# SELF STUDY REPORT

**FOR**

## 4th CYCLE OF ACCREDITATION

## VINAYAKRAO PATIL MAHAVIDYALAYA VAIJAPUR

VAIJAPUR, DIST. AURANGABAD - 423701
423701
www.vpcollege.org

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2022**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Marathwada Shikshan Prasarak Mandal, Aurangabad was established in 1958 with the mission of *"Let?s all proceed from darkness to light"*. It runs 21 HEIs including law, engineering, MBA, B.Ed., pharmacy, polytechnic colleges. It also provides education through its 56 high schools, 39 higher secondary, 13 primary and 6 English medium schools. It boasts of 05 NAAC "A" grade and 03 UGC *College with Potential for Excellence*. Its 4000 dedicated staff educates 1,00,000 students. It has been honored as the "Best Educational Institute" in 2002 Government of Maharashtra.

Vinayakrao Patil College was established in 1968 by the great visionary, teacher, social worker and the then Co- operative Minister Shri. Vinayakrao Patil. In its 53 years long journey the college has been striving tirelessly to realize the noble mission "From Darkness to Light" and is spreading light in the lives of rural and poor youth for creation of leadership in all walks of life.

It is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and recognized under section 2 (f) & 12 (b) of the UGC Act 1956. The UGC has recognized it as a CPE institute while NAAC has re-accredited the college with the prestigious "A" grade with CGPA 3.33 in March 2016. The affiliating university also conferred 'Ideal Examination Centre Award' for the conduct of fair examinations. It provides mentoring support to 06 non-accredited HEIs through the UGC Paramarsh Scheme. The UGC has also sanctioned STRIDE scheme to the institute. Located in the systematically developed 19.36 acres of green, eco-friendly campus, it imparts education to 2000 rural youth every year; 50% of them belong to SC/ST/OBC/Women and other vulnerable sections of society. We run traditional programmes like BA, B.Com, B.Sc., MA, M.Com, M.Sc and strikes a balance by introducing modern ones like BBA, BCA, BCS, Biotechnology etc.

Vaijapur taluka/tehsil is made up of 150 agricultural villages. 70% of our students belong to farming communities and agriculture is rain-dependent, rainfall is scarce. The Government of Maharashtra has identified this region as drought-prone. Most of the students in our College are the first generation learners coming from 70 villages.

**Vision**

**Vision of Marathwada Shikshan Prasarak Mandal, Aurangabad**

"Let all people proceed from darkness to light" meaning eliminating the darkness of ignorance from the lives of people and help them advance towards knowledge for development

**Vision of Vinayakrao Patil Mahavidyalaya, Vaijapur**

"Chala Kalpataruche Arav, Chetna Chintamaniche Gaon" are the lines form the famous Marathi spiritual treatise entitled *Dnyaneshwari*. They occur in chapter number eighteen. The saint prays to the Almighty for the wish fulfillment of all the creatures of the Universe. The institute looks forward to fulfilling the aspirations of

the students through education

**Mission**

**Mission of Marathwada Shikshan Prasarak Mandal, Aurangabad**

§ Providing quality education to socially and economically backward classes.

§ Bringing about educational and cultural development of rural people.

§ Providing excellent facilities for hostel accommodation & physical education.

§ Bringing about social transformation through education.

§ Creating resources and utilizing them for educational upliftment of common people.

§ Promoting intellectual, ethical and cultural development of society.

§ Introducing technical and professional education for increasing employability and economic development.

§ Creating a widespread educational network seeking mass participation in education.

**Mission**

§ To provide higher education to the backward and rural youth and to make them self-reliant and disciplined.

§ To ensure the overall personality development of the students through extra-curricular and co- curricular activities.

§ To organize various extension activities for cultivation of democratic and human values.

§ To transfer the knowledge and skills for fulfillment of changing needs of rural society in the process of modernization.

§ To provide opportunities of higher education for upliftment and empowerment of rural women.

§ To develop the abilities of right kind of leadership amongst the students in all walks of life.

§ To provide the finest opportunities and environment for teaching, learning and research.

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

**Institutional Strength**

- A well-established philanthropic HEI with a 54 years history and social goodwill
- A 20 acre green, eco-friendly and systematically developed campus

- The only grant-in-aid HEI in the Tehsil
- A large number of students strength across all programmes
- Disciplined, cultured, peace living rural students
- NAAC accredited A grade HEI with CGPA 3.33
- Patronage, legacy and support of Marathwada Shikshan Prasarak Mandal
- A philanthropic HEI committed to its vision and mission
- Transparent administration and management processes
- Good infrastructural facilities and ICT inclusion in all activities
- Introduction of new courses and programmes to meet the local and global needs
- Highly qualified and experienced teaching staff; 70% staff holds Ph.D. degree.
- Vibrant research culture in terms of major, minor research projects, social connectivity, seminars and conference, research facilities, faculty publications etc.
- Recipient of UGC STRIDE scheme.
- NSS and NCC units for collaborations with NGOs and other organizations for community engagement
- Fully automated Library with 80000 books and NLIST resources
- Regular organization of life skill enhancement programmes for students
- 43% SC/ST/OBC/Women and Minority students
- Functional IQAC to promote quality culture and set benchmarks for excellence in all spheres.
- UGC Paramarsh Scheme for supporting 06 non-accredited HEIs
- Network with all stakeholders for their feedback and participation in quality endeavour
- Highly educated and visionary management that represents cross-section of society
- Qualified, dedicated, hardworking and proactive teachers and staff
- Regular organization of environmental promotion programmes in and off the campus
- Regular Gender equity and women empowerment activities including transgender sensitization
- Value education promotion activities through lectures and workshops
- Student research capacity development initiatives
- State of the art IT and physical infrastructure
- Various associations, cells and committees for conduct of co-curricular activities
- Vibrant Training and Placement Cell

**Institutional Weakness**

- Rural location of the HEI with students coming from far-flung drought prone villages
- Constraints due to the existing affiliating framework: less scope for innovation and experimentation in curricular matters
- Large number of first generation learners as they required concentrated bridging
- Lack of quality HEIs around so as to set benchmarking
- Financial crunch to build state of the art IT and physical infrastructure
- Lack of English communication skills in the new entrants
- Reluctance of excellent teachers to work in rural set up
- Reluctance to enrol Drought prone
- Lack of consensus for getting autonomy
- Lack of incentives and motivation to talented and extraordinary teachers
- Inadequate interaction with parents
- HEI cant extend financial support to all the aspiring students
- Rural location poses obstacles in retaining excellent teachers
- Reluctance in paradigm change from traditional programmes to self-financed skill oriented certificate

and add on programmes
- HEI can’t afford to recruit additional teachers for skill development, sports training and IT transformation

**Institutional Opportunity**

- Opportunity to transform the society by making rural youth educated and self-reliant
- Half a century long stakeholder trust and social goodwill could be utilized for imparting quality education
- 19.36 acre systematically developed eco-friendly campus offers scope for further expansion
- Being the only grant in aid HEI, we can provide affordable education to the poor and the needy and bring change in their lives
- As the intake is high, it is possible to accommodate all the applicants.
- Optimal utilization of the patronage of Marathwada Shikshan Prasarak Mandal
- Being a philanthropic, HEI can accommodate all the first generation learners and bring them into the mainstream
- The HEI can create excellent infrastructural facilities in the campus through private partnership
- The HEI can introduce new programmes and courses in order to integrate the recent employment needs
- As the city teachers are reluctant to serve in the village college, we can train the existing teachers and upgrade their skills and capabilities.
- The HEI can revamp its R&D and mobilize resources to meet the financial crunch
- NSS and NCC and other Departments can undertake focused rural transformation projects and empower the peasants and farmers
- The HEI can open the Library and Information Centre on 24x7 basis so that civil society and competitive examination aspirants and utilize the collection
- The HEI can open the Indoor and Outdoor Sports Facilities so that the civil society utilize it and create a vibrant sports culture in the region
- The HEI can ensure that 100% students get employment by providing each one the skill to be employable
- As the HEI has 43% SC/ST/OBC/Women and Minority students, it organize focused developmental projects for them and thus contribute to the national development.
- The HEI can involve 100% students in field visits and research projects for adding value to the existing curricula.
- Out of the lessons learnt from the successful implementation of UGC Paramarsh Scheme, the HEI can sensitize the employees of other HEIs in the region and create a network of quality and excellence.

**Institutional Challenge**

- It is difficult to provide transport facility to 50 % students coming from 100 far flung villages
- As the communicative competence of the new entrants is poor, it is difficult to upgrade them in a short span
- Offering meaningful and employment oriented programmes and courses need financial investment and the HEI being a philanthropic institute finds it difficult to do so
- The HEI has to compete with the urban HEIs because our students find it difficult to rub shoulder with them while facing the placement interviews
- The HEIs and Industries in big cities are reluctant to accommodate the rural students in matters of

training and internship

- In view of the global recession and economic slowdown, it is a challenge to dispel the sense of negativity and resistance dodging the student community.
- It is difficult to maintain the vast campus spreading over 19.36 acre as it requires huge financial investment
- Women marriage at an early age is a malpractice rampant in the region, the women are deprived of their higher education. The HEI finds it difficult to curb this social malpractice.
- To revamp the existing IT and R&D infrastructure, huge financial investment is required. The HEI does not get that much fund from the existing resources.
- The city HEIs approach the students and enrol them in professional HEIs. So the HEI finds it difficult to retain talented students in its UG Programmes
- The no of slow learners is quite high due to social, economic, cultural and other issues. Upgrading them is a challenging exercise.
- Economic backwardness and drought prone setting prevents students from enrolling in HEIs. They prefer to pursue the farming occupation. The HEI finds is difficult to identify such students and enrol them.
- With the advent of social media and popular culture, the HEI finds it difficult to instil the appropriate values and code of conduct in the young minds.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

The HEI has introduced programmes and courses that realize its vision and mission. Curriculum delivery is effective and documents like annual plan, departmental action plan, teaching plan, lesson plan, CIE record are maintained properly. The CIE contains components like tests, seminar, GD, tutorial etc. Teachers were acquainted with new trends in CIE by organizing a workshop on ‘Continuous Internal Evaluation and Digital Teaching Aids and Methods’ on 10-06-2021.The 03 teachers are BoS members while 01 teacher is Member of Academic Council of the University. The teachers also participated in setting the question papers for the University examinations. 03 teachers framed the syllabus for Certificate Course in Spoken English. The teachers were deputed for assessing the answer papers of the University examinations. Elective Course system is in place across all programmes. 05 PG and 03 UG Programmes have CBCS. During the last five years, the HEI introduced and implemented 04 certified courses. The HEI has sensitized the teachers to cross-cutting issues and their importance in higher education. The teachers have identified the cross cutting issues pertaining to professional ethics, gender, human values, environment, sustainability and life skills. There are associations, cells and committees that organize activities in the light of the cross-cutting issues. Accordingly, they also integrated them in the curriculum by organizing complementary activities. The HEI promoted experiential learning through project work, field work, industry visit, study tour, internship etc. The students were given research projects based on the curriculum components. The thrust is on inclusion of maximum number of students in some kind of project. Students are trained to collect data through interacting with the respondents. The institute constituted a committee for obtaining and analyzing feedback on and its transaction from stakeholders like teachers, students, alumni and employers. It has been analyzed and the outcome and findings have been placed in the IQAC meeting, CDC meeting and later all the Departments submitted the recommendations to the concerned BoS for consideration. A one day workshop on ‘Role and Responsibilities of Students in NAAC A&A and Student Feedback and SSS’ on 02-07-2021.

**Teaching-learning and Evaluation**

The HEI ensured that the aspiring students are enrolled in the respective programmes by providing them all kinds of support. Due care has been taken to see that adequate representation is given to SC/ST/OBC/Minority/Women/Divyangjan and other vulnerable sections of the society. A comprehensive Pre-diagnostic Testing form is obtained by the new entrants. There is an Admission and Counseling Committee that interacts with students and teachers and based on the analysis suggests them career avenues. The teachers monitor the student progress and categorize them as slow and advanced learners. Both the learners are given assignments and opportunities to grow as per their capabilities and desires. Apart from chalk method and ICT application in teaching learning, the teachers have evolved their own teaching methods addressing the needs and requirements of the students. Student has been the centre of all the campus activities. Methods like experiential learning, participative learning, collaborative learning, learning through project, filed visit, problem solving etc. is encouraged. The teachers use ICT tools like internet, Google Classroom, Youtube videos, documentaries etc. There are 10 seminar halls where they can use the IT resources for giving the best learning experience to the students. There are mentors who provide academic, psychological, financial mentoring to the mentees. The institute has appointed adequate and qualified teachers and the HEI has a policy to retain the best teachers in the institute. The internal assessment mechanism which is also called as CIE is fair, comprehensive and robust. A student is regularly tested to ensure the realization of the outcomes. The grievances pertaining to the internal examinations are very few while that of the external examination are dealt with by the MKCL and the Examination cell in unison. POs and COs are communicated to the students through prospectus, website and induction meetings. The attainment level of the COs and POs is measured and the outcome is used for improvement. The Student Satisfaction Survey is displayed on the institutional website. It is communicated to students through the classroom and co-curricular activities. There is a committee to sensitize students about the importance of SSS.

