excellence Development highlighting the importance of these values.

Values which the institute inculcates are: Valuing the dignity and worth of an individual, objectivity in assessing and understanding social realities, preferential option for the poor and marginalized, emphatic approach towards vulnerable groups, self discipline and accountability.

Professional Ethics:

Professional ethics which prepare the students to practice proper ethical, moral and professional standards is a part of curriculum in UG and PG Information Technology, Biotechnology and Commerce courses.

Professional ethics are conveyed to the students, so that plagiarism is prevented.

Other cross cutting issues in the curriculum:

The institute has active National Service Scheme (NSS), NCC Boys and Girls units. They organize environment awareness *Special Youth Camp* of one week, NCC camps, cleaning campaign on and off the campus frequently to generate awareness about the general hygiene and to keep the villages, streets in townships, college premises and its surroundings clean.

The college organizes Tree Plantation, Rain Water Harvesting, Blood donation camp, Blood group testing, health check-up camp, Pulse Polio drive, AIDS awareness, Raising Day, disaster management, anti-superstition, Ganesh festival bandobast, Traffic police volunteer, communal harmony workshops, Jaljagruti Saptah, generation of funds of Rs. 1.00 Lakh for families of suicide farmers, distribution of educational aids and fruits to the children's of HIV affected couples, college uniform and educational material to economically weaker students.

File Description	Document
Any additional information	View Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

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

Response: 27

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 27

File Description	Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
List of value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 59.44

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2544	2435	2485	1125	96

File Description	Document
List of students enrolled	View Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 29.76

1.3.4.1 Number of students undertaking field projects or internships

Response: 900

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

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

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

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

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	11	9	7	6

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

2.1.2 Demand Ratio(Average of last five years)

Response: 1.43

2.1.2.1 Number of seats available year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1550	1550	1550	1520	1520

File Description	Document
Any additional information	View Document
Demand Ratio (Average of Last five years)	View Document

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

Response: 76.78

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

2016-17	2015-16	2014-15	2013-14	2012-13
689	622	643	546	573

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, after admission and organises special programs for advanced learners and slow learners

Response:

The learning levels of the admitted students are recognized with the help of marks obtained by the students in the qualifying examinations. The students admitted to the UG first year programs of the institution are given an opportunity to choose the courses of the programme based on their marks in the qualifying examinations and their interest per se. Learners attendance and partaking in the classroom teaching, laboratory, queries and questions raised in the class, involvement in the co-curricular activities and marks obtained in the formative and summative evaluation determine advanced and slow learners. However, to suit the needs of the learners, the following learner centric methods are adopted:

For Slow Learners:

- Bridge courses are run for B.Sc.(C.S.) I, B.C.A. I and B.Sc. (Math) I students.
- ICT based teaching is adopted partly by our faculty to give learners audio-visual perceptions to make their ideas clear.
- Extra periods at UG level are engaged so that the teachers can deliver lectures at a slower pace, which helps slow learners understand the contents.
- Guest lectures are arranged to boost the interest in the subjects.
- Remedial classes are conducted for students with poor learning abilities and also for the SC/ST and Minority students under UGC scheme.
- To make the learners stress free and comfortable, personal counseling is done by psychiatrist appointed by our institute where in guidance is given to overcome phobia and inferiority complex.
- Difficulty Solving Programs undertaken.
- Mentor-mentee programme is implemented from academic year 2015-2016 wherein due weightage is given to them.

For Advanced Learners:

- Top five students of each class are given a set of books for the whole year from the central library. Reference books are provided through departmental library.

- The UG Third year science students with PCM group are promoted to go for IIT, JAM, JRF entrance exams for post-graduation admission viz. JNU/ICAR/IIT /TIFR/ICMR etc. B A III year students are encouraged to seek admission in renowned universities and institutions like TISS, Gokhale Institute of Economics and Political Science, TIFR etc.
- Participation in website browsing, state level Research Festival Avishkar and other competitions like MICROBIOLYMPIAD, Chemistry Idol, Commerce Idol, Talent Search Exam, various state and national level reading competition, debate and elocution competition, reading of well known articles in newspapers.
- They are encouraged to participate in NPTEL online courses offered by IITs through Anytime, Anywhere and Anybody learning mode.
- All the science departments provide research funds to them for their research through UGC BSR grant after pre-qualifying screen tests.
- In Arts stream, BA (Civil Services) a special batch has been started.
- PG students are encouraged to write research articles, attend State and National Conferences/Seminars.
- Guidance is given for preparation of NET/SET/GATE examinations
- To encourage meritorious students, we felicitate them along with parents by inviting dignitaries in specially arranged programmes.
- They are encouraged to participate in programme anchoring activity, value added courses embedded systems, networking, Java, PLC and Android.

File Description	Document
Any additional information	View Document
link for additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 31.83

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.17

2.2.3.1 Number of differently abled students on rolls

Response: 5

File Description	Document
List of students(differently abled)	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

In order to give learner autonomy, focus is given for acquiring life skills and practices that enable lifelong learning, develop independent problem solving abilities .Such student centric methodologies adopted by our institution provide enhanced learning abilities to our students.

Lecture method is effectively followed in the classes where the strength is more by using LCD/Multimedia and e-books and demonstration method is followed for practical courses. Subject related home assignments and tutorials are given. Activities like students' seminar, participation in conferences, MCQ discussion, preparing wall paper/charts/models/herberia, group discussions, surprise test, weekly tests, "Modi" script writing workshop, study circle, book review, map reading, surveys, yoga practice, collection of cryptogrammic plants and Happy Reading in the syllabus of English enhance learning experiences. To develop new ways of thinking learning resources like educational CDs, NPTEL videos are provided.

Through students' associations of various subjects like APPECSS, Dalton Society, Symbiosis, SAM, Microbiol, English Club, Association of Geography, Marathi, Hindi, Pali, Commerce, Sociology, Zoology & Fishery Science, Political Science, Economics, Chemistry Idol, Commerce Idol, talent search competition are the platforms of experience and participative learning where the students are office bearers. Participation in essay writing, language drilling and recitation, quiz competitions, poster presentation, wall magazine, drama, debate, theme based rangoli and elocution competitions where learners gain knowledge through collaborative and participative activities and develop their interpersonal skills.

Our PG/UG science students participate in research paper presentation, research projects under UGC BSR scheme and design contests.

Activity based unit tests, hands-on-training programmes, add on courses and certificate courses, visits to various laboratories, industries, research centres, agricultural institute and Buddhist centres as well as lab work, mock viva, group discussions, aptitude tests, use of MATLAB and MOODLE software for problem solving are arranged regularly. Student interaction with farmers, workshops on Web development with PHP and RoboFest, Field visit, village surveys and study tours and use of Language Lab provide an academic experiential learning. Language departments organise participative poetry recitation, authors meet, poetry compositions, patriotic song and storytelling, enacting dramas, role-plays, reading and writing

competitions. Students also participate in NCC, NSS, annual gathering, youth festival, Prasad Shendage Personality Development week programme.

In collaboration with *ANIS*, our institute runs a forum called *Vivek Vahini*, wherein, the aspect of scientific temper rather than religion is highlighted.

Visit to various NGOs like *Naari Prabodhan Manch*, Orphanage, Old age, and School for *Diyangjan* are arranged under moral education course. We arrange movies on social issues and provide Braille library facility for visually handicapped students.

Our students attend parliament and state assembly sessions and arrange mock parliament.

Our NCC students participate in various national camps and parades and some international events.

Collaboratively, Placement Cell and TCS have organised workshops on employability, career counseling in association with Global Talent Track. Our Placement cell has organized a program on soft skill.

The Departments conduct several student centric activities every year. The details of these departmental activities are compiled and posted on institutional website.

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

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

Response: 110.53

2.3.2.1 Number of teachers using ICT

Response: 105

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

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

Response: 23.44

2.3.3.1 Number of mentors

Response: 129

File Description	Document
Any additional information	View Document
Year wise list of number of students, full time teachers and mentor/mentee ratio	View Document

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

<http://www.shahucollegelatur.org.in/AcademicCalendar.aspx>

The institution in consultation with faculty coordinators in a meeting before the commencement of academic year prepares annual calendar taking into account public/local holidays, probable emergency gap days decides the actual teaching days available for a semester. Accordingly we prepare a term wise calendar incorporating the schedule of academic, co-curricular and extra-curricular activities and term schedule. The schedule is prepared in such a way that NCC camps, NSS-residential camps, and educational tours are arranged strictly in Winter Vacations. At least one special guest lecture by eminent persons is arranged by staff academy in each term.

The committee prepares detailed semester wise schedule of examination and curricular activities for UG and PG-programmes. It describes the number of month wise teaching days available and exam days, deadlines for completion of first 50%, second 50% syllabi, conduct of practical exams, unit tests, SEE and assessment of SEE-answer books. A special time slot is reserved for students doubt clarification on assessed answer books by our course teachers. The dates of declaration of unit tests and SEE exams are mentioned in the schedule which is strictly adhered.

We strictly adhere to the declared annual academic calendar and schedule of examination and curricular activities.

Institution provides a *Daily Teaching Report Diary* to all the teachers. It incorporates ideal quotations, teachers personal details, table showing details of CL, DL, ML and other leaves taken by the teacher, list of contributions of teachers in working committees and awards, academic terms ,session and vacation, holiday list, yearly academic planning of the college including important events, term/session wise schedule of examination and curricular activities for UG and PG programmes, result declaration dates for unit tests and SEE. It includes Semester wise available teaching days in each month and time table of the individual teacher. Semester wise teaching plan for a course designed by the teacher is given.

The major portion of the Diary covers day wise Daily Teaching Report where in the teacher enters the details of teaching of a course and monitors the progress of teaching as per the plan.

It also includes list of contact numbers, e-mail ID of office administration, placement coordinator and all teaching staff.

It is mandatory for teachers to design the teaching plan before actual teaching begins in each semester. A copy of course wise teaching plan duly endorsed by HoD is to be submitted to the Principal/Vice-Principal and also to college office in the beginning of the semester. The teachers concerned adhere to the teaching plan made by them for each course by monitoring through diary notes. On the last day of every month Principal and Vice Principals check and assess whether the actual teaching is going on as per the teaching plan or not. Through students feedback implementation of actual planning of the course by the teacher is also assessed.

Corrective measures are taken by the administration in case of teachers for non-adherence.

2.4 Teacher Profile and Quality

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

Response: 75.8

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

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

Response: 37.26

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

2016-17	2015-16	2014-15	2013-14	2012-13
35	28	31	32	33

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 11.6**2.4.3.1 Total experience of full-time teachers**

Response: 1102.22

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

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

Response: 42.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	9	5	7	9

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

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

Response: 9.06

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

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

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

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 27.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
17	20	30	31	38

File Description	Document
Any additional information	View Document
List of programs and date of last semester and date of declaration of result	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.39

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
53	15	20	56	41

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks**Response:** 20.67

2.5.3.1 Number of applications for revaluation leading to change in marks year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
25	2	2	3	0

File Description	Document
Any additional information	View Document
Year wise number of applications, students and revaluation cases	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system**Response:**

Till the academic year 2012-2013, our institution followed rules and regulations of our Parent University. The college granted academic autonomy by UGC in January, 2013 and is implemented by the college in 2013-2014.

The results of UG and PG programmes declared in May/June, 2013 to May/June 2015, in affiliated system were in tune with the good track record of results persistently observed since establishment of our university bagging almost all the three merits of university in all programs. While the results of UG and PG-programmes declared so far were also found to be in tune with results and reputation of our college prior to autonomy and showed an upward trend of merit holders. This is reflected in our results of Summer 2016 examination where in 270 students could bag 'O' grade (First Class with Distinction).

In the autonomous mode, our institution has adopted the CCE method to assess the learning levels of the learners. The process of CCE includes two unit tests (weightage is 40%) and an end-sem examination (weightage is 60%).

Complete transparency in evaluation by cross evaluation, display of model answer paper after the conclusion of examinations, showing assessed answer books to students for their verification and clarification of doubts have enhanced the faith of our students in evaluation process.

As marks are allotted to attendance, the classroom attendance of students increased from 75% to 85% for all programmes. Combined passing is found to be helpful in increased passing percentage.

MCQ pattern helped students to prepare and qualify competitive exams such as university and various

college entrance exams, BSRB, RRB, UPSC, MPSC, SET, NET, GATE, CA, CS, ICWA and MBA. It has developed a wide range of higher-order thinking skills.

Short answer questions are incorporated in our theory questions so that the students can focus on the important terms of significance and study the subject from conceptual and theoretical point of view.

Descriptive Questions helped our students to enhance expressing ability, writing skill and content elaborating ability and formulate arguments supported with reasoning and evidence.

Activity Based Test helped students gain practical experience, non-communal approach and social belonging, application of knowledge, enhancement of skill, participative learning and develop overall personality. Activities like seminars, tutorials, group discussions, surprise test, PPT presentation, preparation of models, visit to industries, village surveys, poster making, woolen models are offered and these activities strengthen their creative dynamism, presentation, and communicative skills.

The integration of IT in examination system increases the efficiency in the entire examination process such as filling examination form, generation of hall tickets, question paper setting, assessment of MCQ question papers, creation of Marks Memo, declaration of results, preparation of grade cards and creation of database.

The project works allotted to students creates an opportunity to understand the subject thoroughly. The timely announcement of results helps students to make their academic planning in a wise manner.

Conduct of additional exam for failure students within a week of declaration of results of end semester exams helped students to avoid loss of semester/year career.

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

2.5.5 Status of automation of Examination division along with approved Examination Manual **A. 100% automation of entire division & implementation of Examination Management System (EMS)**

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The Programme, Programme Specific and Course Outcomes describe what students are expected to know, be able to do at the end of each programme/course. They are mainly related with skills, knowledge and behaviour that students acquire through course/programme.

The BoS of respective subjects design POs, PSOs and COs and include it in the syllabus. All POs, PSOs and COs designed by the institute assure that value, skill, knowledge and need based education is provided. It moulds the minds of the students for their continuous personal and professional growth. They fulfill the objective of producing graduates capable of independent lifelong learning. All these learning outcomes provide an environment in which staff and students can achieve their full potential and foster a strong sense of belonging to the institution.

Mechanism of communication:

For communication of the Programme, Programme Specific and Course Outcomes, the institute has devised its own mechanism.

As a part of this mechanism, the chairman of BoS of each subject after preparation of the programme/course outcomes by the concerned BoS, communicate them to the website coordinator of the college in the form of soft copy. The website coordinator after getting these outcomes from them in soft copy uploads the same on the college website through the departmental specific portal. This in turn helps the stakeholders such as students, parents and teachers to refer these outcomes independently through Internet by using their own PC or cell phones.

Apart from the above ICT based effective mechanism, the college also adopts alternative method of communication of the POs, PSOs and COs to the teachers and students.

In the beginning of the academic year itself, while preparing the prospectus, the nature of the syllabus content including these outcomes are mentioned and the students and parents are made aware of these

learning outcomes during student-parent-teacher meet.

Principal and Vice-Principals through casual and informal meeting with parents also communicate these programme/course outcomes.

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

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

Response:

The learning outcomes describe what students are expected to know, be able to do at the end of each course/programme. These relate to skills, knowledge and behavior that students acquire through the course/programme. In an institution the CO attainment levels can be measured based on the results of the internal assessment and external examination.

In the autonomous status to compute the attainment of program outcomes, program specific outcomes and course outcomes, our institution is following method of CCE i.e. Continuous and Comprehensive Evaluation. CCE includes formative and summative evaluations in each semester. For all UG and PG programmes, formative evaluation includes two unit tests. Each unit test is of 30 marks. One of these Unit test is Activity based wherein learners prepare Assignments, Tutorials, Exhibits, Charts, Posters, Conduct surveys and Field visits. The nature of these question papers are designed by the BoS in the respective courses/subjects. UG Courses are of 50 marks and PG courses are of 100 marks. For UG programmes the 60 marks of two unit tests are down scaled to 15 marks and 05 marks are allotted to Attendance. As a part of summative evaluation, semester end examinations of 30 marks are conducted. For PG programmes the 60 marks of two unit tests are down scaled to 30 marks and 10 marks are allotted to Attendance. As a part of summative evaluation, semester end examinations of 60 marks are conducted. Following chart explains the attainment of POs, PSOs and COs.

Our Board of Examination decided to adopt the Grade Point method suitable for the students in this regard.

Measurement of overall Performance: UG and PG

CGPA	Grade	Final Result
9.5-10.00	O	First Class with Distinction
9.0 and above but below 9.5		
8.5 and above but below 9.0		
8.0 and above but below 8.5		
7.5 and above but below 8.0		

7.0 and above but below 7.5	A	First Class
6.5 and above but below 7.0		
6.0 and above but below 6.5		
5.5 and above but below 6.0	B+	Higher Second Class
5.0 and above but below 5.5	B	Second Class
4.0 and above but below 5.0	C	Pass Class
0.0 and above but below 4.0	F	Reappear

Depending on the nature of the courses, BoS of the respective courses/subjects have designed their own evaluation system of measuring the attainment level. Courses of UG and PG level vary in their nature. Science, Computer Science and Information Technology and Biotechnology programmes and Geography from Arts have laboratory/practicals. Monthly attendance report of the students is sent to their parents. Sometimes parents are requested to come to college and meet the coordinator/ principal to know about the low attendance and other problems relating to academic progress and discipline.

On an average, for all programmes 35.3% of our students score 7.5 to 10.0 CGPA with 'O' grade and 50.5% of our students score 6.0 to 7.0 CGPA with 'A' grade in the 10 point CGPA scale and these are treated as level-1 and level-2 attainment respectively.

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

2.6.3 Average pass percentage of Students

Response: 96.55

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

Response: 895

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

Response: 927

File Description	Document
Any additional information	View Document
List of programs and number of students passed and appeared in the final year examination	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

NAAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 9.58

3.1.2.1 The amount of seed money provided by institution to its faculty year wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
41.16	2.96	1.82	0.51	1.43

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Minutes of the relevant bodies of the Institution	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 2

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	0	0

File Description	Document
e-copies of the award letters of the teachers.	View Document
List of teachers and their international fellowship details	View Document

3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Any additional information	View Document
Link to videos and photographs geotagged	View Document

3.2 Resource Mobilization for Research

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

Response: 133.87

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.70	37.25	36.25	50.54	7.13

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

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 7

3.2.2.1 Number of research centres recognised by University and National/ International Bodies

Response: 7

File Description	Document
Any additional information	View Document
Names of research centres	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 25.26

3.2.3.1 Number of teachers recognised as research guides

Response: 24

File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

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

Response: 1.58

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

Response: 30

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

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Our college takes initiatives for creation and transfer of knowledge through our 'virtual knowledge transfer centre' which includes: Entrepreneurship Cell, Biotechnology Incubation Centre and Avishkar Research Centre.

Entrepreneurship Cell:

The college has an entrepreneurship cell to promote entrepreneurial activities among our commerce students. It organizes exhibitions where in students act as a startup in themselves and exhibit their stalls and earn pocket money out of it under the fair "**Gammat Jammatt**" on Commerce faculty day.

Biotechnology Incubation Centre:

Biotechnology department excels in taking initiative for creation and transfer of knowledge to society. It has established the state of the art laboratories in Plant Tissue Culture, Bioinformatics, Molecular biology and bioprocess engineering. The main innovative activities include vermicompost-vermiwash production, Mushroom cultivation, small scale production of novel fermented products, production of specific medicinal plants for research, technology transfer for production of economically important viable products such as biofertilizers, biopesticides and beneficial microorganisms, designing of various reactors like trickling filters, strain improvement and identification ,production of novel enzymes etc. Technical consultancy services for water purification projects, fish farming, solid waste management, bioproduct quality improvements, process development for enzyme production, biofertilizer production, innovations in fermentation technology and process optimization of HS vaccine production are rendered. For this the college has tie ups with Punjab Vaccine Institute, Natural Bioproducts Pvt. Ltd. Ludhiana, Shree Biocare Ahmedabad, GeNze Latur, Institute of Technology Kolhapur, Sudarshan Fisheries, Parbhani, Kala Pandhari Sanstha, Janadhar Sevabhavi Sanstha and Municipal Corporation Latur.

Other contributions are:

The college has conducted two workshops on IPR.

Dr. S. S. Kulkarni: Designing and development of novel biofertilizer formulation technology know how for vaccines to Punjab Institutes, Direct conversion of cane sugar/sucrose into fructose/levulose.

Mrs. M. A. Dhotre: Isolated 12 microorganisms from animal sources.

Mr. S. D. Kadam: Commercial production of Azolla, Cultivation of Spirulina.

Dr. D. V. Vedpathak: Isolated iron siderophores for enhanced yield of sugarcane.

Mr. G. G. Musmade: Determination of location and depth level of underground water by geomagnetic based method, Developed a Dynamo working on Buoyancy principle.

Dr. V. S. Shembekar: Technology knowhow for commercial production of fishes through Pisciculture.

Dr. S. D. Salunke: Raw Mix Design to Cement Factories Working on VSK Technology.

Mr. M. P. Birajdar: Designed several software modules.

Avishkar Research Centre:

The centre makes efforts to explore the hidden talent of students and teachers for creation of novel research exhibits and models in the state level **Avishkar Research Festival**.

Research exhibits bagging state level awards are: Optimization of eosin Y dye method for estimation of collagen, Mobile Usage for T-L in English, Production of electricity with the help of microbial fuel cell (**Teachers & Research scholars**), Efficient steam treatment unit for turmeric, Taxation: An emerging variety in English, Unit of Efficient Jaggery production from sugarcane, Anti overflow boiling pot, Mobile Controlled Live Video Surveillance Robot, Detection of number on the cheque on the basis of barcode, Mathematical model of Angry Birds game, Time of investigation of murder and bagging a wicket.

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	1	0	0	0

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

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 115

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
31	9	9	7	59

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 1

3.3.4.1 Total number of start-ups incubated on campus year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Contact details of the promoters for information	View Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the Institution for the start ups on campus	View Document

3.4 Research Publications and Awards

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

Response: Yes

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

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

Response: Yes

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year wise during the last five years

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

File Description	Document
List of patents and year it was awarded	View Document

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

Response: 2.29

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 55

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

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

Response: 1.99

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

2016-17	2015-16	2014-15	2013-14	2012-13
34	43	30	28	35

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

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

Response: 4.23

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

2016-17	2015-16	2014-15	2013-14	2012-13
111	60	68	66	56

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

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index**Response:** 1

3.4.7.1 Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 1642

File Description	Document
BiblioMetrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response:** 35.7

3.4.8.1 Number of citations received by individual research publications in the last 5 years

Response: 1642

3.4.8.2 Number of publications receiving proportionately maximum number of citation in the last five years

Response: 46

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
Any additional information	View Document
Soft copy of the Consultancy Policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 1.2

3.5.2.1 Total amount generated from consultancy year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0.31	0.49	0.04	0.36

File Description	Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document
List of consultants and revenue generated by them	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 2.82

3.5.3.1 Total amount generated from corporate training by the institution year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.26	1.35	0.21	0	0

File Description	Document
Audited statements of account indicating the revenue generated through training	View Document
List of teacher consultants and revenue generated by them	View Document
Any additional information	View Document

3.6 Extension Activities

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

Response:

Our institute's commitment to the community at large is reflected in its vision and mission statements, so it translates the social commitment into action through different extension activities and outreach programmes organized. The college is well networked with its neighbourhood community and promotes constant interaction involving students and faculty participation with different clusters of society.

Under Moral Education, the students attend interactive sessions on social issues such as secularism, values, gender equity and national integration with resource persons renowned in the respective fields. Students also complete field projects by which they are sensitized to social issues and gain practical experience by visiting NGO's like Sevalaya, Vrudhashram, hostels of physically challenged and Miragi Netralaya thereby moral ethics and social values are inculcated in them.

For community participation, the college is associated with NGOs like Andhashraddha Nirmulan Samiti of Maharashtra, Vivek Vahini, Congress Seva Dal, Red Ribbon club, Annabhau Sathe Dalit Samaj Sudharak Sangh, Late Flight Cadet Prasad Shendge Memorial Trust, Latur, Bhalchandra blood bank, Latur, Gramin Shramik Pratishthan, Satyashodhak Samaj and GOs like Civil Hospital, Latur, Police and Home Guards.

NSS unit has organised Special Youth Camp for Village Cleanliness, Medical camps, Blood donation and check up camps, rallies for cancer, diabetes, AIDS awareness and Pulse Polio abhiyan, child trafficking awareness, Youth-Awareness Week; collection of relief funds; conducts rallies like Anti-addiction drive, Swatch Bharat Abhiyan, Beti Bachao Beti Padhao, Road safety under police mitra, Police Raising Day, Eco-friendly Holi Festival, Cracker free Diwali; observing Days like National and International Days like Sadbhavana, Earth and Environment. It also organizes tree plantation, new voter's enrollment drive, volunteering for Bandobust during Ganesh Festival, rescue operations during natural calamities, financial assistance to wives of ten farmers of suicide victims amounting to Rs. one lakh in the year 2015-2016. NSS volunteers organized street plays created awareness about dowry system malpractice, construction of toilets, maintenance of hygiene, literacy and water conservation.

NCC cadets visited to blind school, conducted survey for the out school children, awareness about misuse of mobiles and cyber crime.

The Cultural unit has organized street plays on different social issues like protecting and respecting

woman, importance of voting in democracy and misuse of mobiles. Unit provides training in folk dance. A beautician course is run for our girl students to give stress on aesthetic values.