**Research, Innovations and Extension**

The institute has a well-articulated Research Policy. Teachers are encouraged to prepare and submit research funding proposals to appropriate agencies. They were granted Dl and Study Leaves in order to participate in seminars, workshops and conferences. They also participated the orientation, refresher, FDPs. The HEI has also organized such programmes during the last five years. The institution received Rs. 2524067 on account of 34 research projects. The HEI has designed and implemented ‘Policy for Innovation’. 09 Ph.D. Dissertations/Theses have been uploaded on Shodhganga Website. There are 18 cited scholars in the institutes. 08 teachers have written and published 24 books. 94 research students are pursuing Ph.D. research under the guidance of 18 Research Guides. The teachers have published 234 research papers and articles in national and international Journals. 12 teachers have obtained Ph.D. during the last five years. The teachers have created an ecosystem for innovation and for creation and transfer of knowledge by making their research papers, Ph.D. theses, seminar papers, books and video lecture available to wider public on internet. The HEI has conducted 13 entrepreneurship development workshops, 03 IPR workshop, 02 weeklong FDP on research methodology and 03 other workshops. The HEI has ‘Extension and Outreach Policy’. The NSS has organized 05 special camps at 05 villages. The NSS and NCC has collaborated with 33 agencies, NGOs and Govt. establishments to carry out extension and outreach activities in the neighbourhood community. It has received 10 recognitions for its yeoman’s service. In all, 908 trees have been planted in the campus as well as in the villages. The HEI has opened Free Meal Facility to the migrant workers during the Covid 19 Lockdown and provided meal to the needy. There are 11 functional MoUs with other institutes. 02 faculty exchange programmes have been organized. Under the UGC Paramarsh Scheme the institute has provided mentoring to 06 non-accredited HEIs. So far 01 institute has completed DVV phase.

**Infrastructure and Learning Resources**

The institute has 28 classrooms out of which 10 are seminar halls equipped with computers, internet and LED/LCD Projection facility. Swami Vivekananda Auditorium is equipped with LCD/LED Projection, comfortable seating arrangement, internet and accommodates 295 audience. There is a beautiful Conference/Meeting Hall accommodating 35 inmates. There are 11 labs in the institute. There is a well-equipped Indoor Sports Facility which houses 02 badminton courts, Table Tennis Court, Yoga Centre, Gymnasium, 03 washrooms and 03 changing rooms. The HEI organizes yoga events for students and teachers round the year: health, diet, multi-diagnostic camps, blood donation, sensitization drives. A weeklong workshop on 'Stress Management and Sound Holistic Health: Exercise for Immunity during Covid Pandemic' was organized from 17/05/2021 to 22/05/2021**.** There are facilities for sports like handball, volleyball, kabbadi, kho-kho, long jump, high jump, shot put, discus throw and javelin throw etc. The 06 lane running track where the athletic events are organized here. As the HEI has started Pre-Army and Police Recruitment Training Centre, the facility is used optimally by the students. There is a separate Gymnasium Hall in the institute. It houses a multi-station gymnasium. Similarly there are 02 Vermi Compost Projects in the campus which gives students learning experience. Botanical cum Medicinal Plant Garden has rare plant species. HEI has subscribed 05 internet lines offering 100-300 mbps speed. There are 163 computers in the institute. There is a Yoga Centre as well. It has comfortable seating arrangement. The students and teachers use this facility optimally. Rs. 2,79,93,600 has been spent for augmenting and maintaining the infrastructure in the campus. The library and Information Centre has 82000 books, NLIST subscription and 03 Reading Rooms. The library procedures are fully computerized and automated with Libman Software. The Library has utilized Rs. 14,40,595 for purchase of books, e-books and other learning resources. The infrastructure has been extended to the NGOs, GOs and civil society for use. The institution ensures that the infrastructure is optimally used by the stakeholders. The students and employees are sensitized to take care of the physical and academic support facilities.

**Student Support and Progression**

Considering the locational and financial factors, the institute provided financial support by means of various Govt. scholarship to 51% students during last five years. As the fee prescribed by the University was unaffordable to students of BBA and BCS programmes, the institute granted concession of Rs. 3000 to each student for the year 2019-20 and 2021-21. 514 students benefitted from this scheme. The functional Competitive Examination Cell organized 24 workshops/lectures. The functional Training and Placement Cell organized activities for employment skill development like interview FAQ, soft and hard skills, resume writing, self-awareness, public speaking, career avenues, language skills, ice-breaking, stage courage etc. and had collaborations with TCS, Maitryee institute, E2de, Dhanore Eduskills etc. Activities like elocutions, essay writing, poetry recitation, poster designing, GD, Seminars have proved beneficial to students to be vocal and organized in written communication. As a result 100% students have become self-reliant either by placement or starting their own business ventures. Health workshops have been organized jointly with private and Govt. Hospitals and Blood Banks. The institute collaborated with NDRF to organize disaster management workshops. Activities like C Programming, Online Payment, Cyber Security, Artificial Intelligence, Tally and GST have been meticulously organized. The Grievance Redressal Cell redressed student grievances in a time bound manner. The Anti-ragging Cell oriented students by means of quiz, poster, undertaking, elocution and essay writing. The Women Development cell and PoSH Cell had collaborative ventures addressing issues like self-defence, mini-marathon, health and diet, women empowerment, legal awareness etc. Gender Audit has been

conducted too. The institute deputed students to participate in outstation cultural and sports completions. These activities are organized regularly in the campus as well. To engage the alumni, 14 activities have been organized. The objective of such initiatives is to facilitate a dialogue between the former and the present students. Student representation has been sought in NSS, NCC, Associations, Mridagandha (Magazine), Advisory Committees etc. The students are acquainted with the career and educational avenues after their graduation and post-graduation. They are also encourages to pursue higher education.

**Governance, Leadership and Management**

Vision and mission has been communicated to the stakeholders through activities. Perspective Plan is deployed effectively. IQAC prepares action plan. 50 committees, cells and associations have been formed. Research capability development has been the mainstay of planning. Components such as measurable objectives, stipulated timeline, stakeholder to be involved, available resources and desired outcomes have been considered while planning. Functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. The administrative processes are computerized. It is a paperless office; 90% paper use is avoided. Tally ERP 9.0 software is used to carry out the accounting processes. There are 02 software involved in the student admission process: MKCL portal www.bamua.digitaluniversity.in and the institutional software MSPM ERP. The institute took utmost care to seek welfare of its employees though diverse measures: Credit Society, fee concession 18 wards of the employees, medical bill reimbursement, teachers' academy, hostel accommodation, faculty development, CAS promotion, DL for research etc. Rs. 33882 have been provided to teachers to participate in seminars and workshops. 29 professional development programmes have been organized for teaching and non-teaching staff. 38 teachers participated in the FDPs, STCs, Orientation and Refresher Courses. IQAC obtains self-appraisal forms for teachers and non-teaching staff. All financial statements till 31-12-2021 have been certified by the CA. The entire exercise is computerized Tally ERP mediated. The external financial audit is conducted by Messers. Sherkar and Associates, (CA) Aurangabad. The external financial audit (statutory) are conducted in April-May every year. The financial utilization exercised is consensus based, fair, time bound and transparent. Thorough Faculty Orientation to NAAC Manual for Self-study Report, Affiliated/Constituent Colleges has been conducted. A quiz has been conducted on this manual. Teachers have been trained to write excellent reports. The teachers try to magnify the topics by elaborating them in the light of the cross-cutting issues. Teaching-learning process is monitored at multiple levels. The HEI had several audits: ISO, AAA, Green Audit, Environment Audit, and Energy Audit. IQAC held regular meetings. The HEI participated in NIRF. Collaborative activities have been organized on quality issues.

**Institutional Values and Best Practices**

The institution has a Gender Equity Policy. Annual gender sensitization action plans have been implemented through activities: elocution, anniversaries of prominent women icons, PoSH awareness, health issues, transgender, laws concerning women etc. Facilities like CCTV surveillance, Sanitary Napkin Dispenser, vending machine, transport facility, female assistant, anti-ragging cell, escort during outstation competition, grievance redressal and counseling cell ensure access and safety. 02 solar water heater plants with the capacity of 500 liters has been installed. The institute has also installed 05 kv solar power generation plant. 05 solar lamps have been installed. As on today 90% of the old LED bulbs have been replaced by LED Bulbs. 02 vermi-compost plants processes the organic solid waste and creates manure for the plants. The Hostel, Sr. College (IT Building), Sr. College (Science Building), Library and Information Centre, Jr. College Building have been brought under the Roof Rainwater Harvesting. All the water is carried to the borewell and the open well and

recharged. The institute has become self-sufficient in terms of water due to these measures. 05 RCC tank stores 62000 liters of water. A well and borewell supply water round the year. The institute celebrates commemorative days of personalities and also acquaint students with their life and work. Orientation lectures, HIV/AIDS awareness, women empowerment lectures have been delivered. National integration activities like pledge taking on the eve of Constitution Day, Harmony Day, National Unity Day, National Integration Day, World AIDS Day were organized. In order to sensitize students and teachers to the constitutional obligations activities are organized: Republic Day lectures, Independence Day lectures, legal awareness workshops, Preamble Reading, voters' awareness, poster presentation, elocution on democracy, Pledge taking, quizzes, leadership development programmes, etc. There is a prescribed code of conduct for Management, Principal, Teachers and Non-teaching employees. Sensitization workshops are organized. Commemorative days were celebrated. The HEI adopted two best practices: Water Sensitization through Stakeholder Involvement and Communication Skill Development Endeavours.

NAAC

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | VINAYAKRAO PATIL MAHAVIDYALAYA VAIJAPUR |
| Address | Vaijapur, Dist. Aurangabad - 423701 |
| City | Vaijapur |
| State | Maharashtra |
| Pin | 423701 |
| Website | www.vpcollege.org |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Shivaji Nivrutti Thore | 02436-222086 | 9421582511 | - | vpcvaijapur@gmail.com |
| IQAC / CIQA coordinator | Dadasaheb Sahebrao Salunke | -9421317905 | 7620774897 | - | d77salunke@gmail.com |

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

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

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

| Establishment Details | |
|---|---|
| Date of establishment of the college | 15-06-1968 |

| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | |
|---|---|---|
| **State** | **University name** | **Document** |
| Maharashtra | Dr. Babasaheb Ambedkar Marathwada University | View Document |

| Details of UGC recognition | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 28-03-2007 | View Document |
| 12B of UGC | 27-03-2014 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|---|---|---|
| **Statutory Regulatory Authority** | **Recognition/Approval details Institution/Department programme** | **Day,Month and year(dd-mm-yyyy)** | **Validity in months** | **Remarks** |
| No contents | | | | |

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

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

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| **Campus Type** | **Address** | **Location*** | **Campus Area in Acres** | **Built up Area in sq.mts.** |
| Main campus area | Vaijapur, Dist. Aurangabad - 423701 | Rural | 19.36 | 13490 |

# 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 | BCom,Commerce | 36 | XII | English,Marathi | 240 | 203 |
| UG | BA,Arts | 36 | XII | English,Marathi | 480 | 290 |
| UG | BSc,Science | 36 | XII | English | 240 | 135 |
| UG | BBA,Management Science | 36 | XII | English | 60 | 48 |
| UG | BCA,Management Science | 36 | XII | English | 60 | 58 |
| UG | BSc,Bcs | 36 | XII | English | 60 | 60 |
| UG | BSc,Biotechnology | 36 | XII | English | 60 | 17 |
| PG | MA,Political Science | 24 | BA | English,Marathi | 60 | 29 |
| PG | MA,Sociology | 24 | BA | English,Marathi | 60 | 16 |
| PG | MCom,Commerce | 24 | B.Com | English,Marathi | 60 | 60 |
| PG | MSc,Chemistry | 24 | B.Sc. | English | 30 | 30 |
| PG | MA,Marathi | 24 | BA | Marathi | 60 | 9 |
| Doctoral | PhD or DPhi | 24 | MA | English,Mar | 12 | 10 |

| | | | | | | |
|---|---|---|---|---|---|---|
| (Ph.D) | l,Sociology | | Sociology | athi | | |
| Doctoral (Ph.D) | PhD or DPhil,Commerce | 24 | M.Com. | English,Marathi | 20 | 6 |
| Doctoral (Ph.D) | PhD or DPhil,Chemistry | 24 | M.Sc. Chemistry | English | 20 | 8 |
| Doctoral (Ph.D) | PhD or DPhil,Marathi | 24 | MA Marathi | Marathi | 20 | 13 |
| Doctoral (Ph.D) | PhD or DPhil,English | 24 | MA English | English | 6 | 5 |
| Doctoral (Ph.D) | PhD or DPhil,Hindi | 24 | MA Hindi | Hindi | 20 | 10 |
| Doctoral (Ph.D) | PhD or DPhil,Economics | 24 | MA Economics | English,Marathi | 8 | 7 |
| Doctoral (Ph.D) | PhD or DPhil,Zoology | 24 | M.Sc. Zoology | English | 10 | 9 |
| Doctoral (Ph.D) | PhD or DPhil,Botany | 24 | M.Sc. Botany | English | 6 | 4 |
| Doctoral (Ph.D) | PhD or DPhil,Physics | 24 | M.Sc. Physics | English | 6 | 5 |

**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 | | | | 10 | | | | 10 | | | | 16 |
| Recruited | 7 | 1 | 0 | 8 | 10 | 0 | 0 | 10 | 10 | 0 | 0 | 10 |
| Yet to Recruit | | | | 2 | | | | 0 | | | | 6 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 46 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 10 | 0 | 36 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 10 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 52 |
| Recruited | 44 | 2 | 0 | 46 |
| Yet to Recruit | | | | 6 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 27 |
| Recruited | 17 | 10 | 0 | 27 |
| Yet to Recruit | | | | 0 |

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

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 7 | 1 | 0 | 9 | 0 | 0 | 7 | 0 | 0 | 24 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 4 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 13 | 0 | 25 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 0 | 10 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 3 | 0 | 9 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 953 | 0 | 0 | 0 | 953 |
| | Female | 762 | 0 | 0 | 0 | 762 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 144 | 0 | 0 | 0 | 144 |
| | Female | 135 | 0 | 0 | 0 | 135 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

NAAC

| 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 | 202 | 210 | 183 | 185 |
| | Female | 121 | 111 | 76 | 81 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 25 | 24 | 29 | 22 |
| | Female | 10 | 11 | 4 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 120 | 157 | 158 | 134 |
| | Female | 144 | 147 | 146 | 113 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 796 | 743 | 777 | 799 |
| | Female | 653 | 684 | 639 | 618 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 207 | 171 | 119 | 101 |
| | Female | 168 | 133 | 90 | 59 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 2446 | 2391 | 2221 | 2117 |

**Institutional preparedness for NEP**

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The IQAC has evolved a set of strategies in order to attach interdisciplinary and multidisciplinary character to the existing curricula by means of value addition. In this regard the teacher orientation workshops have been organized on the theme ‘Dimensions of Teaching, Learning, Evaluation, Research Methodology, CIE etc. Activities have been organized to realize the five core values enshrined in the NAAC Manual. A comprehensive list of cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability have been prepared. The co-curricular activities are organized in the light of these cross-cutting issues. Environmental Study is a compulsory course at UG |

| | |
|---|---|
| | level. |
| 2. Academic bank of credits (ABC): | As per the curriculum designed and policies adopted by Dr. Babasaheb Ambedkar Marathwada University, the UG programmes like B.Com, BBA, BCA follow Choice Based Credit System. PG Programmes like MA Marathi, MA Political Science, MA Sociology, M. Com. and M. Sc. follow Choice Based Credit System too. In all there are 08 CBCS programmes at present. So the HEI has already geared up to embrace the CBCS. In the years to come, the HEI is all set to introduce CBCS across the remaining programmes. |
| 3. Skill development: | Thanks to the foresight of the founders of Marathwada Shikshan Prasarak Mandal, the mission/objective number 07 reads as 'Introducing technical and professional education for increasing employability and economic development' which is the crux of NEP. Similarly, the mission/objective of Vinayakrao Patil Mahavidyalaya also reads as 'To transfer the knowledge and skills for fulfillment of changing needs of rural society in the process of modernization'. The HEI has introduced 04 Add on/Certificate Courses during last five years: TCS Affirmative Action, Soft Skill Training, Spoken English, E4 Skills etc. 06 Career Awareness generation Programmes have been organized. 02 Skill Development Programmes in collaboration with Barclays have been conducted. 07 one day workshops on Communication Skills and Resume Writing, Digital Job Hunting, Career Guidance, Email Writing and Social Media Presence, Interview Techniques, FAQs and Mock Interviews, Goal Setting, Team Work and Entrepreneurial Skills, Stress Management, Self-Awareness and Time Management, Group Discussion and Aptitude Preparation have been organized. 06 Industry Academia Meets have been organized. 04 C Programming Contests have been conducted too. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The HEI has language papers on Marathi and Hindi which encapsulate the Indian value systems and ethos. There are courses like BA History, Political Science, Sociology which exclusively deal with the Indian culture, philosophy, sociology and traditions, As a part of beyond course content delivery, lectures on Let's Safeguard Our Freedom, Culture of Marathwada, Our Maharashtra, What is meant by Republic?, Freedom against Evils: A New Struggle, |

| | |
|---|---|
| | Importance of Value Education Today, Life and Work of Dr. Ranganathan, Indian Higher Education Today, The Fundamental Duties, Role of Swami Ramananda Tirth in Marathwada Liberation, 70 Years of Republic: Some Milestones, International Yoga Day, Saint Literature, Contribution of Hon. Late. Vinayakrao Patil in Educational Development of the Marathwada Region, All Round Development of Marathwada: Prospects and Challenges, Contribution of Shri. Govindbhai Shroff in Marathwada Liberation, Vision and Mission of Our University have been delivered. |
| 5. Focus on Outcome based education (OBE): | All the programmes follow outcome based education (OBE). There is a cell for monitoring POs, PSOs and COs. These outcomes have been communicated to students. They deal with abilities and skills like remembering, understanding, applying, analyzing, evaluating and creating. Bloom's Taxonomy has been followed in order to measure the attainment level of these outcomes. The HEI has developed its indigenous mechanism to measure the attainment level of the outcomes by taking into consideration components like class tests, seminars, tutorials, GDs, elocution and the overall perception about the student. |
| 6. Distance education/online education: | Awareness about Swayam Courses has been carried out. The HEI has the study centre of Yashwantrao Chavan Maharashtra Open University, Nashik. So it has a good grounding in operating distance education programmes like BA, B.Com and MBA. Since the Covid 19 Pandemic period, the HEI delivered the curriculum through online. The teachers have been trained to use various online teaching methods. The institute has conducted 05 FDPs through online mode. Teachers use whatsapp, email, Google Classroom, Zoom etc. to deliver course content. |

# Extended Profile

## 1 Program

### 1.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 27 | 30 | 28 | 28 | 25 |

| File Description | Document |
|---|---|
| Institutional data prescribed format | View Document |

### 1.2

**Number of programs offered year-wise for last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 22 | 23 | 21 | 19 | 20 |

## 2 Students

### 2.1

**Number of students year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 2446 | 2391 | 2221 | 2117 | 2102 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 740 | 740 | 740 | 740 | 740 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

**2.3**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 726 | 533 | 375 | 476 | 493 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

# 3 Teachers

**3.1**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 66 | 73 | 73 | 66 | 62 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

**3.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 70 | 70 | 70 | 70 | 70 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

# 4 Institution

**4.1**

**Total number of classrooms and seminar halls**

**Response: 28**

**4.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 26.32 | 14.63 | 44.87 | 64.19 | 129.00 |

**4.3**

**Number of Computers**

**Response: 163**

NAAC

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

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

**Response:**

The college follows the curriculum prescribed by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. 04 teachers have been working as members of the Board of Studies in Hindi, Marathi, Commerce and Economics substantially contributing to the curriculum development. The institute modifies the **Academic Calendar** in the format provided by the University. The HoDs distribute workload, allot subjects and plan the activities. The Principal monitors the effective implementation through formal meetings and informal discussions with faculty. The curriculum is displayed on the institutional and is available in Library and Information Centre. It is also shared on the student Whatsapp groups. The **Time Table** committee prepared the master time table. It is displayed on the notice board and communicated to all the stakeholders through the college website. There is emphasis on life-skill, value education and add-on classes. Departments prepare comprehensive **annual action plan a**nd execute it as per the IQAC guidelines**. Teaching plan** is prepared by every faculty member in May every year. **Lesson Plan** follows 7E formula and contains components like date, day, class, topic, objectives, outcomes, assignment etc. **Teaching diaries** are maintained regularly and monitored by the HoD, Vice-Principal and the Principal. **IQAC** maintains the teaching learning record, **syllabus progress review** and students feedback. It acquaints teachers. There are **07 labs** in the college: (Physics, Chemistry, Botany, Zoology, Language Lab, Computer lab, Central Research lab)**. Teaching Aids** like Charts, maps, models and specimens are utilized for easy understanding. **Tutorials, seminar, group discussion, quiz**, case study are conducted. Study materials, notes and question banks are provided. **Field visits, industry visits**, study tours are organized to widen the canvass of the curriculum. Group **projects** are assigned to teach them team spirit, sharing and develop presentation, research and analytical skills. **YOUTUBE** and educational sites are utilized by students and teachers. Guest lectures, expert lectures, seminars, GDs are mandatory. Internet, Computer, LCD projectors and other Audio- visual aids are used too. IQAC orientated teachers to incorporate NAAC Core Values, Cross-cutting issues like gender, ethics, human values, environment, life skills, by organizing co-curricular activities under the aegis of associations and cells. Teachers use **innovative teaching methods** that suits the student requirements. The IQAC and Principal monitor the **syllabus coverage status** periodically; take preventive and curative measures. **Orientation and Refresher** courses to update their knowledge. Seminar/workshops etc. 12 workshops on teaching methods, research dimensions etc. have been conducted. CBCS has been introduced across 05 PG courses and 04 UG Programmes. The institute collects the **feedback** from the teachers, students, alumni and employers in order to explore value addition. It is used for system improvement. **Slow and advanced learners** are identified and guidance is provided accordingly: participation in various c**urricular and co-curricular** activities, individual interactions regarding their problems, counselling sessions. Teaching-learning record is discussed in the **CDS Meetings**. Members review the record. For example, to give fillip to Training and Placement Mechanism, the CDC approved a budget of Rs. 1,00,000/-.

| File Description | Document |
|---|---|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

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

**Response:**

The University provides the frame of the AC and the college prepares a **full-fledged Academic Calendar** incorporating components like the dates of commencement and completion of syllabus, internal exams schedule etc. It specifies the dates of term end examination. It spells out the tentative dates of practical exams and viva-voce and theory examinations. Sometimes the dates change and the **MKCL section** which operates the examination processes like filling examination forms, fee payment, providing e-hall tickets, generating exam schedule, e-result etc. in consultation with the **Exam Cell** bring the circulars to the notice of the students. There is an **SMS system** in place for the speedy communication. We ensure that not a single student remains unaware of the changed schedule. Students can download **Hall Tickets** from the website https://bamua.digitaluniversity.ac

AC committee prepares the academic calendar in May/June every year. It displayed on the notice boards and at **strategic locations**, printed in the prospectus and also available on the college website. In the one day **orientation** conducted in the beginning of the syllabus transaction, the CIE component is communicated to the students. CIE is an integral part of this schedule. In each semester minimum **02 tests** and in a year **01 seminar**, **01 GD** are mandatory. Topics are in tune with the syllabi and address the local, national and global and **cross cutting issues**. The answers scripts are returned to students. **Doubt clearing sessions** are held. Mark lists are maintained in the Department. **Debate, elocution, tutorial, project work**, oral presentation, essay writing, quiz etc. are given. College Development Committee in its biannual meetings reviews the CIE report. In 04 UG and across 05 PG courses 20 marks internal evaluation (pre-university) is compulsory as per the University regulation (80:20 Pattern). Out of 240 about **180 days are reserved for teaching** work and remaining days are used for co-curricular and extra-curricular activities. The teachers conduct curricular activities as per the time table. The teachers have freedom and space to conduct co-curricular activities in order broaden the scope of the syllabus. **CIE** is continuously monitored by the following stakeholders. The question paper of internal exams is prepared by concerned faculties and is approved by head of the department. The mentor teacher calls the parents once in a semester and communicates the ward's performance. **HoD** ensures that the internal evaluation schedule is adhered to. It ensures that each student is evaluated by means of tests, tutorials, seminars, GDs, elocution, oral exam, project work etc. **Vice Principal** monitors the conduct of internal evaluation and guides the teachers. **Principal** conducts a review of the syllabus completion a month before the end the semester and suggests remedial measures in case of incompletions. The **CDC** meets every semester and undertakes the review of the internal evaluation. There is a **College Development Officer**, an educationalist, appointed by the parent organization who visits the college and checks the record concerning CIE.

| File Description | Document |
|---|---|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

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

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

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

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |
| Link for Additional information | View Document |

## 1.2 Academic Flexibility

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

**Response:** 100

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

Response: 22

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Link for Additional information | View Document |

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

**Response:** 7

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 01 | 03 | 02 | 00 | 01 |

| File Description | Document |
|---|---|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |

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

**Response:** 6.57

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 67 | 477 | 145 | 00 | 76 |

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

## 1.3 Curriculum Enrichment

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

**Response:**

**Professional Ethics:** The HEI has identified the **thrust areas** to integrate the professional ethics: honesty, trustworthiness, transparency, responsibility, compassion, accountability, confidentiality, selfless service, continuous learning, co-living, objectivity, respect, obedience to the law, and loyalty, continuous learning, research. The HEI organizing blood donation camps, health check-up camps, hygiene and health workshops, environment awareness camps, cleanliness drive, workshops on social issues, public health, gender issues etc. NSS and NCC aim at inculcating values, ethics and socially responsible qualities. **Street plays**, awareness campaigns, debates have been organized.