It hosted the First National Film Festival, "NOMAD" on 9th January 2017 in collaboration with National Alliance Group For Denotified and Nomadic Tribe and Maharashtra Students Federation. The festival has got coverage in news papers and magazines too.

The impact of these extension activities and outreach programmes in sensitizing our students on social issues for their holistic development are: improvement of leadership qualities for nation building, cultivation of moral, ethical and social values, environment awareness and a sense of collective responsibility towards calamity victims and sense of belonging to the community, inculcation of sense of responsibility towards socially downtrodden and economically backward classes.

Activities organized by various departments are posted on college website.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response: 171

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

2016-17	2015-16	2014-15	2013-14	2012-13
56	44	39	13	19

File Description	Document
Number of awards for extension activities in last 5 years	View Document
Any additional information	View Document
e-copy of the award letters	View Document

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

Response: 114

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

2016-17	2015-16	2014-15	2013-14	2012-13
28	24	25	21	16

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

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

Response: 55.42

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

2016-17	2015-16	2014-15	2013-14	2012-13
2548	1861	1769	1155	719

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

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year**Response:** 7.4

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8	5	4	9	11

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

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years**Response:** 27

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	5	1	7	11

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document
Any additional information	View Document

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

Response: 30

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8	6	6	5	5

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college is has three campuses, viz., Main Campus, Biotechnology Campus and Sports Complex, spread in 21.5 acres which have a total built-up area of 11,763 sq. meters. The main campus is located in the heart of the city near the central bus stand, which accommodates the main Administrative Building, Departments, Library, Hostels, Canteens, Guest House, Auditorium, Museums, Laboratories, Computer Laboratories, Classrooms and support services like NSS, NCC, Sports, Gymnasium; Health, Yoga and Media Center, YCMOU Study Center, Placement Cell, VLC hall, Playground, R.O.-plant and Parking slot. The Biotechnology campus is located 5 km and the Sports Complex 9 km away from the main campus.

Classrooms / Seminar Halls: The main campus (2.0 acre) has excellent physical infrastructure and adequate facilities, which include 57 classrooms, out of which 10 are ICT enabled seminar halls, 15 are classrooms having LCD facilities, 11 are classrooms having LAN facility and Conference hall.

Laboratories: Every department having practical courses has dedicated laboratories. Central Instrumentation Centre and Central Fabrication Facility are made available for all science departments.

The Department of Physics has 7 laboratories which include Research Laboratories, Dark Room, LASER, Optics, Holography and Astronomy Laboratories. The Department of Chemistry has 4 Laboratories and two Store Rooms. The Zoology and Fishery Science Department has two laboratories, one Research Lab and Museum. The Botany Department has two Laboratories and Museum. The Microbiology Department has two Laboratories. The Geography Department has two Laboratories and GIS Laboratory having 20 computers. The Computer Science and Information Technology Department has 7 Computer Laboratories E-learning, Commerce lab and language Laboratory having 307 computers with LAN.

Computing Equipments: The College has a total number of 422 computers which are being used for academic purpose. The administrative work and library operations are fully automated using custom-made software. Every department in the college has a separate staff room and computers with internet connectivity. There are 14 departmental libraries.

Library Resources: The central library has a separate three storied building having a total built-up area of 1240 sq. meters. The ground floor includes Librarian's Office, Main stack, Book stock, Processing Unit, Reprographic Unit and Circulation section. The First floor consists of Girls Reading room, Circulation section, Reference section, Reading room for Teachers and Research students, LIS Computer Lab, research database and Digital ID Card section. The entire Second floor is exclusively used as Reading room for Boys.

The library has 2,14,388 books, subscribes 156 periodicals and 18 news papers, online journals and e-resources. Library facilities include Night Library, Internet, Download and Print out on demand, Multimedia, Digital library, First-aid box and Biometric attendance. Audio books, Braille Books and CD-ROMs are available for visually challenged students.

Biotechnology Campus: The Biotechnology campus is spread over 2.5 acres of land. It accommodates Director's Chamber, Office, Library, 11 well equipped state of the art Laboratories including two Plant Tissue Culture labs, Storeroom, 5 Classrooms, Green House, Seminar hall, Parking slot, Canteen and library.

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

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

Response:

The college has excellent facilities for sports, games and cultural activities. In order to promote sports and games, the college has developed a separate Sports Complex which includes Indoor Sports Training Facility, Swimming Pool, Running Track and Play Ground which is spread over 17 acres of land at a distance of 9 km away from main campus. The Girls hostel and Sanstha's CBSE School are also located in this campus.

Indoor and Outdoor Sports Facilities: In order to promote outdoor games, a part of the playground is developed as 400 m, 10 lane running track. The playground is used for playing and practicing various games such as, Football, Cricket, Baseball, Kho-kho, Kabaddi, Lawn Tennis, Basketball, Volley ball, Soft ball, etc. Indoor facilities include Basket Ball Court, Table Tennis Court, Chess Room, and Carom Room.

Swimming Pool and Indoor Sports Training Facilities: The college has recently built a swimming pool admeasuring 50 m x 21 m and indoor sports training facilities with modern amenities and a Gallery, which are near completion.

The Director of Physical Education and Coaches train our students in various sports and games. The College provides free sport kits to the students such as sport shoes, bats, hockey sticks, foot ball, basket ball, gloves, caps, helmets, jockey, etc.

Gymnasium: The College has a state of the art Gymnasium, with facilities such as machine exercise, free weight exercises, weight lifting, etc. The major equipments include Chest Machine, Back lat pull down machine, Shoulder combine machine, Chest press table, Incline chest press, Leg press, Leg extension, Triceps pushdown, Combine machine, dumbbells, Rods etc. These facilities are made available on concessional rate to the students and staff. The gymnasium has trained instructors.

Yoga Center: The College has Yoga Center which is under the supervision of a trained Yoga Instructor. The center is open for students and faculty members, which remains open from 6.00 a.m. to 8.00 a.m. in the morning and 5.00 p.m. to 7.00 p.m. in the evening for all days except Sundays and holidays.

Cultural Unit: In order to promote cultural activities, the College has a separate auditorium for all cultural

programmes such as, drama, dance, music, singing, one-act play, skit, elocution, folk arts, etc. The facilities include sound system, music system, drum set, lighting equipments and other allied instruments. The cultural activities are supervised by the Incharge-Professor with active participation of Music Department and Faculty of various languages. The Cultural department organizes Sangeet Samaroh, Art exhibition, Annual social gathering, Faculty day and various competitions in association with arts clubs and cultural associations. It promotes students to participate in various cultural competitions, events and University Youth Festival.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response: 58.06

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 36

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

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

Response: 28.16

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

2016-17	2015-16	2014-15	2013-14	2012-13
135.00	250.00	57.00	190.00	51.00

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

4.2 Library as a Learning Resource

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

Response:

The library is fully automated by using the Integrated Library Management System 'SOUL' (Software for University Library). All the library operations, which include generation of accession register, stock maintenance, exchange of books and journals, bar coding, identity card generation, user record of library resources, etc. are done through ILMS.

With the help of OPAC (Online Public Access Catalogue), user can retrieve books and journals by the title, author, publisher, accession number; entering 'free text', Boolean operator and can also generate user data, membership data, etc.

e-Granthalaya: In addition to SOUL, e-Granthalaya open source software is being used for housekeeping record of books which are transferred to departmental libraries and also for various online member services. The software provides built-in Web OPAC interface to publish the library catalog over Internet.

Greenstone Software: The Greenstone open source software is used for developing the digital library collections. It facilitates to acquire, process, store and disseminate the information in digital form.

The IT infrastructure for library includes, one server, 20 desk top computers, scanners, printers, colour printer, barcoding machine, LAN, dedicated internet connectivity having 10 mbps bandwidth /Wi-Fi, CCTV cameras with addressing system, LCD notice board, etc.

Name of the ILMS software	Version	Date of the Upgradation
SOUL	2.0	2013

The college has excellent infrastructure facilities for Library. The library has a separate three storied building having a total built-up area of 1240 sq. meter. The ground floor includes Librarian's Office, Server room, Main stack, Book stock, Processing Unit, Reprographic Unit, Circulation section with OPAC. The first floor consists of Reading room for girls which can accommodate 150 students at a time, circulation section, reference section, Reading room for teachers and research scholars, LIS Computer Lab, Digital Identity Card generation section. The second floor consists of Reading hall for boys which can accommodate 350 students at a time. The library remains open from 8.00 a.m. to 11.00 p.m. in all the days including Sundays and holidays.

The library facilities include R.O. drinking water system, UPS enabled power supply and power generators in case of power failure, fire extinguishers, first aid box, etc.

The library has 2,14,388 books, subscribes 156 periodicals and 18 news papers, access to more than 6,000

online journals and 30 lakhs e-books. For blind students 1,165 audio books and 14 Braille Books are available. Similarly, audio books are available in CD ROMs for the students.

Library facilities include separate reading room for boys, girls, research scholars and faculty members, night library, access to internet, download and print out on demand, reprographic facility, multimedia, biometric attendance of users of library. All library activities are monitored with the help of 26 CCTV cameras.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response:

Our library has a rich collection of rare books which include manuscripts, out of edition, out of print and multilingual books and special collections.

1) **‘The Compact Edition of the Dictionary of National Biography’** published by Oxford University Press (1975), is a unique dictionary such that in normal one page, 12 pages are printed and it can be read only with magnifying glass provided. It may be the smallest dictionary containing millions of words.

2) The book titled **‘Sri Aurobindo’** published by Sri Aurobindo Ashram, Pondicherry (1972), is a collection of 29 Volumes of Sri Aurobindo’s writings starting from ‘Bande Matram’, ‘Karmayogi’, ‘Harmony of virtue’, ‘Dharm’ and so on. Out of 29 volumes, the fourth volume is in original Bengali language.

3) **‘English Pronouncing Dictionary’** by Daniel Jones and published by Aldine House, London (1917), is a rare collection of pronunciation of 58,101 words out of which 43,378 are ordinary words and 14,723 are proper names and abbreviations. This dictionary provides glimpses of classical meaning and notations of pronunciation of English words.

4) **‘The Open Society and Its Enemies’** by K.R.Popper published by Routledge and Kegan Paul, London (1945), is a two volume edition. The first volume deals with the myth of origin and destiny, Plato’s descriptive sociology, Plato’s political programme, etc. The second volume is related to Marx’s method, prophecy and ethics. These volumes give a rare insight into the early thoughts of greatest philosophers Plato and Marx.

5) The book entitled **‘The Life of Mahatma Gandhi’** written by Louis Fischer and published by Granada Publishing House, London, (1951) gives the inside story of the birth of two nations i.e. partition of India.

6) The book '**Kinship Organization in India**' by Irawati Karve, Published by Asia Publishing House, Bombay, (1953), is one of the rare books relating to the organization of 'kinship' in the ancient and medieval periods in India which deals with ownership of property, succession and inheritance.

7) '**Introduction to Logic**' written by Patrick Suppes and published by Affiliated East-West Press, New Delhi, (1957), deals with sentential connectives, sentential theory of inference and symbolizing everyday language. The library of Congress Catalog Card No. of this book is 57-8153. The first edition was published in 1957.

8) The book entitled '**Rural Sociology in India**' by A.R. Desai published by Popular Prakashan, Bombay, (1938), is based on the structure on rural sociology in India, Indian village community, Agrarian Unrest, Land Reforms and Panchayat Raj.

9) The book '**The Power of Non-Violence**' written by Richard B. Gregg and published by Navajivan Publishing House, Ahmedabad, (1938), the story of examples of non-violent resistance against the brutal power of British Colonialism.

10) '**The Autobiography of Andrew Carnegie**' published by Pyramid Books, New York (1961), gives the firsthand account of the life and times of the great Scottish-American industrialist and philanthropist during the period of British Empire. Through his article 'The Gospel of Wealth', called on the rich to use their wealth to improve society and stimulated a wave of philanthropy.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

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

Response: 5.73

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

2016-17	2015-16	2014-15	2013-14	2012-13
11.46	3.73	4.70	3.67	5.11

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

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 15.45

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

Response: 482

File Description	Document
Any additional information	View Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has a clear cut policy and procedure for procurement and Upgradation of its IT facilities. As a result, the college has set up adequate IT facilities for teaching, learning, evaluation and for office administration and periodically evaluates the requirements and takes initiatives for its Upgradation.