**Gender:** Being a co-education HEI, gender is integrated in the curriculum continuously. **Tolerance** is taught to all the genders. It is highlighted through **essay writing, elocution, lecture series, GD, research project**, posters, cultural programmes, rallies and **slogan writing** competitions. **FDP** has been organized on 'Gender and Development'. A lecture series was organized from 12-14 Oct. 2017; Mrs. Sushma Andhare, women activist, delivered a lecture **'Women Liberation'**. Gender Sensitization Programme was organized on 12/02/2020 (gender misconceptions and acts). On 08-03-2018, 'Elocution Competition on Women Liberation and Women Empowerment' was organized. **Functional WDC** organized activities on burning issues. Gender Audit has been conducted**.**

**Human Values:** The HEI lays emphasis on values like love, beauty, truth, spirituality, service, non-violence, brotherhood, kindness. Efforts have been made to sensitize students to these values through situations. Values are inculcated through **activities organized** on the anniversaries, commemorative days and observances. **National anthem** is played at 11.15 am. No ragging has been reported so far. 170 co-curricular activities organized. We reached out to the needy through sensitization drives. **NDRF, Fund for flood victim**, fund for farmers, corona fund, help to 6000 migrant workers during Covid-19. Code of Conduct Programme, Pledges, Martyr Days, Uri Condolence Rally, Youth Development Camp organized

**Environment and Sustainability:** Ours is the only greenest zone in the radius of 50 km. In an identified drought-prone zone, we arduously maintained the lush-green character of the campus for the last 54 years. We celebrate this legacy of rustic abundance by drawing road map for sustaining the flora and fauna even amidst critical and trying times like famines, droughts and locational drawbacks. **Survey of plant species** in college campus is done. Activities like seminars, guest lectures, industry visits and field excursions, workshops were organized. Students plant trees on Environment Day and Earth Day. Nature visits were carried out. Students participated in STRIDE sponsored projects. Visit to solar power plant on administrative building. 04 NSS Camps were held in 04 villages focusing on the theme of 'water conservation'. Lecture on 'Drought in Marathwada' was delivered. **Swachchata Abhiyan** implemented. **Swachchata Pledge** was given to students. Rallies on disaster relief conducted. **Street Plays** were staged. Waste Management system is operational. Students conducted **research project** on the solar energy. **908 saplings** have been planted. **Water Harvesting** is used to tap rainwater and recharge the well. Students conducted **research project on water harvesting** too. Under STRIDE Scheme students conducted projects on local **environmental issues**. Lectures on pollution, water conservation, water management, organic farming etc. have been delivered.

| File Description | Document |
|---|---|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |

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

**Response:** 68.28

1.3.2.1 **Number of courses that include experiential learning through project work/field**

**work/internship year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 19 | 19 | 19 | 19 | 18 |

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

**1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**

**Response:** 55.31

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 1353

| File Description | Document |
|---|---|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |

## 1.4 Feedback System

**1.4.1** ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni***

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

| File Description | Document |
|---|---|
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

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

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**

3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

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

| File Description | Document |
|---|---|
| URL for feedback report | View Document |

NAAC

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

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

**Response:** 79.88

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 906 | 1260 | 1326 | 1320 | 1059 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 1470 | 1470 | 1470 | 1470 | 1470 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

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

**Response:** 88.62

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 784 | 714 | 603 | 545 | 633 |

| File Description | Document |
|---|---|
| Average percentage of seats filled against seats reserved | View Document |

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners**

**Response:**

The process of student analysis starts as soon as they approach the Admission and Counselling Committee. Here, the committee interacts with the students with a structured questionnaire that ascertains their prior knowhow, inclinations, aims, goals, expertise, choices etc. Since June 2018, a Pre-diagnostic assessment has been undertaken. This form contains questions that help the committee members have SWOC of the particular student. The committee suggests the students the career avenues based on the analysis. However, it is not mandatory on the part of the students to opt it. In July, the Departments organize induction programmes. On the basis of the previous year's academic performance, the teachers segregate the students as slow and advanced learners. However, they rely more on their observation through the first semester in order to finally classify them as slow and advanced learner. Conversation is also a tool followed in order to find out the comprehension level of the students.

The Departments frame and execute student centric curricular and co-curricular activities so as to make the subject more understandable. Teachers consciously interact with students in and off the class so as to find out their learning difficulties. Teachers have been trained to deal with the rural new comers with locale specific difficulties. For example, they harbour the assumption that being weak in English they cannot succed in life etc. Icebreaking has been a prominent strategy in order to make them vocal. As the institution is located in drought-prone rural area, the new entrants coming from far-flung villages experience difficulties in comprehending the subjects like English, Mathematics, Accountancy, and Chemistry. To tide over this situation, the HEI has introduced measures like Spoken English Course, Soft Skill Training, Remedial Coaching, Ice Breaking, Model Making, Simple Language Notes, Activity based learning, tutorial, seminars etc. Personalized counselling is also provided. Motivational lectures were also delivered. Teachers have designed the teaching methods taking into considerations the requirements of both types of students.

**Activity Implementation for slow learners:**

- Teacher mentors motivate students for overcoming the learning difficulties.
- NSS, NCC and other activities give students opportunities to do things practically and learn.
- Students participate in poster presentation, exhibition, model making and share their ideas.
- All programmes offer project work which helps in conceptual learning.
- ICT inclusion helps understand difficult topics.
- Students learn through essay writing and general knowledge quiz, GD, survey etc.
- HEI provides writer assistant to Divyangjans during examinations.
- Remedial coaching programme is implemented in subjects like Mathematics, Accountancy, and English etc.

**Activity Implementation for advance learners**

- Teachers give assignments so as challenge their critical and creative thinking.
- Students write poems, essays, stories, articles in the college magazine 'Mridagandha'.
- Students participate in outstation competitions like elocution, essay writing, poster presentation etc.
- Students are given research projects and surveys to develop research methodology.

- The Competitive Examination Cell organizes activities for advanced learners.
- Students conduct Departmental events and learn organizational and managerial skills
- Students visit organizations, industries, natural sites, monuments and ecosystems.
- Students participate in class seminars, debates and GDs.
- Students write research papers.

| File Description | Document |
|---|---|
| Past link for additional Information | View Document |

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

**Response:** 37:1

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

**Experiential learning:** The institute runs 04 certificate/add on programmes to facilitate experiential learning. Students of all streams engage in learning through projects which are based on cross cutting issues. **Industry visits**, field visits are undertaken to relate the theoretical concerns to the practical reality.

**Participative learning:** Seminars are encouraged. Group discussion is a supportive teaching method. Teachers conduct brainstorming sessions. Wall posters are also prepared. Students write **projects** under UGC Stride scheme. Cultural events are regularly organized to give artistic vent to their abilities. **Quizzes** give students exposure to the fundamentals in the disciplines.

Paper presentation in seminars is also encouraged. Students wrote **collaborative papers** in seminars and also in journals. Role play is a method followed in Marathi, Hindi and English Departments. Team spirit is fostered through the ventures of NSS, NCC, **Unnat Bharat Abhiyan**, STRIDE etc. Teachers identify topics for debates and GD on the basis of the current happenings within that discipline. **Motivational talks** are arranged periodically. **Language lab** helps them learn language in simulated environment. **Model making** method is introduced in Zoology. Students in BCA, BCS and Computer Science open the old IT equipment to see their inside structure, assembly.

**Problem solving:** The classes open by presenting a problem to the students. Teachers ask students a variety of questions and try to extract their prior knowledge about the problem. Brainstorming is

facilitated. Students evolve probable solutions. They also prioritize the tools, apply them to resolve the problem. Case studies are given to BA Economics, Sociology, Zoology and Botany students. Internal evaluation methods foster independent and self-learning. Research Methodology is prescribed in the curricula. **Project based learning** happens across all the programmes. Assignments on burning issues and problems. The faculty members also involve students in **research activities** like research projects, research paper writing, data collection, case studies etc.

The institute adopts 'do and learn' formula for enhancing students' learning ability. Open ended discussions wherein we allow students to speak on the topics without any constraints or set rules. We expose students to observation and interaction and analytical skills. We take them out in the open fields and let them see for themselves the reality of their disciplines. Students come out of the class and observe the rich natural environment of the campus. Department of Political Science and Management Science conduct **news analysis**. To develop communication skills students use **language lab facility**. We organizing exhibitions, let students presenting papers and PPTs, analyzing case studies and conducting quiz on theory topics. Student Seminars is a standard practice. Students teach or present a topic of contemporary relevance. Awareness has been generated amongst students regarding various internship opportunities. Group learning method is followed in science stream wherein students do experiments in groups. GD conducted on burning issues. Department of Marathi **collected the folk songs** composed by the native illiterate people and scripted them. Department of Sociology conductsed projects on social issues.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Link for additional information | View Document |

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

**Response:**

The classrooms and labs are ICT enabled with projectors installed. The campus is enabled with high speed wifi connection. Google classroom is used to manage online teaching and for sharing information with students. Teachers use virtual labs and conduct experiments though simulations. The PPTs are enabled with animations and simulations to sustain student participation. Online quizzes and contests are conducted to strengthen student fundamentals. **ZOOM, Google Meet, Microsoft Team** platforms are used for online teaching-learning. Online examinations are conducted through Google Forms. There are **09 ICT enabled classrooms**, 09 labs, 01 seminar hall, 01 auditorium. Labs have got projection facility. All the Departments and service units like NSS, NCC, Sports, Training and Placement Cell, IQAC, UGC Cell are fully computerized and have printer, intercom, high speed internet facility. Whats app groups and Telegram groups for strengthening student-teaching connectivity and sharing resources. Library also offers a wide range of e-resources through **NLIST services** via remote access facilities to all stakeholders. General ICT Tools are like desktop and laptops, projector, digital cameras, printer, photocopier, tablets, pen Drive, ipads, scanners, microphones, interactive white board, DVDs and CDs, flash discs. Teachers prepare a list of e-resources to be harnessed in the beginning of the academic year. They show related **documentaries, short films**, movies, animations etc. to students for conceptualizing the theoretical issues. Orientation

programmes on handing the ICT resources are regularly conducted. **Hands on training** on operating these resources are also organized. The students are allowed to use the discarded ICT material to view their structure and even make models from them. Students also develop **small software**. Students also prepare **models** to be displayed in science exhibitions. Teachers encourage students to prepare posters on ICT topics and present them in workshops. **Video lectures** have been recorded and are made available on YouTube for future reference. Online communication tools are used for project presentations, quiz, debates, elocution, paper presentations, internal tests etc. All the teachers have **laptops**. The teachers manage their course content and other data and information through ICT tools. Class wise **whats aap and telegram group** enable teachers to reach out to students with a real time solution. Even the teachers' whats app group help them in touch around the clock. The institute has subscribed **Google Classroom**. **02 Internet Connections** ensure high speed, uninterrupted internet speed. Teacher training on Google Classroom conducted.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View Document |

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

**Response:** 38:1

2.3.3.1 Number of mentors

Response: 65

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

## 2.4 Teacher Profile and Quality

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

**Response:** 97.14

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | 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. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

**Response:** 30.28

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 30 | 24 | 18 | 16 | 15 |

| File Description | Document |
|---|---|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |

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

**Response:** 0.18

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

Response: 11.6

| File Description | Document |
|---|---|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |

## 2.5 Evaluation Process and Reforms

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

**Response:**

The internal assessment is done continuously and high level of transparency is maintained. The system of internal assessment is communicated with the students in the beginning of the academic year. So they know the test dates, assignment submission dates in advance and work out accordingly. The entire process of internal assessment is monitored by the Principal and Vice-Principal and HoD who in their opening address communicate the internal assessment system to the students. He holds meetings of the faculties and orient them regularly. The institute follows the continuous internal evaluation system. 02 internal tests are given in each semester so in a three year programme a student takes minimum 12 internal tests. The question papers are prepared by the subject teacher and is approved by the HoD. There are descriptive as well as objective questions in the question papers in order to maintain a balance. Group discussion is conducted and students voice their views on the issues that have a close relevance to their curricula. Students are taken out of the class and the campus and visit the sites and locations so as to bridge the gap between theory and practice nd learn through experience. Students visit rivers, dams, forests, historical sites, monuments, museums, mountains, forts, industries, banks etc. Oral examinations are conducted regularly. Interview FAQs are also asked. Quizzes has been a standard practice internalized consciously. Debates are also organized on burning curricular issues and students speak about them. Tutorial sessions are also held in order to develop reading and writing skills. They also give seminars in the class on topics of curricular relevance and current developments in different walks of life. Unit tests are conducted regularly as per the schedule given in academic calendar. The weightage for the unit tests varies as per the concerned faculty but generally they carry 20 marks. The question papers are prepared by the teacher and are reviewed by the HoD. Students are communicated about the test and its structure well in advanced. The tests rely on both qualitative and quantitative analysis. The performance of the students is communicated in the class itself. The answer scripts are given to the students and the mark lists are maintained in the Departments. In case they have any concern with regard to their score, they may approach the teacher and seek his help. They may also approach the HoD, if their query is not resolved. There is a dedicated Internal Examination Committee which prepares the CIE schedule and deal with the student grievances as well. The internal assessment helps the teachers how much the students have understood the topic and also to bring about necessary changes in his teaching method. The CIE system has contributed to regular attendance of the students and continuous improvement. They also participate in the co-curricular activities.

| File Description | Document |
|---|---|
| Link for additional information | View Document |

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

**Response:**

Internal examination is an integral part in the education system. The university has framed guidelines to conduct examination in fair and transparent manner. The institute has been following the guidelines

strictly. Semester pattern has been introduced which comprises 30:20 pattern. The 30 mark examination is conducted by the university at the end of each semester. The remaining 20 mark evaluation is entrusted with the institute. It consists of tutorial, field based project, oral test, overall conduct etc. A special cell has been constituted at institute which deals with all the proceedings regarding smooth conduct of the examination and grievances arising out of it. The CIE schedule is communicated to students in the beginning of the academic year. It is also mentioned in the academic calendar. In each semester 02 class tests are given to the students. The test result is announced in the class and if the students have any grievance, they approach the subject teacher and get it resolved. In fact, the teacher provides the answer key or in case of qualitative assessment discusses the tentative answers or important points therein. So the students find it easy to judge their attainments. If there are serious grievances, the students approach the HoD and seek resolution. Sometimes, the Vice-Principals also intervenes. As a part of the CIE module, students also participate in seminar, GD, field visit etc. The University has stated guidelines in this regard.

There are grievances like the student has appeared for the 20 mark internal examination but the University result shows that they are absent. In that case, he submits a written grievance to the Vice Principal, who gets it verified from the examination department and MKCl Cell. The application is submitted to the University. In a week the University send the corrected mark memo to the students. The HEI plays an important mediatory role in such cases. Sometimes, the students apply for the photocopy of the answer-paper. The HEI submits the application to the University and when the University sends the answer-paper, it is immediately intimated to the aggrieved student. The subject teachers assesses the answer-paper and submits the revised recommended marks to the University with the Principal’s endorsement. The section clerk visits the University and get the grievance resolved. The documents are maintained in the Department. If there are grievances, the student may also apply and see the status. The teachers are oriented by the Principal, Vice Principals, IQAC regarding the method of assessment and grievance mitigation. In certain cases, the University also entertains such grievances and obtains relevant documents and record. So there is an efficient and responsive system in place for dealing with and resolving the grievances pertaining to the internal evaluation. While setting the question papers, the teachers work in unison. The colleague also serves as the moderator. It ensures transparency and accuracy. The practical examinations are conducted under the supervision of an external examiner who also fills the marks and submit it to the University.

| File Description | Document |
|---|---|
| Link for additional information | View Document |

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

Prior to 2016, the institute had course objectives and learning attributes which were monitored and measured by using formal and informal methods. However, since 2016, as the POs, PSOs and COs gained currency in the field of higher education, IQAC stepped in and oriented the teachers and students about the COs. IQAC organized workshops on A&A and discussed the philosophy of the outcomes. The teachers

consolidated the outcomes and devised mechanism to measure the level of attainment.

At present the institute follows a two-pronged approach: direct method and indirect method. The teachers always monitors the student progress through class tests, seminar, GD, elocution, study tours, interaction and participation in co-curricular activities. So he develops a judgment about the particular student. As the HEI has a close ecosystem, it's very easy to on the part of the teachers to monitor the student performance.

The HEI has stated outcomes. The document is available on the institutional website. The Departments discuss the outcomes during the induction meetings which are held in the first fortnight of July every year. The copies of the syllabus and the outcomes are available at the Departments for reference purpose. So the teachers explain each and every outcome in detail and elaborate their components. They also build in students the confidence that these are not very difficult targets to attain. They could develop these qualities with proper planning and efforts. The teachers also communicate the outcomes to the students during the classroom interaction, result announcements, doubt clearing sessions and students workshops. The syllabi are dictated to the students during the first lecture and discussed in the subsequent ones.

The syllabi designed by the University clearly state the outcomes. As they syllabi are updated at regular interval, the outcomes are also refined. The students who lag behind in terms of attaining the specific outcomes is given extra guidance by the teachers so that he could attain that particular outcome. To measure the attainment level of the outcomes the HEI follows Bloom's Taxonomy. The methodology of measuring the outcome is also communicated to the teachers and students. The Principal convenes meetings with the teachers and takes review of the outcomes. These issues also figure up during the College Development Committee in which the members discuss about the outcomes and their attainment. The HEI holds meetings with parents and share the performance of the wards with them. The outcomes are also discussed during the Alumni Meet.

| File Description | Document |
|---|---|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Past link for Additional information | View Document |

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

**Response:**

The HEI has a finely crafted strategy to evaluate the level of attainment of POs, PSOs and COs. There are stated, well-articulated and measurable outcomes communicated to the teachers and students. The HEI adopts multiple-strategies to evaluate the attainment of the outcomes. In this respect, the COs constitute the keystone in the mapping exercise. In each semester 02 tests are given to each students. The tastes carry an objective. So on the basis of the score in the test, the teacher gets an idea as to what extent the course outcomes have been accomplished by the student. The students give seminars in the class. The seminar topics are selected from the curricular themes. So they too carry an objective. The seminar performance also helps the teacher understand the CO attainment on the part of the student. The advance learners come forward and participate in the elocution competitions which are regularly organized in the institution. The

teacher helps the students in preparing for the competition. So they get a fair opportunity to know the attainment level of the students. The students also carry out research projects which is a mandatory component of the curricula prescribed by Dr. Babasaheb Ambedkar Marathwada University. The teacher first prepares a list of research topics and allots suitable topics to the students. They introduce students the steps in carrying out research: problem formulation, writing introduction, setting up objectives, defining the research universe, testing hypotheses, conducting pilot study, preparing questionnaire, collecting data, presenting data and writing the research report. Very often the teacher accompanies the students while they interact with the respondents. This helps the teacher gauge the student performance in a multiple areas. The associations/forums also organize activities on curricular issues. The students participate in them and interact with the resource persons. The teacher notes their participation and gauges the attainment of the COs. Group Discussion and Debate is one seminal practice that helps the teacher monitor the students from close quarter. The theories learned in the classrooms often find a spontaneous expression through these channels. As a part of the CIE, stipulated by Dr. BAM University, 20% marks are reserved for internal assessment. The teacher assesses and evaluates the students through tutorial, internal tests, research projects and overall interaction. This practice also helps measure the CO attainment level. In order to measure the outcomes in a statistical and quantitative manner, the HEI follows the framework provided by Benjamin Bloom in his *'Taxonomy of Educational Objectives'* It contains six components: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Here, the component 'knowledge' is the base while the ascending ones are skills and abilities. The pyramid showing the progress of the pupil from acquiring knowledge and culminates into its application. A committee has been constituted to measure the attainment levels in the light of the Bloom's Taxonomy. The analysis report has been posted on the institutional website and communicated to the stakeholders. The HEI has become more quantitative and responsive in matters of outcome communication and measurement.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Paste link for Additional information | View Document |

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

**Response:** 65.64

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 425 | 477 | 260 | 250 | 207 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 594 | 521 | 387 | 455 | 482 |

| File Description | Document |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:**

| File Description | Document |
|---|---|
| Upload database of all currently enrolled students (Data Template) | View Document |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

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

**Response:** 25.12

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 21.97 | 0 | 0.345 | 0 | 2.80 |

| File Description | Document |
|---|---|
| List of endowments / projects with details of grants | View Document |
| e-copies of the grant award letters for sponsored research projects / endowments | View Document |

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

**Response:** 27.27

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

Response: 18

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

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

**Response:** 25

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 12 | 0 | 0 | 1 | 2 |

3.1.3.2 **Number of departments offering academic programes**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 12 | 12 | 12 | 12 | 12 |

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

## 3.2 Innovation Ecosystem

**3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge**

**Response:**

The founders of the organization envisaged the HEI to be a centre where innovation, experiment, fetterless thinking which is internalized continuously through conscious efforts. To preserve this legacy, the HEI has designed **'Policy for Innovation'** and strives tirelessly to execute it meaningfully. The policy has been **communicated to the teachers**, students and other employees effectively so as to make them the agents of innovation. Conscious efforts have gone into creating, nurturing, sustaining and enhancing innovations across all domains of operations. IQAC has taken measures to ensure that the employees incorporate innovations in their daily tasks and assignments. There is innovation in the teaching methods. 27 teachers have evolved **54 innovative teaching methods** which are unique because they are locale specific. The teachers have allotted innovative research topics to the students for writing research projects. The Ph.D. guides have also insisted the students to pursue **research on innovative topics**. The HEI has organized **04 exhibitions and poster presentation** programmes during the last five years. The teachers explore the innovations carried out by other HEI and set **benchmarking**. **09 elocution competitions** have been organized on innovative themes ranging from exam stress to entrepreneurship development. The **extension and outreach programmes** are undertaken in an innovative fashion incorporating issues like organic farming, terrace farming, micro-irrigation, innovative water saving ideas. 20 teachers delivered **28 innovative lectures** on the Teachers; Academy platform. The HEI has organized **23 seminars, workshops** and lectures on innovative themes. Teachers have uploaded the **best lectures** on the institutional websites. The **videos of the workshops, FDPs, lectures** have been uploaded on Youtube. 09 **Ph.D. Dissertations/Theses** have been uploaded on Shodhganga Website. Research papers published by

the teachers are available on **Google Scholar and Research Gate**. The research papers have been viewed and utilized by the scholars and **students worldwide**. The administrative and other **staff also refine their ways** of carrying out daily tasks and assignments. The HEI has **a well-equipped Workshop** available for students and teachers to carry out innovative experiment, fabric work and design models. During the last five years the HEI has **deputed students** to participate in outstation innovation competitions and contests. Departments organized **surveys and quizzes** on innovative areas like vermin composting, readership surveys etc. Marathwada Shikshan Prasarak Mandal, the parent organization, has a policy to retain the innovative teachers and employees.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

**Response:** 18

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 10 | 1 | 4 | 3 | 0 |

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

## 3.3 Research Publications and Awards

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

**Response:** 4.78

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

Response: 86

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

Response: 18

| File Description | Document |
|---|---|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| URL to the research page on HEI website | View Document |

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**Response:** 0.43

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 10 | 12 | 1 | 2 | 4 |

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

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

**Response:** 0.91

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 9 | 7 | 6 | 29 | 11 |

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

## 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

True to the motto 'Not Me But You' the institute consciously connects students with the neighboring community. Through its four special weeklong camps held at Hingoni, Shivoor, Satana and Bhavoor villages, NSS focused on rural development, financial literacy, model village, sustainable agricultural practices, organic farming, social accountability, water conservation, water management, evils of superstitions, soil testing, personal hygiene, water crisis, millennium development goals, inclusive development etc. As the area is drought prone, emphasis was also laid on water conservation, innovative water management strategies, tree plantation, micro-irrigation, water pollution etc. The students built medium size soil dams and bunds at Bhavoor and Satana village. The students also addressed the health issues faced by the villagers. HIV/AIDS Testing Camps, HIV/AIDS Testing Camps were organized. Eye Check-up and Multi-diagnostic Camps were organized. Students carried out slum cleaning, road repairing, plastic litter collection, bus stand cleaning, and mask distribution. STRIDE Cell organized workshops on 'Solar Energy for Agricultural Application' and 'Organic Farming'. Under Unnat Bharat Abhiyan, 56 students conducted baseline/household survey of 402 families. NCC carried activities like 'bus stand cleaning', 'road repairing', 'free legal aid awareness rally', 'hand hygiene awareness rally' etc. Department of Political Science conducted 'Survey of Grampanchayat Functioning' at 12 villages and obtained responses from 56 respondents. Street Plays on 'Swachhata' and 'Forest Conservation' were performed.

This exposure to the neighbourhood society made students realize that the real India resides in villages. They found that there is a gulf between the urban and the rural and it poses a challenge in national integration. They also realized that water is a major issue in the villages. Due to lack of water conservation awareness, the rainwater runs off to the rivers and the villagers face water crisis from the month of December till the onset of monsoon. It dawned on the students that the forest cover is shrinking rapidly. The impact of climate change is visible in rural areas too. The drought spells and longer and more severe. The students planted 193 trees in four villages. They also insisted on the people to grow them. As personal and community is a concern, the students performed street plays on 'swachhata'. They also realized that there are entrepreneurial potentials lying dormant in the villages. Three elocution competitions on 'goat keeping', 'dairy farming', 'sericulture', 'fish farming', 'vermi composting' were organized for the students. They noticed that the rural women work hard but have 'anemia' so lecture by health specialists were organized. They developed social skills as they started interacting with other people. They developed emotional understanding because they are able to express in a healthy way. It developed them intellectually because they have become more creative. It contributed to the spiritual development because they became morally responsible and started sharing and caring with the people. A sense of coordination and fellowship also developed. It deepened self-responsibility, accountability, compassion, dignity of labour. It developed multiple facets like coordination. It developed psychomotor abilities because they can respond to different learning situations while with the people.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

**Response:** 20

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 6 | 5 | 3 | 3 | 3 |

| File Description | Document |
|---|---|
| Number of awards for extension activities in last 5 year | View Document |
| e-copy of the award letters | View Document |

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

**Response:** 28

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 3 | 6 | 3 | 10 | 6 |

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

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

**Response:** 27.8

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 173 | 565 | 397 | 1336 | 574 |

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

## 3.5 Collaboration

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**Response:** 11

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 10 | 0 | 01 | 0 | 0 |

| File Description | Document |
|---|---|
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |

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

**Response:** 8

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 1 | 5 | 2 | 0 | 0 |

| File Description | Document |
|---|---|
| e-Copies of the MoUs with institution/ industry/corporate houses | 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 infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

There are **28 classrooms** available for teaching-learning out of which 09 are classrooms cum **seminar halls** with LED Projection, multimedia, LAN and internet facility. They are spacious, safe, secure, hygienic and well ventilated. There is proper lighting, fans, podiums etc. The desks and floor is regularly dusted. They have white boards too. They are used for conducting seminars. The Science Building houses **10 laboratories** and has excellent furniture, safety equipment and sufficient learning resources and physical facilities. They are set up following the UGC guidelines. These labs have LED Projection facility too. Department of Botany and Zoology have set up 02 Museums. There is an air conditioned Central Research Lab where sophisticated equipment have been installed. The air conditioned Conference Room accommodates **30** participants and has got LED Projection facility. Swami Vivekananda Auditorium accommodates **315** audience and has LED Projection Facility and best sound system in place. It also has air cooling facility. There are **five research centres**: Marathi, Hindi, Chemistry, Commerce and Sociology. The language lab helps students learn English language in an interactive manner. There is an air-conditioned IT/Computer lab with **53** computers, LED projection, multimedia, internet facility. The Examination Office is computerized and has internet connectivity. There is a Pre-Army and Police Recruitment Training Centre too.

The library has 81000 books and **NLIST** subscription. There are **03 Reading Rooms** in the Library. The library procedures are fully computerized and automated with **Libman Software** (barcode reader). The **Browsing Centre** helps users check the availability of the books. The workshop is equipped with materials and facilities required for designing models. The students also use **Solar Water Heaters and Solar Power Generation Plant** for academic purpose. 20 students have completed **research projects** on solar energy using these resources. A quiz on solar energy has been conducted. Similarly there are **02 Vermi Compost Projects** in the campus which gives students learning experience. Students have completed research projects on vermin composting. A quiz has been completed on vermin composting. Botanical cum Medicinal Plant Garden has rare plant species. They are used by students for completing their academic assignments. A plant survey in the campus has been conducted by the students. The HEI has subscribed 05 internet lines offering 100-300 mbps speed. There are 02 power generators with capacity of 05 kv. All the Departments have computers, Printers and internet facility. There are **163 computers** in the institute. For inter-campus communication all the departments and units have been connected through intercom system.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

**Response:**

The HEI has adequate facilities for cultural activities, sports, games, gym and yoga.