During the last five years, the college has expanded and upgraded its IT facilities which include –

- Converted 36 classrooms into ICT enabled classrooms.
- Old computer systems are upgraded to new i5/i7 Desktop computers which run on 2/4 GB RAM with 530 GB of HDD.
- All the departments are provided with desktop computers / laptop with internet connectivity.
- Library is fully automated with ILMS and upgraded to the latest version.
- Enhanced the e-learning facilities through digital library, e-learning resources and e-learning and commerce labs.
- The office administration is fully automated by using CMS software which is recently upgraded to CCMS software and e-governance software.
- The accounting software Tally ERP.9 is being used for financial transactions.
- The entire examination system is administrated through CCMS online software, which is recently upgraded to meet the requirements of CBCS pattern of examinations through e-governance.
- Biometric system is introduced for recording the attendance of teaching and non-teaching staff.
- Website of the college is administered and updated regularly by dedicated staff.
- Digital display board, UPS and 3 DG sets are installed.
- The entire campus is now monitored through CCTV cameras.
- The internet bandwidth connectivity is upgraded to 60 mbps lease line 1:1 from 10 mbps.
- The entire campus is connected with Wi-Fi.
- LAN cable indoor CAT6 is replaced by LAN cable outdoor CAT6 HTP.
- LCD projectors are replaced by DLP.
- 35 New desk top computers of 7th generation i5 are procured.
- Microsoft Windows 10 OS paper licensed copy is purchased.
- Microsoft Educloud is added to the system.
- Network enabled reprographic machine is installed.
- Application software MATLAB, MAPPLE, Mathematica, LinguaPhone, ETNL, Question paper analyzer are installed for the use of various departments.
- The language lab is expanded to 50 computers with latest version and application software.
- Added two scanner cum printers for the exclusive use of IQAC office.
- Antivirus software installed and upgraded.
- Linux operating system is upgraded.

- Dot matrix printers are upgraded with laser jet printers.
- The seminar halls are upgraded with smart boards.
- Network switches are upgraded from 10/100 to 100/1000 Giga switches.
- IBM server with 64 GB RAM installed in office with legal windows server O.S. for Tally ERP.9.
- Multiuser Antivirus software (100 users) is recently added to the system.
- Mi-smart Board device is introduced for IT practicals.
- Routers are upgraded to meet to the requirements of 50 mbps lease line.

File Description	Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 7.17

File Description	Document
Student - Computer ratio	View Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line) <5 MBPS

5 MBPS - 20 MBPS

20 MBPS - 35 MBPS

35 MBPS - 50 MBPS

Response: 750 MBPS

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

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

Response: Yes

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

4.4 Maintenance of Campus Infrastructure

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

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
418.58	741.33	460.06	367.29	475.59

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

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

Response:

The overall authority and responsibility for maintaining and utilizing the physical, academic and support facilities rests with the Principal. The Principal by delegating the authorities and responsibilities to Vice-Principals, Head of Departments and various committees, ensures that the resources are optimally utilized and maintained for the benefit of the stakeholders. A qualified engineer is appointed by management to look after infrastructure augmentation and maintenance.

The financial requirements are assessed on the basis of the requirements submitted by the Head of Departments and other Support Units at the beginning of Academic Year. The Finance Committee by considering the availability of resources and the requirements makes budgetary provisions for upgradation, maintenance and utilization of all the resources of the institution. All the purchases are done through Purchase Committee as per the laid down norms and procedures. All the resources are recorded in the Accession Register and Stock Register maintained by the concerned departments. The Stock Verification Committee physically verifies the resources and submits its reports to the Principal every year. On the

basis of the reports and suggestions, the Principal takes corrective actions, if needed for the optimum use and maintenance of the physical, academic and support facilities.

Library resources are maintained by the Librarian with the help of support staff under the overall supervision of the Library Committee. The library resources are made available to the students and staff from 8.00 a.m. to 11.00 p.m. on all days including Sundays and holidays. The overall maintenance of furniture, computers, photocopying machines, etc. are made through the trained qualified staff. The regular cleaning and sweeping are done by the support staff of the college.

The sport facilities are maintained and looked after by the Director of Physical Education with the help of support staff under the overall supervision of Sports Committee. Gymnasium equipments are looked after by the Gym instructor and maintenance is done through outsourcing, whenever required.

The physical facilities like laboratories, library, classrooms, sports facility, etc. are made available to the students and staff members as per the time table and schedule which is planned for optimum use of facilities under the supervision of the staff and instructor/assistant. The resources of the laboratories are maintained and utilized under the supervision of Head of the Departments with the help of support staff. The laboratory equipments are repaired and serviced periodically by outsourcing as per the needs. The maintenance of computer hardware and IT enabled systems are done by the technical staff and hardware technician. The electrical equipments and systems are maintained by the qualified electrician of the college. Water supply, R.O. plant, Borewells supply made through Pump house. Painting and beautification of the campus are done periodically through external agencies.

Sweeping and cleaning of the classrooms, passages, ground, etc. are done every day by the support staff and students enrolled under 'Earn While Learn' scheme under the overall supervision of the Head of support staff / Professor in charge.

File Description	Document
Any additional information	View Document
link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 64.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
1846	1824	1839	1929	1791

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

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

Response: 4.34

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

2016-17	2015-16	2014-15	2013-14	2012-13
140	130	122	107	124

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

5.1.3 Number of capability enhancement and development schemes –

- 1.Guidance for competitive examinations
- 2.Career Counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

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

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

Response: 38.02

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

2016-17	2015-16	2014-15	2013-14	2012-13
1057	897	958	1216	1296

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

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

Response: 3.87

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

2016-17	2015-16	2014-15	2013-14	2012-13
92	98	115	183	68

File Description	Document
Details of students benefited by Vocational Education and Training (VET)	View Document
Any additional information	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 6.06

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

2016-17	2015-16	2014-15	2013-14	2012-13
102	97	27	13	21

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

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 35.71**5.2.2.1 Number of outgoing students progressing to higher education****Response:** 331

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

5.2.3 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations)**Response:** 5.58**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations) year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
21	24	14	13	13

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

2016-17	2015-16	2014-15	2013-14	2012-13
378	386	251	247	245

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

5.3 Student Participation and Activities

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

Response: 12

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	2	1	1	1

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

5.3.2 Presence of an active Student Council & representation of students on academic &

administrative bodies/committees of the institution**Response:**

The college has an active Student's Council constituted as per the Maharashtra University Act, 1994, Section 40 (2) (b) (v)/ Maharashtra Public University Act, 2016 and the Guidelines of the Swami Ramanand Teerth Marathwada University, Nanded. The Student's Council consists of class wise students' representatives, NCC, NSS, Sports, Cultural and ladies representatives. These representatives elect one of them, as the Secretary of the Students' Council, who represents the College at the University Students' Council.

According to Clause 99 (c) of Maharashtra Public University Act, 2016, the role of the Students' Council is to protect the curricular, co-curricular, extra-curricular and the general interest of the students and also to promote welfare of the students.

Activities of the Students' Council:

The Students' Council contributes in solving the day to day issues/problems of their classes about cleanliness, drinking water, canteen, Library, Office, Hostel, examination section etc. Bring these issues to the kind notice of the administration and get them solved. The common issues and grievances of the students are raised in the student's council meeting and solved. The student's council representatives act as volunteers for various conferences, seminars, workshops, gathering and any other programmes organized by the college. They also act as co-editors of the college Annual Magazine '**Shabdthagandh**'.

The Students Council representatives along with the students actively participate in Governmental programs such as Swatch Bharat Abhiyan, Road safety Abhiyan, Water conservation, Tree Plantation, etc.

The Student's Council promotes social issues by participating in initiatives like "Beti Bachao Beti Padhao", Pulse Polio, Anti Addiction Rallies, Anti Superstition Rallies, HIV Awareness, Anti-Dowry, Gram-Swachata Abhiyan, etc. The Students' Council also organizes Blood Donation camps in the campus and also donates blood voluntarily as and when necessary.

The Students' Council takes initiative in providing financial assistance to economically poor students by raising funds and it has donated the entire funds of annual gathering to families of farmers who committed suicide, draught affected etc.

Role of Students' Council in Academic and Administrative Bodies :

One of the members of the Students Council is nominated on the Internal Quality Assurance Cell, who actively participates in the decision making process of IQAC.

The Academic Calendar, Fees related to Add-on/Certificate/Diploma courses under autonomy, selection of uniform, working hours of Reading room, Fixation of monthly mess charges, etc. are finalized in the students' council meetings.

Students Council decides the entire schedule of Annual Social Gathering, Faculty Day, and has freedom to decide the Guests, dignitaries of the programme, and organization of various events. Student's Council representatives are included in every committee, such as Discipline Committee, Sports committee,

Cultural committee, Fish pond Committee etc. formed for Annual Social Gathering.

The Students Council members are nominated as members of the “Students Suggestion Box Committee”, to look into the suggestions and complaints raised by the students through “Suggestion Boxes”. In this way they help the administration for solving the problems and grievances in a democratic and participative manner.

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

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

Response: 13.4

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

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

File Description	Document
Any additional information	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Report of the event	View Document

5.4 Alumni Engagement

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

Response:

The college has a registered alumni association known as “**Shahu Alumni Association, Latur**”, which is registered in the year 2017 (bearing Registration No Maha-494/17 Date: 03/11/2017). Presently it has 6750 number of members. It has a separate office with assisting clerk. Before registration also our alumni was functioning in an informal way. We organize at least one meeting of the alumni every year, as

such five meetings were held during the last five years.

Our alumni contributed a total amount Rs. 9,87,500 to the association during the last five years. On the occasion of the retirement of our former Principal Shri. A.S. Jadhav our alumni raised Rs. 30 lakh for providing scholarships to poor and needy students under the 'Earn While Learn' scheme. Similarly, they also raised a corpus fund of Rs 11.00 lakh as orphan fund, at the time of the retirement of our Ex-Principal Dr. R.L. Kavle, which is being used for providing scholarship to orphan students.

The registered alumni association resolved to provide Lodging & Boarding of 200 poor students by constructing a Poor Students Hostel, and to raise a fund of Rs. 10 crore for the construction of the Hostel and promised to bear the entire expenses of hostellers education including fees, books, dress and food. As a first step in this direction, the association raised an amount of Rs. 5,37,000 as contributions from its members in its meeting held on 24th Dec., 2017.

The major activities and contributions of the association are :

- Some of the alumni members serve as directors of the Managing Body of our institute.
- Sponsoring Prizes and Awards for meritorious students.
- Organizes career Guidance by inviting eminent alumni from different professions/careers.
- Helps in Coaching our students in sports activities, by inviting the sportsmen alumni.
- Helps students for preparing for events like 'Youth Festival', Annual Social Gathering, etc. with the assistance of alumni who excelled in such fields.
- Helps in Organizing Blood donation camps.
- Helps in placement of students in the organizations/companies where our alumni are employee.
- Members serve as resource persons for industry academic events/sessions organised by the college.
- Serve as members in different statutory bodies like Board of Studies, Academic Council, etc.
- The alumni working at various research institutes help our faculty and research scholars in characterization/analysis, reference work, etc.
- Alumni serving in various sectors such as social work, politics, judiciary, education, business etc. : act as ambassadors of our college.
- A large number of faculties are our alumni occupying key administrative positions like HoD, IQAC coordinator, Cultural, NCC unit, Language Lab, Hostel Committee and Research committee In-charge.

In short, our alumni directly and indirectly contribute to the overall development of the institution through financial contribution, moral support, and help the institution in catering the needs of the downtrodden & needy sections of the society.

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

**5.4.2 Alumni contribution during the last five years (Amount in rupees)
<2 Lakhs**

2 Lakhs - 5 Lakhs

5 Lakhs - 10 Lakhs

10Lakhs - 15 Lakhs

Response: 5 Lakhs - 10 Lakhs

File Description	Document
Alumni association audited statements	View Document
Any additional information	View Document

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

Response: 5

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision: Pursuit of Excellence in higher education to make our students globally competent with humane values.

Mission:

Enable students to develop as responsible citizens.

Provide value and need based education.

Mould minds of students for their continuous personal and professional growth.

In order to fulfill the vision statement of the institute, the administration sets goals for curriculum, innovative research, employment and national integration to make our students globally competent with humane values. In the post second cycle accreditation period, our Principal has not only fulfilled all the recommendations made by the Peer Team including opting for autonomy, but also generated funds from the UGC-CPE scheme phase II and III, DST-FIST scheme, UGC indoor sports swimming pool, merged, GD and women's hostel schemes and brought laurels to the institute by way of working as district nodal officer for NNEP, NIRF ranking in the rank band 101 to 150, ISO-9001:2008(QMS) certification, Academic Audit by Parent University and institute and introduced NPTEL courses .

Nature of governance:

The college has evolved a system of participatory governance through the process of delegation and decentralization. The leadership of the institution is committed to ensure the participation of all stakeholders by way of effective functioning of the various statutory and non-statutory bodies in the college. Participatory governance in administration is achieved by constituting the Governing Body, the Academic Council, the Board of Studies, the Board of Examinations and the Finance Committee as recommended for the Autonomous College by the UGC. Besides, an Advisory Committee has been formulated in order to maintain the functioning of the institute under autonomy in tune with the mission statement of the parent institute.

Perspective Plans:

The institution has formulated following perspective plans:

Acquire College of Excellence status from UGC.

Star College status from DST-DBT.

Empowered Autonomous College status.

Acquire Deemed University Status.