**Cultural facilities:** The HEI has a well-equipped and state of the art Swami Vivekananda Auditorium which accommodates 295 audience. It also has air cooling facility. It is computerized and has internet and LCD projection facility. The cultural events are organized here. Apart from this, Seminar Hall No 04 is also used for organizing cultural events. Still larger and grander events are organized in the open air auditorium which accommodate 3000 people. The HEI has constituted 'Committee for Cultural Affairs'. The institute also has musical instruments required for holding musical events.

**Indoor Sports:** There is a well-equipped Indoor Sports Facility built under the UGC Scheme **'**Development of Sports Infrastructure and Equipment in Universities and Colleges-XII Plan'**.** It houses 02 badminton courts, Table Tennis Court, Yoga Centre, Gymnasium, 03 washrooms and 03 changing rooms. It also houses the office of Sports Director. These facilities are also used by the civil society.

**Outdoor Sports:** There is a well-equipped Outdoor Sports Facility built under the UGC Scheme **'**Development of Sports Infrastructure and Equipment in Universities and Colleges-XII Plan'**.** The 06 lane running track is located in front of the Indoor Sports Facility. The athletic events are organized here. As the HEI has started Pre-Army and Police Recruitment Training Centre, the facility is used optimally by the students. The facility is also extended to the civil society. There are facilities for sports like handball, volleyball, kabbadi, kho-kho, long jump, high jump, shot put, discus throw and javelin throw etc.

**Gymnasium:** There is a separate Gymnasium Hall in the institute. It houses a multi-station gymnasium. Students utilize this facility under the guidance of the Sports Director. The HEI has organized Dr. Babasaheb Ambedkar Marathwada University sponsored inter-collegiate selection tournament for 'Intercollegiate Ball Badminton Selection Trial' on 31-12-2021.

**Yoga:** There is a Yoga Centre as well. It has comfortable seating arrangement. The students and teachers use this facility optimally. Yoga events are organized in this centre. Apart from the International Yoga Day, the HEI organizes yoga events for students and teachers round the year: health, diet, multi-diagnostic camps, blood donation, sensitization drives. A weeklong workshop on 'Stress Management and Sound Holistic Health: Exercise for Immunity during Covid Pandemic' was organized from 17/05/2021 to 22/05/2021**.**

| File Description | Document |
|---|---|
| Paste 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. *(Data for the latest completed academic year)***

**Response:** 42.86

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

| File Description | Document |
|---|---|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**Response:** 19.77

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 1.34 | 1.50 | 00 | 30.00 | 47.45 |

| File Description | Document |
|---|---|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload 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 operations had been carried out manually till 2015. Part of its operation was computerized.

However, it was a time consuming exercise and the users faced hardship for searching the catalogue, finding out the title details, going to the concerned section and obtain the particular book. The feedback received from the users and its deliberation in IQAC and College Development Committee arrived to the conclusion that the HEI should install library automation software.

The HEI visited the Libraries which have implemented library automation processes. The HEI purchased the library automation software. It has been designed and developed by Mastersoft ERP Solution, Nagpur.

- **Name of ILMS Software:** Library Management Software –LIB-MAN
- **Nature of the Automation:** Fully
- **Version:** Released Version 2.0.3
- **Year of Automation:** 2016

Library Management Software –LIB-MAN is multiuser, fully secure, advanced software. The main features of LIBMAN are Barcode, Spine Labe and QR Code generation, SMS, e-mail services etc. There is no upper limit in terms of data entry and available space. We can have documents entries and export and import reports in MS Word, Excel and PDF format. Username and password is provided to every user for authenticity and security purpose. Without having valid username and password, application will not start. After login, the user enters into the main menu: general master, acquisition cataloguing, circulation, OPAC, newspaper, MIS Report, serial control, utility etc. It has a diverse collection of 80451 books with barcode labels. Various activities of the library such as data entry, issue and return, renewal of books, member logins etc. are done through the software. The books issue and return processes are carried out using barcode reader. Barcode scanner scans the 14 digit number present both in letters and numbers. The Library has set up web OPAC (Online Public Access Catalogue). OPAC provides a facility to search book details online. User can search book using criteria like Author, Title, Publisher, Accession Number, Classification Number, ISBN No. etc. A user can use MOPAC (Mobile Online Public Access Catalogue) for searching titles using smart phones. They can see book issue details, new arrival details, books transaction history and overdue details etc. They can use QR codes so as to record their reading hall attendance. The Library has opened 06 student facilitation windows so that the users can complete the issue and return process hassle free. The Librarian, Assistant Librarian and the Library Staff train the users personally while they use the services. The 11 staff help users continuously. Library organized one day ‘User Orientation Workshop on N-List Resources and Library Management Software (LIBMAN)’on 12-07-2021. There are boards on display explaining the steps from login to issue of the book. The library management software is maintained on AMC basis. For an uninterrupted access to books, there is a power backup through inverter and generator. The automation avoids duplication of work, improves control over collection, renders better services, maintains bibliographical record and ensures quick response.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Paste link for Additional Information | View Document |

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

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

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

| File Description | Document |
|---|---|
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

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

**Response:** 2.89

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 3.44 | 1.36 | 0.65 | 7.02 | 1.96 |

| File Description | Document |
|---|---|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | View Document |

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 7.01

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

Response: 176

| File Description | Document |
|---|---|
| Details of library usage by teachers and students | View Document |

## 4.3 IT Infrastructure

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

**Response:**

The institute has set up 09 Audio-Visual Classrooms cum Seminar Halls equipped with LCD/LED Projection facility. Swami Vivekananda Auditorium is equipped with LCD Projection facility, sound system and internet facility. 06 labs (Physics, Chemistry, Botany, Zoology, Language Lab, Biotechnology Lab, Computer Lab) are equipped with LCD Projection facility.

To update the computers to the latest version, Rs. 3740 has been spent. The HEI utilized Rs. 98000 to safeguard the IT equipment and resources from the cyber threats like viruses and malware. The IT equipment have been secured with Quick Heal anti-virus.

The computers and printers spread across different Departments, Sections and Service Units have been connected by LAN. Rs. 317997 has been utilized for this purpose. To connect various devices in the network, switches have been installed by spending Rs. 228597.

Earlier, the institute had a single BSNL lease line for internet connectivity. It was a wired connections and due to development work by the Highway Authorities, it was often damaged. Now routers have been installed to ensured uninterrupted internet service. Considering the number of sections, departments and student strength, the access was not sufficient. So the HEI augmented it. Apart from the additional 02 internet lines (BSNL) with speed of 300 mbps, two more subscriptions (Railtel) with speed of 100 mbps have been added.

The institute has 19.36 acre of campus with a large number of sections, departments, service units spread at considerable distance. For inter-campus communication, intercom system has been installed. The institute has appointed a system administrator (mechanic) from its own funds to maintain the IT infrastructure in the campus.

Earlier, the Library operations were computerized but the issue and collection procedures were maintained manually. Since 2016, automation came into effect by installing Library Management Software developed by Mastersoft ERP Solutions Pvt. Ltd. In 2021, it has been upgraded and now Cloud-based Library Management System is in operation.

The administrative procedures are computerized and has got a lot of IT intervention. MSPMERP Software has been installed to carry out administrative procedures like student profile, student admission and generating various certificates. With regard to the financial sphere, Tally Software has been subscribed and AMC is also signed. It has been regularly renewed in order to incorporate the recent financial up gradations like GST and Taxation reforms.

The institution has a functional website www.vpcollege.org. It has been serving as a channel of

disseminating information to the stakeholders. Similarly, the institutional software MSPMERP also functions from the website. The website is upgraded to new features by means of subscription and AMC. Firewall Terminal Software has been subscribed in order to add an extra layer of security to the IT gadgets. As data analysis has become important in HEI, Maple software is subscribed to carry out mathematical operations, data analysis, visualization, and programming.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

**Response:** 15:1

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Student – computer ratio | View Document |

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

**Response:** A. ?50 MBPS

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

**Response:** 80.27

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 24.98 | 13.13 | 44.87 | 33.91 | 82.42 |

| File Description | Document |
|---|---|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

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

**Response:**

The HEI has well defined policies, rules and guidelines with regard to maintain the campus facilities.

**Classrooms:** The maintenance work is carried out by calling three quotations from the vendors. The lowest standing quotations is selected. 50% amount is paid being advance. The remaining 50% is paid after completion of the work. The requirements are received from the concerned Vice Principal or HoD. The Store Section completes the formalities. The College Development Committee has the power to carry out minor and routine type of maintenance work. Major maintenance work is approved by MSP Mandal Office. There is a housekeeping schedule with regard to maintain cleanliness across all the classrooms. The sweepers clean them every day. The institute has employed 06 employees to keep the campus neat and tidy. For maintaining toilet blocks and washrooms, 02 employees have been appointed by the institute.

**Laboratory:** Labs are maintained regularly. To carry out civil work like expansion and renovation, three quotation and the lowest one gets the contract. Again Store completes the formalities. For purchase of equipment, Store, in consultation with the particular Department or Service Unit, calls three quotations. 50% amount is paid being advance. Remaining 50% is paid after the receipt of the material. The Store receives the material and takes entries in the stock register. The bills are sent to the Account Section after having signed by the Principal. Later the material is supplied to the concerned Department.

**Library:** There are four types of works that happen in the Library: new purchase, IT upgradation, civil work and maintenance. For purchase of books the Library receives requirements from the academic departments. The Library Advisory Committee reviews the requirement. After having consultation with the Store, the requirement is placed before the Vice Principal and Principal. It is also discussed in the Coordination Committee. The Purchase Committee also checks it and signs it. Then, it is sent to the CDC for approval. Three quotations are called. The lowest quotation is given the work order. 50% amount is paid being advance. Remaining 50% is paid after the receipt of the material. The Store receives the material and takes entries in the stock register. The bills are sent to the Account Section after having signed by the Principal. Later the material is supplied to the concerned Department. The Library receives the books and enter them in the Accession register.

**Civil Work:** The campus being vast (19.36), a lot of civil work goes on regularly. The Store has identified trusted and credible vendors who supply quality materials like cement, steel, gravel, bricks, sand etc. required for carrying out the civil work. At the same time, the Store invites contractors to carry out the work. Minimum three quotations are called from the vendors. The lowest quotation gets the contract. 50% amount is paid being advance. Remaining 50% is paid after the receipt of the material. The Store receives the material and takes entries in the stock register. The bills are sent to the Account Section after having

signed by the Principal. The store carries out the civil work under the inspection of the engineer and the teachers from Construction Technology. After receiving the completion certificate from these three sections the final amount is released.

**Sports Maintenance:** The Director of Sports, in consultation with the Sports Advisory Committee, identifies and prioritizes the list of maintenance tasks. It is submitted to the Principal and after his endorsement, it is forwarded to Store. The maintenance work is carried out by calling three quotations from the vendors. The lowest standing quotations is selected. 50% amount is paid being advance. The remaining 50% is paid after completion of the work. The requirements are received from the concerned Vice Principal or HoD. The Store Section completes the formalities. The College Development Committee has the power to carry out minor and routine type of maintenance work. Major maintenance work is approved by MSP Mandal Office. There is a housekeeping schedule with regard to maintain cleanliness across all the classrooms. The sweepers clean them every day. The institute has employed 06 employees to keep the campus neat and tidy.

**IT Maintenance:** Minor IT maintenance is carried out by the technician appointed by the institute. Sometimes the teachers also assist in resolving minor IT problems. Major maintenance work is carried out by the Store by inviting IT service providers. Again three quotation formula is adhered too. For maintaining Xerox machines and power generators, the institute has AMC with the service providers.

The Office of MSP Mandal has designed detailed guidelines with regard to maintaining, procuring and utilizing the academic, physical, IT and civil facilities. They are upgraded every year and it is mandatory on the part of the institute, to follow them so as to ensure transparency, fairness and quality in the processes. The entire process is discussed in the MSP Mandal meetings and CDC meetings. The employees involved are also oriented to the procedures. MSP Mandal has a dedicated Account Staff that regulates the procedures. IQAC also plays an important role in this regard. The institute has received funds for infrastructural augmentation and maintenance during the last five years. The funds have been utilized as per the funding agency guidelines. The institute has submitted the utilization certificates within the stipulated deadlines. There is no misappropriation reported yet. The policy of the institute is that of inclusiveness so as to make optimum utilization of the campus facilities. These facilities are also extended to the NGOs, Govt. and civil society.

| File Description | Document |
|---|---|
| Upload any 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 last five years**

**Response:** 50.48

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 1137 | 1360 | 1128 | 743 | 1327 |

| File Description | Document |
|---|---|
| upload self attested letter with the list of students sanctioned scholarship | View Document |
| Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template) | View Document |

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

**Response:** 4.26

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 227 | 287 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template) | View Document |

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

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

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

| File Description | Document |
|---|---|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

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

**Response:** 48.79

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 1054 | 811 | 1226 | 2024 | 339 |

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

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances**

**including sexual harassment and ragging cases**

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

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

| File Description | Document |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |

## 5.2 Student Progression

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

**Response:** 20.99

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 65 | 94 | 120 | 101 | 124 |

| File Description | Document |
|---|---|
| Self attested list of students placed | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**Response:** 115.98

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 842

| File Description | Document |
|---|---|
| Details of student progression to higher education (Data Template) | View Document |

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

**Response:** 60

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 06 | 1 | 1 | 0 | 0 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 06 | 1 | 1 | 0 | 0 |

| File Description | Document |
|---|---|
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |

## 5.3 Student Participation and Activities

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

**Response:** 10

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 2 | 3 | 2 | 1 | 2 |

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

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

**Response:**

**Student Council:** The HEI nominates Class Representatives (CR) on the basis of the academic performance in the previous academic year. The CRs serve as the student in-charge of that particular class. He deals with a wide array of activities like resolving the minor grievances, helping students in academic matters, serving as a mediatory between the teachers and the students. As the Government of Maharashtra has released a circular regarding withholding the Student Council Elections, the HEI could not form Student Council since 2016. However, through other means, the HEI strove to keep the student representation alive. For example, through the YIN Platform, class representatives elected the General Secretary.