Strengthen MoUs with global Research Centres and Universities.

Strengthen the Industry-academia linkages.

Incubation Centre and start ups.

Start courses under PMKVY.

Attain higher NIRF ranking.

Participation of the Teachers in the decision making bodies of the institution:

The principal as the head of the institution assumes “**first among equals**” and works on the Principles of delegation and decentralization of responsibilities. He protects the stakes of the college, partakes in liaison with stakeholders, motivates staff in academic efficiency, ensures their accountability and participation in national/international events, applies cost control techniques to all expenditure, applies delegation techniques, promotes team spirit and ensures enhanced level of involvement of all stakeholders.

The HoD along with his colleagues plays a key role in the administration. Thus, teaching staff, students and the administration, plan design and execute the curricular, co-curricular and extra-curricular activities effectively. The active participation of teachers in decision making is ensured through their representation as members of Advisory Committee, Governing Council, Academic Council, BoS, BoE, Finance Committee, Research Committee, College Development Council, IQAC, UGC, Grievance Redressal, Anti Ragging, , Internal Compliance Committee, SC/ST,OBC, Minority Cell, Malpractice Prevention and various Working Committees formulated by college .

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

6.1.2 The institution practices decentralization and participative management

Response:

The extent of participative management practiced in the institution is highlighted by the following:

- 1.The Governing Body, the Advisory Committee, the Academic Council, the BoS, the Finance Committee and the BoE Constituted as per the UGC norms for autonomous college are made functional.
- 2.The Principal takes policy decisions in consultation with the College Development Council/Local

- Management Committee and looks after the overall administration through the Registrar.
3. The Vice-Principals look after the admission process, students' issues, and teaching learning process, maintenance of amenities, discipline, and campus cleanliness and assist Principal in administrative matters.
 4. The HoDs are entrusted with the responsibility of work load allocation, preparation of timetable, monitoring attendance of faculties and students, execution of teaching-learning, demonstration and practical work, evaluation of academic contribution of faculty and progress of students. The procurement of departmental requirements are done through the HoD as per the norms of Purchase Committee and he assists the Principal in administration.
 5. Committees such as Research Committee, Prospectus Committee, MoU, Linkages and Consultancy Committee, Stock Verification Committee, Website Management Committee, Staff Grievance Redressal Committee, Anti Ragging Committee, Women's Empowerment Committee, Earn and Learn Scheme Committee are some of the forms where the faculty get involved in the planning and execution of the co-curricular and extra-curricular activities of the institution.
 6. The CoE of our Autonomous college, under the norms and guidance framed by the BoE executes examination related works independently such as procuring question paper sets, preparation of schedule for Tests/Examinations, conducting of theory and practical examinations, evaluation and declaration of results.
 7. The IQAC cell arranges meeting of QAC and monitors QA issues and sustenance of quality in academic matters.
 8. IQAC also promotes quality enhancement measures in the college. An independent placement officer looks after the campus interviews and placements through placement cell.

A Case study of practicing decentralization and participative management:

Procurement of Teaching Learning Resources:

Following sequence of operations related to decentralization of power and participative management is followed by the institution:

Taking into account the demand made by students, teachers, departmental heads, support unit incharge and office, the Principal seeks the requirement from concerned heads/unit incharge. After evaluating the genuinity of requirement, the list of requirements is finalized.

The consolidated requirement of all departments is placed before the Purchase Committee consisting of the representative of Management, Principal, Vice-Principal, Registrar and senior teachers for the approval.

The concerned Heads/Unit Incharge seek the quotations of three different vendors on the basis of approved list of requirements and prepare a comparative statement.

The Principal in consultation with Heads of concerned department, keeps it before the Purchase Committee for negotiation and selection of a vendor. Accordingly purchase orders are placed and material is procured after the verification. It is recorded in the Stock and Accession register of concerned department. Finally HoD/Unit Incharge recommends for clearance of the bill.

The entire process of procurement of material /resources is done transparently right from the demand of material to clearance of the bill.

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

6.2 Strategy Development and Deployment

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

Response:

An example of activity successfully implemented based on the strategic Plan: Implementation of Autonomy by the institute: A Success Story

The college applied for autonomy in the month of August, 2012 and the UGC conferred Autonomous Status in the month of January, 2013.

First academic year, 2013-14 under autonomy was the year of learning through experimentation involving formation of statutory bodies including an additional Advisory Committee, introduction of discipline elective, moral education, add-on courses, seminars, project work, interdisciplinary elective NCC, certificate courses, and NCC army diploma course at UG level. We could start a three year BA programme with MPSC/UPSC syllabus and conduct external evaluation by management society. Also we could organize around 20 different “Beyond Syllabus Scholarly” activities for our students.

The year 2014-15 was the reformative year where in we could make several examination reforms to meet the demands of the students:

Conducting bimonthly BoE meetings, framing rules and sorting-out grievances related to internal and Semester End Exams (SEE); double valuation of Answer Books of Semester End Exams; showing assessed answer books and issuing of their photo copies; displaying of Model Answer Books and Scheme of Marking; conducting workshop for teachers towards framing of MCQs; Conduct of additional exams after SEE and introducing MCQ pattern of Question Paper. We have arranged several meetings of statutory Bodies.

The year 2015-16 was the year of success. We could produce one batch of UG and two batches of PG graduates. The results of UG and PG programme declared so far were found to be in tune with results and reputation of our college prior to autonomy and showed an upward trend of merit holders. The results of First batch of UG-III year and Second batch of PG-II year students, under autonomy is a benchmark of our success story where in 225 UG and 45 PG students passed with distinction ('O' Grade).

Under autonomy, we could succeed in enhancing the percentage of attendance from 75% to 85%, student stay hours 5 to 6 hrs and teacher stay hours 6 to 8 hours in college campus.

In the year 2016-17, we could go for external academic audit by the Parent University and produced two batches of UG and three batches of PG graduates. The results of Second batch of UG-III year and Third batch of PG-II year students under autonomy are encouraging where in 167 UG and 44 PG students passed with distinction ('O' Grade).

Enhancement in employability of our graduates is reflected in number of placements through campus drives by national and multinational companies amounting to 260 during these years.

Despite hardships on the road towards academic autonomy, the college has succeeded to a greater extent in implementation of autonomy and gained credibility among its stakeholders.

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

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

Response:

Management/Governing Council: Our Governing Council functions as per the norms of the Parent University, the UGC and the Government of Maharashtra.

Governing-Body: The institution being an Autonomous College, the recommended composition and functions of Board of Governing Body is as per the norms of the UGC applicable to the constitution of the Governing Body of private management Autonomous Colleges. Subject to the existing provision in the bye-laws of our parent institute and rules laid down by the state government / the Parent University, the GB of our college shall have power to advice Academic Council, BoS, BoE and Finance committee.

Local-Management-Committee/College-Development-Council:

The composition of LMC involves Chairperson of Management, Secretary of Management, one HoD, three teachers, one non-teaching staff, four local members nominated by the management and Principal, IQAC Co-coordinator, Secretary of Students' Council and Principal as member secretary. It functions towards preparation of development plan of the college regarding academic administration and infrastructural growth and enables college to foster excellence in all academic sphere of the college. The College Development Council has been formulated as per existing Maharashtra-Public-University-Act-2016.

Advisory Committee: Our parent institute has formulated an additional non statutory advisory committee along with regular statutory bodies required for an autonomous college.

Principal: The Principal is responsible for implementing policy decisions of the parent institute, prepare and execute ordinance, plan and execute academic, administrative, infrastructure, knowledge and resource developmental activities as per the State Government, Parent University and the UGC norms for an autonomous college. He is assisted by the Academic Council and the BoS, the Finance Committee, the

BoE, the CoE , the IQAC coordinator ,the Vice Principals, the HoDs and support staff for effective execution by keeping focus on students' progress.

Academic Council, Finance Committee & BoE: The Academic Council is a sole authority to scrutinize and approve proposals of the BoS and advice the Governing Body in academic matters.

The Finance Committee is an advisory body for the governing body in making budget estimates related to grants from the UGC and funds through the fees, prepare audited accounts and advice Purchase Committee. The BoE is an authority to guide and frame rules and regulations related to evaluation of students, and grievances related to examination. The CoE is an executing authority for BoE and he functions as per the norms of the UGC.

BoS: The composition of BoS is as per norms of the UGC and its functions are concerned with designing of course curriculum for approval by the Academic Council and get approval for it and suggest panel of examiners to the Academic Council, coordinate research, teaching, extension and other academic activities of the department.

IQAC-Coordinator: The IQAC-coordinator looks after the tasks of IQAC under the guidance of QAC of college.

The institute's Administrative system has decentralization of power where in the HoDs are empowered to handle departmental affairs. The Incharge of support units namely NSS, NCC, cultural and debate look after the activities concerned. The Librarian is responsible for the procurement and dissemination of knowledge resources.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

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

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

Response:

An example of activity of statutory bodies under autonomy successfully implemented:

Academic-Council:

The Academic Council of our autonomous college is having power to recommend, advice the Governing body in the matters related to academic affairs. It is functioning effectively in accordance with vision, mission and objectives of our institute.

It is formed in accordance with the recommendations of the UGC in terms of its composition and tenure of its members.

The Principal of the college as a chairman of the Academic Council convenes its meeting at least once in a year, also as per the academic needs based on circumstances he may sometimes hold more than one meetings as suggested by Advisory Committee.

The Academic Council has well planned its academic activities under the proper guidance of Advisory Committee, and the Governing Body. It has set goals with regard to introduction of courses, imparting skillful knowledge with greater employability, framing student centric curricula with advanced syllabus assisted by proactive BoS of various subjects.

As a policy matter of the institute, the Academic Council has tried to keep equal number of working days in each term, by keeping intact the number of holidays, vacations as per the norm.

Our Academic Council was active enough in the year 2013-14 in scrutinizing and approving the proposals made by our BoS.

The Academic Council recommended the BoS through minutes of its meeting and resolutions to give 3

credits to Communicative English, approve examination pattern, procure examination automation software, approve for timely submission of AQAR, placement committee report and appoint fulltime placement officer which were totally implemented by the college.

The year 2014-15 was a reformative year where in the academic activities planned in the beginning of the year such as introduction of 13 add-on-courses, introduction of new syllabus at UG/PG second year were implemented.

The third and fourth academic year under autonomy (2015-16, 2016-17) were the years of success where in we could produce two batches of UG and three batches of PG. The academic activities formulated by the college in both these years were well planned. The activities such as receiving feedback analysis report on curriculum, introduction of M.Sc. (Chemistry) programme, appointment of placement officer, timely preparation of college magazine 'Shabdagandh', organization of National conference in Physics, Chemistry, Geography, Political science in the year 2015-16, and national conference in Zoology, History, Public Administration, Marathi, Computer Science, IQAC and inter university Net ball Tournament in the year 2016-2017, certificate course on Android OS and framing of syllabus under CBCS pattern for all programmes, participation of teachers in Refresher/Orientation Courses, Seminars, Conferences and procurement of E-governance software etc were in tune with resolutions of the Academic Council meetings.

The effectiveness of functioning of the Academic Council is reflected in terms of results of summer 2016 and 2017 examinations where in 270 students and 211 students respectively could bag 'O' Grade exhibiting higher attainment level and also in terms of number of placements showing the upward trend 97 in the year 2015-16 to 102 in 2016-17.

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

6.3 Faculty Empowerment Strategies

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

Response:

The various welfare measures adopted by the institution are as follows:

1) Staff-Welfare Fund:

A staff welfare fund is generated through contribution of Rs. 50/- from each staff every month for fulfilling the emergency requirement of employees family and deposited under separate account head. This deposited amount is given as loan, as staff welfare fund loan to the needy under emergency circumstances with 4.0% rate of interest. The maximum limit for borrowing the loan from this account for years 2012-13 to 2014-15 was Rs. 20,000/- and later it is raised to Rs. 30,000/- during the year 2015-16 and 2016-17.

Under this scheme, in all 87 employees got benefited during the last 5 years.

2) Emergency and long term loan through Employees Credit Co-operative Society:

Welfare of our staff is taken into account on different fronts by the employee's credit co-operative society which is operative in the college to assist the employees in getting the financial support in case of emergency or as per their financial requirement. All teaching and non-teaching confirmed staff members are regular members of the society. The society accepts shares, deposits and monthly installments and provides loan up to a maximum of Rs. 16,00,000/- for teaching and 25 times of total salary of non-teaching employees not exceeding Rs. 16,00,000/- for the purpose of home construction, vehicle purchase, wedding, medical treatment and other emergency needs. It also provides an emergency loan up to a tune of Rs. 25,000/- each, once in a year for emergency causes. The society also reimburses the annual dividend once in a year.

3) Concession of tuition fees to the wards of staff:

Our parent institute is kind enough to introduce a welfare scheme for our staff members. Since seeking admission in the college is strictly on merit basis, the college administration has reserved some seats in each program for the wards of staff and at the same time gives 50% and 25% concession in Fees for the wards of non-teaching and teaching staffs respectively seeking admission in the college.