**Associations:** There various associations constituted for seeking the all-round development of students. Literary Association, Science Association, Science Association have Student Secretary and Joint Secretary as the functionaries. They plan and execute the activities and the HoD and Vice Principal serves as facilitators. The purpose to let them develop leadership skills. This practice trains the students to lead the associations and understand the democratic principles. It has proved very beneficial over the years. The students also prepare budget, choose resource persons, invite them and organize co-curricular activities. They also learn the event management skills.

**NSS:** The NSS has been a very powerful organ to give students space for developing life skills. The Programme Officers, with a view to organize the NSS activities in a better way, nominate coordinators from the volunteer community. They assist and help the POs and the students too. They maintain the schedule, attendance, stage preparation, seating arrangement etc. They also introduce the resource persons and encourage and involve other students to come forward and conduct the proceeding and notes of the programme.

**NCC:** Like NSS, the NCC also ensures due representation of students in its functioning. As per the protocol of the 50 Maharashtra Battalion, two types of functionaries are nominated from the cadets: Senior

Under Officer and Junior Under Officer. Their duties and responsibilities have been spelt down in the NCC manual. They discharge these duties and assist the ANO in managing the Unit. During the last five years 16 cadets have served as Senior Under Officers and Junior Under Officers.

**Library Advisory Committee:** The student representative is also nominated on the Library Advisory Committee. He/She attends the meetings and gives valuable suggestions in order to improve the Library services. Sometimes, the users face difficulties and on such occasions, they approach the representatives and get their problems resolved.

**Sports Advisory Committee:** Student Representatives are also nominated on the Sports Advisory Committee. They assist the Sports Director in coordinating the activities. In acse of hardship, they also mentor the sportspersons. They serve as the mediatory between the Sports Director and the sportsperson.

**IQAC:** IQAC also has student representative. They are also encouraged to participate the meetings and contribute their inputs. The representative represents the entire student community. They share their aspirations on this platform.

| File Description | Document |
|---|---|
| Paste link for additional information | View Document |

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

**Response:** 17

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 21 | 12 | 25 | 11 | 16 |

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

## 5.4 Alumni Engagement

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

**Response:**

Vinayakrao Patil Mahavidyalaya has a functional and pro-active Alumni Association. 'Interaction with Entrepreneur' was organized on 02-01-2018. Mr. Ravindra Sancheti, former student, counselled the students that to start any industry we actually don't need a lot of capital. Mr. Vishal Sancheti, alumnus, said that he is proud of being an alumnus of this college. He said that he is so sorry to see that young people coming out of college hunt for jobs.

NSS and NCC organized a workshop on 'Opportunities in Indian Army' on 29-09-2018. Mr. Nitin Rothe, alumnus, said that there is a special entry provision to NCC cadets. Mr. Swapnil Avhale, alumnus, told the students about the Direct Entry Soldier opportunities.

An alumni Meet was organized on 09-01-2019. Shri. Satish Chavan, Secretary, MSP Mandal, addressed the meet. He said that the MSP Mandal alumni are unique because they always think of the students. Many of the former students guide the present about training and placement activities. He informed that MSP Mandal has a distinction of being an institute having corpus for the skill development and start-up.

The Department of Marathi organized a national seminar entitled 'Literature by Dr. Bhimrao Wakchoure'. Dr. Nagnath Kotapalle, Former VC, Dr. Babasaheb Ambedkar Marathwada University, delivered the keynote address. Dr. Wakchoure, in his speech, elaborated his journey as an amateur writer to a celebrated author.

'Interaction with the Writer' programme was organized on 28-02-2020. Shri. Ashok Gaikwad, former student, highlighted the importance of Marathi language. Vikas Jagtap, former student, recited some poems and said that education through mother tongue is necessary for the holistic development of students.

A workshop on Instrument Handling: GC and HPLC was organized on 26-09-2020 by the Department of Chemistry. Dr. Babasaheb Matsagar, Research Scientist, Chemical Engineering Department, National Taiwan University, Taipei, Taiwan, explained the 'Basic Principles of HPLC'.

A webinar on "Intellectual Property Right" was organized by Department of Chemistry on 29-30-05-2021. Dr. B. M. Matsagar, was the resource person. He explained the patent process with reference to his own example

Department of History and Economics, organized Alumni Meet on 30-12-2021. Yogesh Somavanshi, the alumnus, said that there are opportunities in the field of Statistics. Vishal Nagude, alumnus, said that he has immensely benefitted from the Training and Placement activities conducted in the college. Santosh Kale, alumnus, banker, said that there are a large number of opportunities in banking sector too.

Department of Commerce has organized the 'Alumni Meet' on 31-12-2021. Over 93 students shared their views about the career avenues in the field. Dr. K. P. Bholane interacted with the former students

Competitive Exam Guidance Workshop was organized in Collaboration with Unique Academy, Pune. Mr. Deva Jadhvar, explained tricks for preparing ‘Current Affairs’ and Mr. Vibhor Bothe, discussed methods of studying ‘NCERT and Indian History’

Department of Economics organized a workshop on ‘Selection of Reference Books and Concentration Techniques’ on 30-07-2018. Rasika Gawande, alumnus, delivered explainedthe topic ‘Selection of Reference Books for MPSC Exams’. Rohini Borse, alumnus, explained the ‘Concentration Techniques in Competitive Examinations’.

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

**Response:** E. <1 Lakhs

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# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

The institute looks forward to fulfilling the **aspirations** of the students through education. The vision and mission has been **communicated** to all the stakeholders effectively. The activities are conducted in order to realize the mission statement. The Central Executive Council of MSP Mandal takes decisions that are in tune with the mission of the institute. The College Development Committee **(CDC)** has reformed the governance making it more responsive and committed to the vision and mission. The **Perspective Plan** is deployed effectively. The IQAC and the Departments and service units prepare **action plan** accommodating activities that help reflect the vision and mission of the institute. The HEI provides higher education to the backward and rural youth and to make them **self-reliant and disciplined**. There are students coming from 100 far-flung villages. The policy of the institute is inclusive so that the students get opportunities of higher education. As the HEI operates in a drought prone area, apart from the government **scholarship**, the HEI has introduced concessions in fees to the poor and needy students. The functional Training and Placement Cell has organized activities for making **students employable**. The HEI, through various associations, cells, committees and service units, ensured the overall **personality development** of the students through extra-curricular and co- curricular activities. The HEI organized various extension activities for cultivation of **democratic and human values** under the aegis of NSS, NCC, UGC STIDE, UGC Paramarsh. The HEI transferred the knowledge and skills for fulfillment of changing needs of rural society in the process of modernization. 0**5 Certificate Course** have been introduced: Spoken English, TCS Affirmative Action, E4 Skills (English), Soft Skills Training. A well-equipped **'Competitive Examination Cell'** has been set up and 34 activities have been conducted so far. The institute provided opportunities of higher education for upliftment and empowerment of rural women. There is a functional **Women Development Cell and PoSH Committee**. Today (2020-21), the college has the women strength of 989 (44.83%). Activities like women empowerment, liberation, women rights, human rights, diet and health, transgender, gender audit, women atrocities etc. have been organized. The institute introduced measures for developing the abilities of right kind of **leadership** amongst the students in all walks of life. A one day workshop on 'Youth Leadership development' on 05/10/2019. The HEI provided the finest opportunities and environment for teaching, learning and research. **09 Audio-Visual Classrooms/Seminar Hall** have been set up. The library has been fully computerized and automated. There is a **Pre-Army and Police Recruitment Training Centre** in the college. The HEI continues to adhere to the vision and mission envisaged by the founders. The HEI continues to be a philanthropic organization. Profit making is not the motive. The course fees are very much affordable to the society. The management of the institute maintains a touch with the stakeholders and tries to fulfil the aspirations of the society.

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

**Response:**

**Decentralization**: The institute continued to implement these practices through 2019-20 too. The vision and mission has been strongly and regularly communicated to the stakeholders through Prospectus, Website, Code of Conduct Programmes, Flex Hoardings, and Activities etc. There is a 21 member Central Executive Council at the apex level and is the top level policy making body of Marathwada Shikshan Prasarak Mandal. At the institute level there is a **22 member College Development Committee** constituted as per the provisions of Maharashtra Public Universities Act 2016. It has representatives from cross-section of society and accommodates teachers, administrative members, non-teaching representatives, IQAC Coordinator, Women teachers etc. The institutional prespective plan, annual action plan are prepared and their deployment is monitored by this CDC. It meets three times a year. There is a **coordination committee** comprising of Principal, 02 Vice Principals and Registrar that meets fortnightly and takes review of the activities. For seeking full realization of vision and mission and fruitful accomplishment of action plans, 50 committees, cells and associations have been formed.

**The Principal** delegates his powers to the Vice Principals, Registrar, HoDs and coordinators of committees and associations. They also take administrative decisions. Member secretary of the CDC. Chairperson of IQAC. **Vice Principals:** The roles and responsibilities of the Vice-Principals are defined. They ensure that the academic activities take place as per the planning. They see that the co-curricular and extra-curricular activities are planned and organized as per the action plan. They also visit the best institutions and try to implement some of them in the institute. They forward the reports to the Principal. **HoDs** ensure that the academic activities are executed properly and monitor the student progress. The HoDs further delegate the authority to the teachers so that they take decisions in order to smoothly carry out the assignment. This adds to their job satisfaction. Teachers plan the lessons, teach using ICT and innovative methods, pursue research and conduct student activities. **Registrar** looks after the administrative affairs like student admission, establishment work and coordinate the administrative and support staff. **Office Superintendent** maintains synergy with the Registrar and the academic departments and maintain the documents and record.

**Participative Management:** The policies, procedures, rules, regulation, norms, guidelines, directives and code of conduct are evolved after discussion, debate, consultation and consensus among the CEC, CDC and IQAC. The committees function in a democratic manners as bodies like Literary Association, Commerce Association, Science Association, Sports Advisory, Cultural Association, Research Promotion Cell, Library Advisory, Training and Placement have student representatives. Students moderate the activities and programmes and develop stage courage, event management, report writing, introducing the resource persons, publicity etc. The students introduce the resource persons, conduct proceedings and propose the vote of thanks. While undertaking extension and outreach programmes, the students form clusters and these clusters have student coordinators. This delegation has built trust, ensured open communication and fostered positive attitude and creativity amongst the employees. It has created space

for new ideas and innovative thinking.

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## 6.2 Strategy Development and Deployment

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

**Response:**

**Research Capability Enhancement Initiatives**

The institute has prepared a comprehensive Perspective/Strategic Plan for 2017-22. Research capability development has been the mainstay of this plan. Components such as measurable objectives, stipulated timeline, stakeholder to be involved, available resources and desired outcomes have been considered. The institute has a functional Research Promotion Cell. The **research policy** has been communicated to all the stakeholders. To provide the finest opportunities and environment for teaching, learning and research is one of the mission objectives of the HEI. The perspective plan accommodates the research component and lays down ways and means to realize it. 24 teachers hold Ph.D. degree. During the last five years 12 teachers pursued research leading to Ph.D. and were awarded Ph.D. degree. **234 research papers** have been published in reputed national and international journals. **62 books and chapters** have been published by the teachers. Teachers have been **cited** by scholars world-wide. There are **05 research centres** in the institute: Marathi, Hindi, Commerce, Chemistry and Sociology. There are **18 recognized research guides** in the institute. In all 96 **research scholars/students** are pursuing research under their guidance. **24 research students** have been awarded Ph.D. degree so far. The HEI has organized **Capability Enhancement Programmes** for teachers and students. Project has been used as a teaching-learning method. Research projects are given on local specific themes. The institute has utilized **Rs 2512067** for carrying out 34 research projects. **03 IPR Workshops** have been organized in which themes like plagiarism, trademarks, patent etc. have been discussed. **03 weeklong FDPs** have also been organized: Research methodology for Science teachers, research methodology for Social Science teachers. Students also presented papers in seminars and workshops. Students presented posters as well. **Science exhibitions** have also been organized. **Workshop on Plagiarism** and Research Ethics has been organized. Project Writing and Research Methodology are papers offered under UG and PG Programmes. Teachers take students in the outside world and let them understand the problems. Students formulate research problems and try to resolve those problems by analyzing necessary data. Programmes on writing objectives, formulating research problems, writing hypothesis, applying research methodology, data analysis and dissertation writing have been organized. As a result the research scenario of the campus has undergone a sea change. There is a vibrant research culture in the institute today. The teachers of the institute have delivered lectures in outside institutes on research components. 05 teachers have got **research awards and recognitions**.

| File Description | Document |
|---|---|
| strategic Plan and deployment documents on the website | View Document |
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**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

**Response:**

There is a 21 member Central Executive Council operating at the Marathwada Shikshan Prasarak Mandal, Aurangabad, which regulates all the institutes. College Development Committee is a statutory committee constituted as per the provisions of the Maharashtra Public Universities Act, 2016.