4) Employee provident fund:

The teachers who are appointed for non-grant courses & who are not covered under salary payment scheme or pension scheme are entitled to contributory provident fund scheme/E.P.F. in which the rate of monthly subscription of the employee and the management share shall be as per the rules of Government of Maharashtra.

5) Special provisions in terms of leave for women:

Female teachers are given special provision in terms of accumulation of casual leave, leave for rearing young children, allowing to work part time, condonement of break in the service and priority for attending orientation courses/refresher Courses.

6) Day Care Centre:

As a component of merged scheme of UGC-XII plan, the college conducted a Day care centre for taking care of children's of our employees.

7) Staff Academy Fund:

As a common courtesy measure gifts are given to staff on special occasions such as marriage and Vastushanti etc on behalf of staff academy. Staff academy felicitate the award winning staff.

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

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

Response: 55.17

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

2016-17	2015-16	2014-15	2013-14	2012-13
82	33	46	43	35

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

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

Response: 7.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	5	7	9	2

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document
Reports of Academic Staff College or similar centers	View Document

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

Response: 13.73

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

2016-17	2015-16	2014-15	2013-14	2012-13
17	10	15	8	9

File Description	Document
Any additional information	View Document
Details of teachers attending professional development programs during the last five years	View Document
IQAC report summary	View Document

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

Response:

The performance based appraisal system (PBAS) towards the annual self assessment of the staff:

The institution has two different systems for assessment of yearly performance of teaching & non teaching staff members. The annual assessment of the performance of the teaching staff is made through collection of information from teaching faculty in two different formats, one as per the norms of the UGC and our University generated proforma known as “Annual Self Assessment for the Performance Based Appraisal System” a 10 page format and the other provided by the Government of Maharashtra referred as “Form of Confidential Report” (CR), an 8 page format.

The annual assessment of performance of non-teaching staff is made through collection of information

from non-teaching employee in only one format provided by the government of Maharashtra referred as “Form of Confidential Report”.

The PBAS format for the teachers referred above procures information under 4 categories, namely Teaching Learning Evaluation related activities (Category-I), Co-curricular, Extension ,Profession Development related activities (Category-II), Research Publications and Academic Contributions (Category-III),summary of API Scores(Category-IV) and other relevant information where as the format provided by the government of Maharashtra as “Form of Confidential Report” meant for both teaching and non-teaching staff, collects information related to personal details, qualifications, self assessment report, estimate of general ability and character, remark of reviewing officer and a separate ephemeral roll.

Mechanism:

For both the teaching and non-teaching staff, prior to the end of academic year, the above said formats are circulated to the staff for filling their individual information and for which a stipulated time is given for submission of the same to the office in the filled form. The concerned staff after filling individual information in two formats in the case of teachers and one format in the case of non-teaching staff submits to the concerned HoD with all enclosures for assessment and evaluation.

The HoD verifies the information and in turn submits the same collectively to the Principal with proper remarks on individual’s format. The Principal then makes verification of the information given in individuals’ formats and gives remarks. The evaluation on the teachers’ performance is made in assistance with concerned HoD and member secretary of IQAC. In the case of non-teaching staff the remarks are given by the Principal only.

The Principal prepares consolidated report of all individuals in the college with due remarks and submits the same to the reviewing officer.

The entire performance assessment is made through ephemeral roll statement maintained for each staff with date wise remarks made there in from time to time.

The reviewing officer asks for corrective measures to the concerned staff in case of minor complaints. But in case of major remarks, the reviewing officer calls written explanation and after placing the same before the Governing Council, the action is taken. The serious cases with conflict of interest & disagreement on the remarks are forwarded to the university and college tribunal for resolution.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:**Institution conducts internal and external financial audits regularly:**

The Governing Council of our Sanstha is watchful and conscious in handling financial affairs of the college. Its role is proactive in terms of generating financial resources from UGC, DST, other central government agencies, state government and NGOs; proper utilization of funds with utmost transparency under strict monitoring mechanism, sending reports of utilization to the concerned fund providers, preparing quarterly and annual audited statements.

Internal Audit (non-statutory):

The internal audit of our college is undertaken quarterly by local M/s. Shinde Chavan Gandhi & Company. The internal auditors check and verify receipt payment statements, scrutinize the ledgers and cashbooks and tally government deductions maintained under different heads for which quarterly fees of Rs. 20,000/- is charged by them.

External Audit (Statutory):

The external audit of our college is conducted annually by local R.R. Tapadiya & Company. They inspect, check and verify the audit conducted by internal auditors. A fee of Rs. 20,000/- to Rs.75, 000/- per annum for each cashbook is charged by them.

Apart from the above said audit mechanism, as per the norms of Government of Maharashtra, Higher Education Department, the college conducts its financial audit annually by Accounts Officer (AO), followed by audit by Senior Auditor, Joint Director Office, Higher Education, Nanded and final audit is conducted by Accountant General, Nagpur, for salary and non-salary grants received from the government.

Major audit objections/observations and Recommendations during last five years:

1. Electricity bill is paid randomly from any unit. It is suggested that it should be paid from only one account.
2. It is observed that bank accounts for all units are opened as saving bank accounts. It is suggested that all these accounts should be converted into Current Account with immediate effect (2015-2016).
3. Fees recorded on accrual basis of accounting where as other income, rent receipts, grants from Government, etc. are recorded on receipt basis (2012-13 to 2016-17).
4. It is suggested that all receipts and payments should be recorded on accrual basis only (2012-13 to 2016-17).
5. Assets created under DST-FIST are yet to be transferred to the respective assets account, (2015-16 to 2016-17).
6. All the Bank Accounts are reconciled. There are some credit balances in some accounts due to cheques uncashed by the parties. We suggest that these uncashed cheques to be credited to respective accounts which will clear all long outstanding entries (2014-15 to 2015-16).

The corrective measures are taken for all the above audit objections and queries. Also compliance for all recommendations made in a timely manner.

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

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

Response: 37.32

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.10	1.40	2.80	0.02	30.00

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

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

Response:

Our institution being a non-profit organization has developed strategies and set mechanisms and procedures in terms of creation of financial resources, generation of funds, budgetary allocations, optimum utilization and has set procedures with utmost transparency.

For grant in aid courses, the salary grants are procured from the state government as per the pay scale norms of the UGC & State Government through Joint Director, Higher Education, Nanded division, and under his custodianship the staff salaries up to a tune of Rs.69.23 Lakhs per month mobilized and utilized with a set procedure through bank transactions only.

As the Government of Maharashtra has stopped providing non-salary grants since 18 years, the college with the help of parent institute generates funds by way of endowment donations from the well-wishers, in terms of Welfare, Prize, Alumni, PPE and FD interest funds.

For grant-in aid courses apart from the regular fees (up to a tune of Rs. 38.57 Lakhs per year) collected as per the University norms, the basic sources of funds are the UGC, and the DST under various schemes. For the last five years the UGC-grants up to a tune of Rs.4.00 crores are received by the college under the schemes CPE & BSR (Rs.1.27 crores), Women's Hostel (Rs. 8.5 Lakhs), Indoor Sports facility & Swimming pool (Rs. 40.00 Lakhs), GDA (Rs. 28.6 Lakhs), Merged schemes (Rs. 14.00 Lakhs), IQAC (Rs. 3.0 Lakh), MRP (Rs. 27.8 Lakhs), and conference (Rs. 67.03 Lakhs). The Grants towards Autonomy upto a tune of Rs. 63 Lakhs are due with UGC.

The grants received from the DST, Govt. of India included the FIST grant (Rs. 29.75 Lakhs) and fast track young scientist grants (Rs. 14.5 Lakhs). For non grant/self finance courses, the main source of fund is tuition fees and other fees collected as per norms of University and resources generated in terms of endowments and PPE funds by our parent institute. A non grant course fees up to a tune of Rs. 3.00 crores per annum is collected.

For meeting the expenditure related to salary, infrastructural and academic developmental needs of both grant-in aid and non-grant/self-financed courses, the institute solely depends on grants from the State Government, Central Government and endowment funds and PPE fees generated by our parent institute.

For optimal utilization of grants from governments and endowment funds, the college has set mechanisms and procedures. The budgetary allocations are made at the beginning of the financial year.

Departmental requirements are procured from the HoDs at the beginning of academic year scrutinized by the Principal and the Purchase Committee, after due consent, the purchase procedure is started.

The financial controls are kept through computerized accounting system in which CCMS-office automation software is used in all counters such as cash, and accounts equipped with Tally software module. The daily summary of accounts is signed by O.S. as per the government rules, day to day cash books are verified and signed by the Vice-Principal. Audited statements of accounts, UC are sent to funding agencies.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Two Examples of Best Practices institutionalized through IQAC initiatives:

1. Internal Academic Audit:

An Internal Academic Audit is conducted by the Internal Academic Audit Committee comprising of the

Principal, the Vice-Principals, the IQAC Co-coordinator and two senior faculty members. The committee visits every department in accordance with schedule.

The committee verifies and reviews the following aspects in the departments:

1. Annual plan of the activities in the department and adherence to it.
2. Student's attendance and discipline.
3. Quality of seminar topics assigned to the students.
4. Research consultancy and extension activities of the department.
5. Participation of the faculty in seminar/workshop.
6. Major and Minor research projects undertaken by teachers and students.
7. National and International publications and presentation of papers in conferences, workshops and seminars.
8. Result analysis of End Semester and internal exam.
9. Students' feedback on curriculum and infrastructural facilities.
10. Generation of financial resources for self financed courses/departments
11. SWOC analysis

The academic audit is an important initiative of the IQAC towards quality assurance process. The findings of the Audit Committee are used for taking corrective measures.

2. Allotment of marks for the attendance of students for enhancement in the class attendance

Context:

As our students belong to rural area, they do not have a tendency to attend the classes regularly due to which their attendance ranges from 45-50% and hardly reach 75%. The syllabus is framed to cope with new trends and challenges. Therefore to encourage higher participation of students' in the classrooms, marks are allotted to students' attendance.

Objectives:

1. To enhance the attendance of students.
2. To enhance the learning outcomes.

Mechanism:

The actual practice of allotment of marks to students' attendance is as follows:

- 1) It is mandatory for every teacher to take attendance regularly in his/her Lecture/Laboratory course and submit monthly attendance report to the office indicating percentage of attendance of each student in each course.
- 2) a) If the attendance of student is less than 75%, then the office communicates same to his/her parents through SMS or Postal message.
- b) If there is no improvement in the attendance of a student, concerned parents are informed and made

aware of meager attendance. An undertaking is then taken from them regarding improvement in attendance of their wards.

3) The office submits verified attendance report to the examination section.

4) A scheme of marking for attendance involving 2% marks to 75.1 to 80 % attendance and 10% marks to 95.1 to 100% attendance is followed.

Resources used:

1) Format for submission of monthly attendance report.

2) Software, for converting percentage of attendance into marks.

Outcomes:

1) The outcome of the said best practice is reflected in the form of UG final year results of May 2016 exam of first batch of our students under autonomy wherein 270 students of all programmes bagged 'O' grade (First Class with Distinction).

2) The perceptible outcome of this practice resulted in enhancement of percentage of attendance from 40-50% to 85-90% in every class.

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

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

Response:

Reviews on Teaching Plan, its execution & learning outcomes with two examples:

During the summer vacation, through several coordination committee meetings, the tasks such as the finalization of admission schedule, decisions on criteria for admission, plan for implementation of new courses, preparation of prospectus, academic calendar across two semesters describing vacation tenure & details of extra and co-curricular events, schedule of examination & curricular activities, declaration of results independently for two semesters in the year and preparation of "Daily Teaching Report" diary are completed & executed accordingly without deviations.

In the beginning of the academic year, the faculty meetings are held for making aware of the academic calendar & yearly plans of the institution & the various working committees to address the task are formulated. Through departmental meetings chaired by HoDs, distribution of workload, preparation of the

time table, papers, topics and project allocations to teachers is done in the beginning of each semester. The students' association is formed and their activity is finalized & executed.

The individual teacher prepares course wise teaching plan meticulously with an objective to work it out properly and is given to the students. At the same time the students plan their studies accordingly & clarify their doubts. Teachers accordingly plan the revision of syllabi and arrange extra lectures. A daily teaching report diary is maintained by each teacher. He / She has to write in it, the course wise teaching plan, after verification by the HoD submits a copy to the office and a copy to students, make daily note on progress of teaching which is monitored regularly by the HoD.

The monitoring of the teaching learning process and the effectiveness of teaching by an individual teacher is made by Principal/ Vice Principals concerned on last day of every month by way of checking and verification of attendance reports and daily teaching report diary. It is also checked through student feedback on curriculum. The progress and effectiveness of teaching twice in a semester is verified by coordinators, Vice Principals & Principal along with monitoring through coordination committee meetings and corrective suggestions are taken.

The level of attainment of students are also measured and monitored through result analysis and corrective measures suggested in the Coordination Committee meetings, held twice in each semester.

An example of teaching learning reform facilitated by the IQAC of our college is to adopt ICT enabled teaching learning process suggested in recent years. Promotion of ICT enabled teaching helped our students acquire advanced knowledge with the conceptual clarity through diagrams and animations assisted learning.

Another example of reforms facilitated by our IQAC is implementation of activity based test in place of a unit test from 2016-17. The test is based on activities like chart/poster making, group discussion, mock interview, book review, tutorials, seminars, surveys, sampling, small projects etc. It not only developed confidence, working communication skill, team work, leadership qualities, stress free learning, play way learning but also improvements in results and 100% involvement as an ultimate outcome.

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

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

Response: 12

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	9	6	8	7

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

6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

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

Response:

Post accreditation quality initiatives of the college (After second cycle of accreditation):

It is to note that, almost all the recommendations for quality enhancement of the institution made in Peer Team report on institutional Re-Accreditation are fulfilled by the college.

Following are the implementations towards respective eleven point recommendations made by Peer Team in Jan. 2010:

- The UGC conferred autonomous status to the college in the month of January 2013 and our college implemented it from the academic year 2013-14.
- The college could start certain women related courses such as Beauty Parlour as an Add On course from the year 2014-15.
- New courses such as B.A (Civil service) in 2016-17, M.Sc. (Chemistry) in 2014-2015, M.Sc. (Botany and Mathematics), M.A (Political Science and English) and MCJ in 2017-18 have been started .
- Junior college has been delinked in the year 2013.
- Use of modern audio-visual aids in classroom teaching have been strengthened under which 15 classrooms with LCD ,10 Seminar halls with ICT and 11 classrooms with LAN and Wi-Fi facility have been made available.
- Computer Literacy program for staff was organised once in a year and Soft skill is introduced as an Add-On course at UG-II year from 2014-15.
- A Placement Cell has been established in the year 2013-14 and an independent placement officer has been appointed. Till this date 260 students placed through campus interviews.
- There are eleven departmental libraries. The PG departments provide an open access to their libraries.
- Statistical softwares like Matlab in 2012-13 , Mathematica in 2013-14 and Mapple 2015-16 along with ETNL language Lab software in 2012-13 ,CCMS office automation software with attendance, accounts, payroll, admission, inventory, Exam in 2013-14 , E-governance office automation master software in 2016-17 and a Tally softwares have been procured .
- Music department strengthened by latest musical instruments and a certificate course on “**Vocal Light Music**” has been started.

Other quality enhancement initiatives in the academic and administrative domains successfully implemented by the college during the last five years:

- Acquired the rank in rank band 101-150 under the NIRF 2016, MHRD, Government of India.
- Bagged ‘A’ Grade with score 392 out of 400 in External Academic Audit by the Parent University.
- Started 361 IIT sponsored NPTEL courses in the year 2017 through which 26 students and 9 teachers got through the exam held in Sep. 2017.
- Sixteen Add on courses started.
- Mentor-mentee programme started.
- Courses on NCC studies under UGC scheme, Moral education, Interdisciplinary diploma course in NCC and Disaster Administration started.
- Every year 5 to 6 conferences organized.
- ISO 9001: 2008 (QMS) certification procured.
- Grant worth Rs 70.00 Lakh (50% share of parent) under the DST-FIST scheme for six science departments received.
- The CPE phase III grant of Rs 1.5 crore and the BSR grants of Rs 36.00 Lakh received.

- MoU with Lille-1 University, France and the NCL, Pune signed.

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

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 65

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

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

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

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

Rajarshi Shahu Mahavidyalaya is known for its safety and secure campus not only for girls even for boys as well as faculty in the context of today's social conditions. It is a rural based HEI with an objective to provide higher education to the students of economically backward community. We are proud to state that our girls have outnumbered the boys. The institution tries its level best to provide equal opportunity and some special privileges to them. Number of initiatives in different areas have been undertaken to empower the women in the college. At both campuses, the measures taken towards security are: The college timing is 8 am to 5 pm; this is designed so that there would not be any inconvenience and promotes the safety measures. We have taken initiative by instructing to all faculties to complete the theory classes and practicals before 5 pm so that students particularly girls should reach to their respective places in time. Whenever the schedule of practical and theory classes extends due to some functions or of any other reasons, college informs parents through SMS. 36% of faculties are females; they always guide female students and counsel them on different issues of girls. The college has active Internal Complaint Committee, Anti-Ragging Committee, Internal Discipline Committee, and Grievance Redressal Committee. All these committees work in coordination for making the campus secure and safe. We organize every year the different Gender Awareness Programs and courses for both students and faculty. I-

Card and uniform is compulsory for students and staff. Our college is in the heart of the city, this helps us in maintaining the discipline and providing the security to girls. Damini Squad visits College premises regularly. We have round the clock security at gate for safety of students. During NSS Annual Special Camp, security is provided to girls during their stay for 7 days. Special duties are allotted to all ladies faculty during camp. All the bodies/councils/committees of this college have reservations for women faculty representatives. The college canteen and library provides separate seating arrangements for girls. College is under CCTV surveillance. Our institute is active and decisive in promoting gender equity where the academic, social and physical environment and the surrounding community take into account the specific needs of both boys and girls. Our teachers conduct sessions on gender sensitivity issues to properly address inequality and discrimination between male and female so the institute has appointed a special Psychiatrist Dr. Basawaraj Khuba for counseling of students. The regular interactive sessions are conducted by him. The college has common room with washroom for girls and facilities like chairs, tables, drinking water etc. are provided for relaxation and rest for them. Lady attendants are provided at the common room to help the students.

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

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

Response: 35.53

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

Response: 69150

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 26.3

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

Response: 8411.13

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

7.1.5 Waste Management steps including:

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

Response:

Our college is very conscious and committed to the environmental issues with regard to protection, conservation and sustenance of natural resources. The faculty and the students are being sensitized towards environmental issues through continuous orientation programs. The different sectors of the institution promote conservation of natural resources by implementing different strategies with reference to utilization of water and energy.

Wet waste generated at Biotechnology campus is collected in a pit of size is 10×12×15 feet. This waste is subjected for windrow composting. It is the production of compost by piling organic matter or biodegradable waste. This pit is mixed periodically to improve the porosity, oxygen content, remove moisture and redistribute cold and hot portions of pile. From this we get 250 kg for every three months dry manure which is utilized for the gardening the campus and various premises of the Institutions. The manure generated is provided to some local farmers as a promotional activity of waste management. The solid waste generated by the Microbiology Department which contains highly dangerous pathogens is disposed following bio safety norms as it is first sterilized by autoclaving and then disposed.

We have a liquid waste management tank near Chemistry and Analytical Chemistry laboratory at main campus. The hazardous waste of chemistry laboratory and usage like acids, different organic solvents, waste water, soluble impurities, are not disposed directly into the drainage. But they are collected in a large tank designed for equalization. By means of agitator, it is homogenized and then kept for sedimentation for about 24 hrs. After sedimentation, the pH of the sedimented liquid is checked and it is neutralized with necessary chemicals. Treatment with KMnO_4 , is again done if needed. The liquid waste from primary treatment is subjected to microbial treatment in which biological oxidation of a liquid waste brings about aerobic oxidation of microorganisms and subsequently it is subjected to tertiary treatment. In Tertiary Treatment, waste water is simply chlorinated and reused for various requisite purposes such as: concrete mixing on construction sites, toilet and urinal flushing, for watering plant etc.

We promote E-waste management by practicing buy back offers. Whenever computers are purchased, we request the vendors to buy back the old system so that it is recycled. Similarly, we advocate the staff and students to give their old mobiles and purchase new ones from stores where they have such offers. The staff uses pen drives to store data instead of files or CDs. Electronic goods are put to optimum use and the minor repairs are set right by the staff and the laboratory assistants and professional technicians are called as and when required.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Latur is situated in Marathwada region of Maharashtra, where water scarcity is very common. Therefore, rooftop rain water harvesting system is installed for recharging ground water and meeting water requirements. College has three campuses viz Main campus, Biotechnology Campus and Sports complex. At all campuses, we have set up rain water harvesting system. The runoff from the terrace of the college building (5900 Sq feet + 3175 Sq feet) is channelized into for charging tubes of two wells, each measuring 1m x 1m x 2m. All the rooftop rain water outlets discharge into storm water drains and then to the recharge pits (Capacity - 42 KL each) to facilitate groundwater recharge, all structures are provided with 107.69 m deep bore wells of 150 mm diameter. Layer of bricks filled inside the recharge well ensures proper filtration of harvested water. The project was implemented in March 2016. The cost of the entire rainwater harvesting system was Rs 0.25 lakh. There are two different types of rain water harvesting processes developed in the biotechnology campus. The rain water harvesting facility developed at the roof of four storied building in which metal sheet having ridges have been placed on the specified roof area, where on the slopes the rain water comes very fast and collected at the pipe having 6×6 inches circumference plastic pipe and this is being collected at a big syntax tank on the roof itself. In such a large quantity of rain water is utilized for the laboratory purpose. Arresting the rain water flow down in campus in the rainy season is a great challenge to the management. Two rain water plastic tanks are for harvesting rain water to meet the water requirements partially. The rain water is channelized towards bore wells to raise the ground water level. At the Sports Complex, rainwater of roof top is collected in the pit near the bore well which increases the level of water. It is stored in a tank which is used for garden. Trees and lawns are maintained with water drips and sprinklers to avoid wastage of water. Frugal use of water has ensured constant supply of water for the stakeholders in the college. We organize the Water Harvesting Technology Demonstrative Program in April 2016 for staff and students in college campus in order to create awareness about water conservation and rain water harvesting. We also organized *Jal Jagruti Saptaha* to spread the knowledge of rain water harvesting benefits to the society. Our students visited different areas of Latur city for spreading the message 'Use Water with Care and Avoid Wastage'. So that water reserves available last till the onset of next rain. They instigate the citizens for groundwater recharge system near their bore wells. College also educates the students regarding rain water harvesting and other activities through different programs like Vasundhara Day, Ozone Day, Save Water etc.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- Students, staff using
 - a) Bicycles

- b) **Public Transport**
- c) **Pedestrian friendly roads**
 - **Plastic-free campus**
 - **Paperless office**
 - **Green landscaping with trees and plants**

Response:

Green practices have been adopted in different shapes through awareness campaign and display of posters. The care has been taken to switch off light and fan when not in use, to turn off computers when not in use, use of inverter during load shedding or no electricity, use of renewable energy, use of LED bulb, use of ISI mark switch, limited period use of air conditioner/cooler. The college garden not only represents the beauty of the campus but also the greenery of the campus.

We have initiated the utilization of bicycle once in a month so that we could be able to cut the possible carbon emission which causes serious air pollution. We have organized bicycle rally to promote use of bicycle at the campus. We initiated this practice since long. The faculty as well as students regularly use the public transport. We have sufficient city buses from Latur to 30 kilometer around the city. Share auto rickshaws and two/four wheelers are used by staff and students for transport and conveyance.

The college is very keen about plastic free campus. There are always motivational appeals to students and faculty not to use disposable things. Plastic eradication rally was organized on 07-09-13 for students in college campus. We initiated the campaign about awareness of the concept of paperless office for that we have made groups of students and faculty to utilize the facility of social media like e-mail, SMS, whatsapp etc to inform students about various activities like faculty meetings, exam time table, scholarship, programme deadlines, etc.

The college has Campus Beautification Committee which takes care of green landscaping. At our campus we have planted tree, shrubs and certain herbs. Every year NCC and NSS students conduct Plantation Program in adopted villages and in college campuses. The college also acted as the Nodal Agency (Latur district) for plantation drive initiated by Government of Maharashtra. To reduce the concentration of carbon dioxide, the perennial plant species have been planted in the campus. The plant not only reduces the carbon emission but they are meant for beautification of the campus. The Plantation programme was organized with the help of villagers and students at *Mouje Dhanori, Tq, Latur Dist. Latur (2012-14), Ramjanpur, Tq, Latur, Dist. Latur (2014-15), Vanjarwadi, Tq, Renapur Dist. Latur (2015-17), sponsored by Maharashtra Aryan Sena and Latur Vruksha Mitra in Latur.(2014-2016) respectively.*

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

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

Response: 0.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.80	0.73	0.70	0.66	0.61

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

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

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 176

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

2016-17	2015-16	2014-15	2013-14	2012-13
88	16	29	10	33

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

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 94

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

2016-17	2015-16	2014-15	2013-14	2012-13
15	24	27	17	11

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

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

Response: Yes

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

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

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

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

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 42

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	8	8	8	7

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

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

Response:

Our institute participates in organization and celebration of various national festivals and birth/death anniversaries of the great Indian personalities with great enthusiasm. Our students are on a mission towards better India. They come together breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programmes conducted on these days.

We celebrate every year National festivals Republic Day on 26 January and Independence Day on 15th August at our campus. We also celebrate great Indian leaders Birth and Death anniversaries. The great Indian leader and social worker Rajarshi Shahu Maharaj Birth Anniversary on 26th June., Chhatrapati Shivaji Maharaj on 19th Feb, Dr. Sarvappalli Radhakrishnan Birth Anniversary on 5th Sept., Dr. B.R.Ambedkar Birth Anniversary on 14th April, Mahatma Gandhi Birth Anniversary on 2nd October as Swachata Abhiyan Diwas, Savitribai Phule Birth Anniversary on 3rd Jan., Swami Vivekananda and Jijau

Birth Anniversary on 12th Jan, A.P.J. Abdul Kalam Birth Anniversary, Premchand Birth Anniversary on 31st July are celebrated at our campus.

Our college is celebrating various days at campus, like Marathwada Muktisangram Din and University Foundation Day on 17th Sept. National Cadets Corps (NCC) Day is celebrated every year on the fourth Sunday in the month of November, NSS Day is celebrated on 29th Sept, the Motto of NSS "Not Me But You", reflects the essence of democratic living and upholds the need for selfless service, International Yoga Day on 21st June, Hindi Diwas on 14th Sept., Sanskrit Day 7th October, Geography Day on 14th January, Pi Day (a mathematical constant ?) is Celebrated by Mathematics Dept. on March 14, Mathematics Day on 22nd Dec., Samvithan Din as Constitution Day on 26th Nov., National Science Day is celebrated every year on 28th February as a tribute to Indian Scientist Sir Chandrasekhara Venkata Raman, on this day we organize Poster and model presentation competition on Scientific themes to enhance research aptitude among the students, Kamgar Day on 1st May, Shahid Din on 23rd March, World Environment Day on 5th June, Kargil Vijay Divas on 26th July, Librarian Day on 13th August, International Human Right Day on 12th October, World Cancer Day on 4 Feb. Chanakya is commonly identified as *Kautilya* or Vishnugupta . He is an Indian teacher, philosopher, economist, jurist and royal advisor, to tribute him college organizes Kautilya Saptaha on 23rd to 30th Dec.

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

Response:

The institution has planned and executed all its financial, academic, administrative and auxiliary functions and reforms in tune with its vision and mission statements.

Being a non-profit organization, it has developed strategies and set mechanisms and procedures in terms of financial resources, generation of funds, budgetary allocations, procurements, optimal utilization of funds/resources; academic deliverables, administrative matters and associated infrastructural developments with utmost transparency for enhanced teaching learning and research culture. The institute follows system of participatory management through the process of delegation and decentralization of powers in a democratic way and maintains complete transparency in selection of management members, recruitment of staff, selection of students, in the execution of academic tasks, meeting infrastructural developmental needs, resource management and in its overall functions for the cause of education.

Empowerment of women, justice to downtrodden, concessions to marginalized farmer's wards, upliftment of poor students and providing healthy academic ambience in the campus are dealt on priority basis.

HRD activities, ethical values and sense of social responsibilities are planned and executed through community involvement.

Deliberate efforts are made to inculcate human values and profession ethics in its stakeholders and society through its set codes to address cross cutting issues relevant to gender, environmental and its sustainability, human values and profession ethics by arranging extension and outreach activities in the neighborhood community through its lecture series, NSS, NCC, cultural, elocution units thereby sensitizing students, staff and society for the holistic development.

The college recruits both male/female staff; provides admission to both male/female students. We emphasize on Political, Social, Economical, Historical and Geographical issues where in women's movement and gender equity etc are highlighted. The committees on Women Grievances, Sexual harassment and Anti-ragging are functional.

The college has incorporated a compulsory 02 credit course on "Moral Education" in the curriculum; conducted many programmes with Andhashraddha Nirmulan Samiti, Vivek Vahini, Sevalay, Matoshri Vrudhashram, Nari Prabodhan Manch, Art of Living, Miragi Netralay, SOS and rehab center for Divyangjan to imbibe human values and make our students better citizens.

Human values are addressed in both UG and PG courses especially in Sociology, Geography and Languages, Certificate courses are offered in Human rights, Diploma in disaster management, Human Excellence Development highlighting the importance of these values.

Values which the institute inculcates are valuing the dignity and worth of an individual, objectivity in assessing and understanding social realities, preferential option for the poor and marginalized, emphatic approach towards vulnerable groups, self discipline and accountability.

Professional ethics which prepare the students to practice proper ethical, moral and professional standards is a part of curriculum in UG and PG Information Technology, Biotechnology and Commerce courses. Professional ethics are conveyed to the students, so that plagiarism is prevented.

The institute has active National Service Scheme (NSS), NCC Boys and Girls units. It organizes environment awareness *Special Youth Camp* of one week, NCC camps, cleaning campaign on and off the campus frequently to generate awareness about the general hygiene and to keep the villages, streets in townships, college premises and its surroundings clean.

7.2 Best Practices

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

Response:

Best Practice-1:

1) Title of Best Practice: 'Earn-While-Learn' Scheme

2) Objectives of the practice:

- i) Help poor students through scholarship.
- ii) Develop 'dignity of work' attitude among students.

3) The Context:

Latur comes under drought prone zone. The majority of students belonging to farmer families discontinue

their education because of poor economic conditions. To help such students, the college decided to launch this scheme in 1998.

4) The Practice:

Applications invited from poor students by **Earn-While-Learn Cell**. The applications are scrutinized on set criterion and final list is prepared. The selected students are informed about nature of work, wages per hour and allotted time schedule. As per the decided schedule, they work in the campus. The nature of work includes cleaning campus/classes, perform invigilation duty at the practice exams, assisting in the library and office work, etc. Every year 70 students are selected and the remuneration given is Rs. 50 per hour.

5) Evidence of Success:

Large number of applications are received. The participating students became self-reliant and responsible citizens. The practice helped the college in maintaining the cleanliness of campus and developing a 'Dignity of Work' attitude among the students.

6) Problems encountered and Resources required:

Problems encountered:

Initially, students were hesitating to work on campus.

There was a paucity of funds to run this scheme.

Resources required:

A Coordinator for supervision.

Rs 6.00 Lakh/annum fund for implementing the scheme.

Best Practice-2:

1) Title of best practice: 'Moral Education'

2) Objectives of the practice:

- i) Inculcate moral values among the students and make them socially responsible.
- ii) Eradicate the issues of stigma of children of the HIV-affected and neglected parents.
- iii) Encourage philanthropy among the students.

3) The Context:

Due to materialistic and self centeredness, sympathy towards less privileged is declining in the modern

society. For addressing this issue, the college introduced 'Moral Education' as a compulsory course at UG first year/entry level, where the young minds are receptive, sensitive and mouldable.

4) The Practice:

We have MoUs with NGOs and social organizations like *Maharashtra Andhshradha Nirmulan Samiti*, Red-Cross, and Latur Lion's Club. The course curriculum of Moral Education is designed by expert teachers, NGO Experts (Dr.Hameed Dabholkar, Mr.Nikhil Waghale, etc). In addition to the regular teaching, guest lectures, expert interactive sessions and field visits/practicals are arranged. For practicals, project-work is assigned on various social issues, where in the students visit, interact, experience the atmosphere and render social services to deprived class of the society and finally submit the project report.

5) Evidence of Success:

- i) Overwhelming response of students for field visits.
- ii) After field visits students found sentimental and helpful towards deprived class.
- iii) The student assured about taking care of old age parents and helping the children of HIV-affected persons.

6) Problem encountered and resources required:

Problems encountered:

- i) Non co-operation from NGO's for field visits.
- ii) Non availability of time, a constraint for field visits.

Resources required:

Funds towards payment of TA/DA, honorarium and conveyance expenses.

Academic experts, teaching faculty and NGO's.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority

and thrust

Response:

Distinctiveness : “Education on Merit is Hallmark of our institution”

Context :

Our institute established in the year 1970 with “Pursuit of Excellence” as its mission, has created an imprint of Quality Education in Maharashtra by emphasizing mainly on major issues of education namely reach, equity and excellence. With 48 years of unique growth history, it is presently one of the premier educational institutions in the state. It has established a reputation for academic excellence.

Area of Performance:

To provide the best possible education on merit and producing large number of merit holders every year is the hallmark of our institution. Its distinctiveness is seen not only in producing large number of merit holders, but also in selection of its stake holders. The selection of students and teachers is only and only on merit basis. Our college is known for its large pool of merit holders. Our results speak a lot. It has established an impressive track record of results. The results of the college in all the programme are consistently excellent. Even though there were more than 371 colleges affiliated to our parent university, majority of merit holders in almost all the programs were from our college alone. Since the inception of our parent university in 1994 and till 2015 under non autonomous mode, in the B.Com examination results, almost all the three rankers were from our college.

The good track record of results and consistency in producing merit holders is maintained by the college in the present autonomous mode also. This is reflected in our results of summer 2016 and 2017 exams where in 270 and 219 students respectively could bag ‘O’ grade there by showing upward trend of merit holders with good level of attainment. This is because of the reason that, the college makes continuous examination reforms.

Obstacles :

Despite the trials and tribulations, hardships, fight for survival due to problems of accommodation, finance and non recognition by the elite class of society, we made efforts to overcome them and took adversity as a boon for growth and success by doing things differently.

Positive impact on society :

The new educational pattern, “**Shahu Pattern**” evolved due to devotion, dedication, team spirit and our work culture, experimentation and its consistency has made positive impact on society. Because of the freedom from the management, stake holder support and mouth to mouth publicity, we could succeed in our goal and generate a pool of merit holders.

Promotion and Outcome :

For promotion of our results and encourage merit holders, our management members congratulate and felicitate the students, their parents and faculty for their achievements on “**Photo Session Day**”, the next

day of result declaration and they are also felicitated on “**Gun Gaurav Day**” by the hands of eminent educationists every year.

The outcome of our efforts is reflected in the form of high demand ratio.

Our reputation has attracted the attention of many people and due to which teams from colleges across the state visit our college.

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

5. CONCLUSION

Additional Information :

Autonomy: An Opportunity towards Quality Sustenance and Enhancement

Our college motivated by the visionary leadership and torch bearer former Principals, dreamt for Academic Autonomy long back in 2002. But to overcome the constraints and to realize their dreams, it took lot of efforts involving persuasion of staff, motivating them through organization of conferences on Autonomy and arranging study tours to reputed Autonomous colleges. This resulted in opting Autonomy in 2013.

Depending on its glorious tradition and academic eminence, the college is enjoying the autonomous status facilitating the employability and entrepreneurship for the students and expecting a leap into heights of excellence.

In 2013-14, the year of learning through experimentation, we have introduced discipline elective, moral education, interdisciplinary elective, and Diploma in NCC Army courses.

In the year 2014-15, we made several examination reforms and introduced 27 add-on-courses.

The last two years were the years of fruitfulness. We could produce two batches of UG and three batches of PG and our efforts appeared in the form of excellent results of summer 2016 and 2017 examinations wherein 270 and 211 students respectively bagged 'O'-grade. The college received 'A'-grade (score-392/400) in AAA by Parent University.

Activity Report of YCM Open University Centre:

Having student strength of 5500, the YCMOU Centre runs B.A., B.Com, MA., M.Com, M.Sc.(Mathematics), B.Lib., & M.Lib. courses. It is the largest centre under the YCMOU Nashik jurisdiction.

It has bagged '**Panjabrao-Deshmukh-best-YCMOU-Centre award**' in 2010 and has a good track record of results.

Concluding Remarks :

Rajarshi Shahu Mahavidyalaya, Latur (Autonomous), aimed at commitment to excellence and providing quality education in tune with five core values of NAAC's accreditation framework, is always in forefront for its periodic A&A-process.

The purpose of periodic A&A-process is to make quality assurance as an integral part of functioning of our college through self and external quality evaluation initiatives.

The incorporation of revised A&A-framework with data based quantitative evaluation approach by NAAC is a welcome step.

Having completed its previous cycles of accreditation in affiliated system with a differentiation in

the current 3rd-cycle in autonomous mode, the college is prepared to take this as an opportunity for introspection aiming at identifying its strengths and weaknesses through revised framework.

As a part of post 2nd-cycle accreditation initiative, the college besides fulfilling the recommendations of peer team, has incorporated significant quality sustenance and enhancement measures by taking a bold step of opting Autonomy in 2013, enriching academic, infrastructural and research facilities.

The college with four years of assessment period of current cycle falling under Autonomy and one year in affiliated system has tried its level best for upliftment of academic standards and excellence.

This QA exercise is expected to function as catalyst for self improvement, innovation, excellence and for broadening horizons of research.

This SSR being testimony to our efforts, is the criterionwise compilation of inputs, processes and outcomes of our endeavor.

It is our pleasure to present the SSR to the NAAC for 3rd-cycle of accreditation.