**Administrative Setup**

At the institutional level, the CDC guides the Principals to plan and executive policies and activities in order to translate the vision and mission of the institute. As reflected in the organogram, the CDC formally meets four times a year to take stock of the progress of the institution. However, the members of the CEC and CDC regularly visit the institute, meets teachers, students, parents and other stakeholders. The Principal being the Ex-Officio Secretary, is vested with the administrative powers. He is assisted by two Vice Principals who coordinate the three major academic blocks: Arts and Commerce and Science and Self-Financed Programmes. The HoDs execute teaching, learning and evaluation processes. IQAC draws the annual action plan, perspective plan, academic calendar and monitors the curricular and co-curricular activities. The statutory cells, associations and committees meet as per the schedule laid down in the action plan and the academic calendar and organize activities. The Registrar and Office Superintendent are the two important functionaries when it comes to the administrative setup of the institute. They deal with the administrative or official procedures.

**Service Rules, Policies and Procedures**

The HEI adheres to the Service Rules as laid down by the UGC and State Government. They are available on the institutional website. They are briefly printed in the employees appointment letter itself. The HEI organizes workshops and lectures so as to sensitize the employees about their service rules, obligations and responsibilities. The code of conduct policy also reflects these service rules. The Management draws policies in consultation with the employees and the stakeholder aspiration and are communicated to the employees. They are consensus based. There are Govt. policies which are implemented by the HEI in a true spirit. At each level of the administrative, there are written and clearly stated policies and procedures. The duties of teachers, administrative staff and supportive staff have been written down and communicated properly.

**Recruitment of Faculty/Supporting Staff**

The teachers under the grant-in-aid basis are appointed by the MSP Mandal following the rules and

regulations as laid down by the UGC, State Govt. and Dr. Babasaheb Ambedkar Marathwada University. To appoint the teachers under the self-financed programmes, the CDC and Principal publish a recruitment advertisement in the prominent dailies. Applications are called in and scrutinized by a committee. Interviews are generally held in June-July prior to the commencement of the academic year. The positions of administrative and other non-teaching staff are filled in by the MSP Mandal following the UGC, Govt and University norms. The institute follows the reservation policy while appointing the staff.

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| Paste link for additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

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

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

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

| File Description | Document |
|---|---|
| Screen shots of user interfaces | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The institute took utmost care to seek welfare of its employees. Vinayakrao Patil Employees Cooperative Credit Society is a bank run by the employees themselves. From April 2016, it provided loan of Rs. 8,96,99,000 to 61 employees. Fee concession has been granted to 18 wards of the employees. Under the Medical Bill Reimbursement Scheme, Rs.9,83,555 has been provided to 14 Employees. There is Teachers Academy which provides platform to teachers to share their views with other employees. 27 teachers delivered thought-provoking lectures on this platform so far. There are teachers and non-teaching staff members who stay away from their families and wish to devote extra hours for the campus enrichment and in pursuit of research work, they are accommodated in the college hostel without any rent. 12 teachers and other staff have utilized the laboratory facility for conducting research leading to Ph.D. degree. The institute emphasizes on skill development of the employees. In order to boost their IT skills 04 laptops

have been given to 04 employees. The institute has state of the art indoor and outdoor sports facilities. The employees utilize these facilities for being healthy and cheerful. So far 06 yoga activities have been organized for the teachers. The teachers and other staff are encourage to go on tours and excursions to different social, economic, cultural, historic, architectural sites in order to widen the horizon of their knowledge. So far 75% teachers have availed to this facility. Dr. M. L. Sonawane has completed a two year U.G.C. Faculty Recharge Scheme and obtained Ph.D. degree from Dr. Babasaheb Ambedkar Maratthwada University, Aurangabad. Dr. Dadasaheb Salunke, Associate Professor, Department of English, has been selected for the U.G.C. Research Award 2016-16. He was granted a two year leave. The employees were insured under the Group Insurance Scheme. However, from 2021, the existing saving accounts of the employees have been converted into salary accounts and so they are eligible the accident insurance cover of Rs. 40,00000/- under the Bank of Maharashtra Scheme. The employees are encouraged to upgrade their qualification from the distance mode. 12 employees have upgraded their qualification. 24 teachers have been promoted under the U.G.C. Career Advancement Scheme (CAS). 35 teachers have completed FDP, Orientation, Refresher Courses, STC etc. Workshops and lectures on themes like prudent investment, financial literacy and art of living are organized for the employees. Teachers are encourage to contest elections for various bodies of the affiliating University. 05 teachers represent the Academic Council, Board of Studies etc. Dr. U. V. Panchal, Principal, completed NAAC sponsored Peer Team Training held at Nagpur in 2019. We also celebrate the birth days of the employees by giving them books and flowers. Employees also demonstrate their artistic skills during the cultural festivals. Above all, the college provides a multi-cultural environment for the employees to seek their holistic and all-round development. Thanks to such effective and pro-active measures the job satisfaction level of the employees has been very high.

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**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:** 8.79

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 29 | 0 | 0 | 0 | 0 |

| File Description | Document |
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| Upload any additional information | View Document |
| Details of teachers provided with financial support to attend conference, 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:** 5.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 09 | 02 | 05 | 04 | 06 |

| File Description | Document |
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| Upload any additional information | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

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

**Response:** 23.88

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 60 | 13 | 00 | 06 | 01 |

| File Description | Document |
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| Upload any additional information | View Document |
| Details of teachers attending professional development programmes during the last five years | View Document |

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

**Response:**

The HEI has an explicit policy with regard to obtain and analyze self –appraisal reports from all the employees. The institute follows the Annual Self-Assessment for Performance Based Appraisal System (PBAS) as prescribed under the 'UGC Regulations on Minimum Qualifications for Appointment of Teachers in Universities and Colleges---2010' with all its amendments. It is prescribed for the **grant-in-aid teachers**. For the teachers working in **self-financed programmes**, the IQAC has designed a separate Self-Appraisal for accommodating the parameters concerning their requirements. The process of obtaining the Self-Appraisal Reports starts in April every year. IQAC holds meetings with the employees and explains the process of the self-appraisal. IQAC with the senior teachers examines the API written against each column. If there are corrections, they are done in consultation with the concerned teacher. The self-appraisal reports are also submitted to the University for the Promotion under Career Advancement Scheme. The Screening Committee constituted by the University grants CAS promotion after evaluating the Self-Appraisal Reports.

IQAC has also designed a self-appraisal form for the **administrative and other non-teaching staff**. It contains parameters like academic qualification, research papers presented in Seminar and workshops and published in Journals, student competitions, study tours, research projects, exhibitions, webinars etc. conducted, work in various college committees, teaching methods/aids used, examination duties performed, extension and outreach work. It is obtained in April every year.

Performance Appraisal Forms are also obtained from the administrative and non-teaching staff every year. It has components like understanding of institutional vision and mission, job knowledge, standard of the tasks, efficiency, promptness, ethical behavior, clarity of goals, habit of continuous learning, problem solving skills, participation in professional development programmes etc. The concerned Head of the Department, after, scrutiny of the report writes his remark in the box and submits it to the Principal. The Principal calls a meeting of the administrative and other staff and discuss about the SWOC analysis arising out of the analysis repot.

The self-appraisal reports are **first examined by the IQAC** and then a **chart of SWOC** is prepared and submitted to the Principal. The analysis report is also tabled in the **College Development Committee Meetings**. Based on the analysis report, the Principal writes **letters** to the teachers and the staff who have achieved excellence. He also writes about his expectations from the faculty and congratulates them. Sometimes there are areas where the particular employee has scope to improve the performance and in such cases the IQAC and Principal counsels the employee and thus take corrective action. The self-appraisal system helps teachers and employees analyze their attainments. It also helps the institute know about the strength and weaknesses of its human resource.

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## 6.4 Financial Management and Resource Mobilization

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

**Response:**

Internal audits are regularly conducted by the institute. In order to ensure transparency and discipline, the Marathwada Shikshan Prasarak Mandal, the parent organization has appointed permanent accountants who conduct the internal audit. As a part of our best practice, Vinayakrao Patil Mahavidyalaya, has appointed one accountant for maintaining the financial record on day-to-day basis. There is a treasurer appointed at the institute level. An in-house committee examines all financial record. The treasurer and Administrative Officer of Marathwada Shikshan Prasarak Mandal also monitor the financial processes of the institute. The College Development Officer appointed by the MSP Mandal also intervenes in these matters. The queries raised in the internal audits are communicated to the Principal and the Administrative Officer, MSP Mandal simultaneously. The queries are discussed in the Coordination Committee and IQAC. The compliance report is submitted to the internal auditors, Administrative Officer and Treasurer, MSP Mandal within 15 days. The queries and the compliance report also figure up during the College Development Committee meetings. All financial statements till 31-1202021 have been certified by the CA. The entire exercise is computerized Tally ERP mediated.

The external financial audit is conducted by Messrs. Sunil Salunke (CA) & Associates and Messers. Sherkar and Associates, (CA) Aurangabad. The external financial audit (statutory) are conducted in April-May every year. It checks fee receipts, grants, interest, staff payment, vendor payment, ITR etc. The report of the external financial audit is submitted to the Principal and CDC. The Principal submits it to the Joint Director, Higher Education, Aurangabad Region and also to Registrar, Dr. Babasaheb Ambedkar Marathwada University. So far no serious queries concerning financial irregularity have been recorded. The assessment is also carried out by the Joint Director, Higher Education, Aurangabad, Senior Auditor and Auditor General of the State. The institute follows the guidelines issued by MSP Mandal for calling quotations, making comparative statements, issuance of orders, purchase of materials and services and maintenance of cash books and stock registers etc. Consequently, the college has received A grade audit certificates during the last five years.

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |

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

**Response:**

**Strategies for fund mobilization**

There are three major sources of funds for the institute: UGC grants, student fees and salary grant. The institute has mobilized Rs. 10166626 from UGC Grants, Rs.23274939 from student fees and Rs. 452646865 from salary grants.

**Utilization of funds**

The institute has prepared **action plan** sequencing the priority areas to be addressed. Annual budget is prepared in consultation with all the sections. The purchase committee after the obtaining administrative and financial approval from CDC and Principal Office, calls quotations from eligible and trusted vendors for buying materials and hiring services. The construction work is generally done by the institute by buying required material under the supervision of engineers. While utilizing the grants received from the funding agencies like UGC, University and State Government, the TA/DA rules of UGC are followed. The **College Development Committee** discuss the utilization of funds and also provides guidance. The IQAC also reviews the way the funds are utilized. The Treasurer MSP Mandal also intervenes to ensure that the funds are utilized properly and as per the rules. The MSP Mandal has also issued **guidelines** with regard to proper utilization of funds received from various sources. The Secretary MSP Mandal and Tresurer have called 07 meetings during last five years to review the utilization of funds. These meetings are also attended by the internal auditors, accountants of MSP Mandal and Chartered Accountants. Thus the financial utilization exercised is consensus based, fair, time bound and transparent. The institute conducts regular internal audits from the Charted Accountant and external audits from the government auditors to ensure transparency and financial discipline. The Marathwada Shikshan Prasarak Mandal

**Optimal utilization of resources**

The classrooms, labs, administrative sections are optimally utilized from 09:15 am to 05:30 pm. The library functions from 09:30 to 05:30 pm. The sports facilities are utilized by the students from 05:00 am to 09:00 pm. The sports facilities are also extended to the society. The Botanical Garden has many medicinal herbs which are available to students, teachers and society. **Swami Vivekananda Auditorium** accommodated 315 people and has air cooling and projection facility. It is also utilized for the co-curricular and extra-curricular activities. The **Govt. agencies** and NGOs also utilize it. The Election Commission had taken over Swami Vivekananda Auditorium and Indoor Sports Facility for the **Assembly and Parliament Election**. As the college is located on the NH 753, the people get fascinated to the green look of the campus and halt here for sightseeing.

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## 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:**

It dawned on the IQAC that Manual for Self-study Report, Affiliated/Constituent Colleges is a crucial document. A thorough understanding of this document will invariably transform the educational spectacle of the campus. The Manual is a comprehensive and contently document which is the outcome of the continuous research by the topmost brains of our country. IQAC resolved to orient the teachers to the Manual and started reading sessions. The lectures on vision and mission of NAAC, Core Values, A&A Process etc. The difference between the qualitative and quantitative metrics was also deliberated by the IQAC Members to the teachers. The feedback committee oriented the teachers about the scope and process of feedback and its analysis. The IQAC Coordinator, explained the concept of cross-cutting issues and their implications. Lectures and workshops were also organized on themes like research and development, writing grant proposals, writing IPR. The teachers knew about the course objectives. The IQAC held several sessions to orient them to POs, POs and COs. Today they know the characteristic features of these outcomes. The also studies Bloom's Texonomy. The internal tests carry objectives. Workshops and lectures series on 'Criterion I', 'Criterion II', 'Criterion: III', 'Criterion: IV', 'Criterion: V', 'Criterion: VI', 'Criterion: VII' have been organized. A workshop on 'CIE' was also organized. The teachers realized the process of conducting GD, Seminar, Oral scientifically. Out of this quest for excellence, we also strengthened the Training and Placement Cell. We had confusion with regard to extension and outreach programme. However, the Manual Appendix 1: Glossary and it provides the definitions and meaning of all important terms and concepts. It really helps the teachers a lot. This capacity building has proved beneficial and 70% of teachers delivered lectures in workshops and seminars on 'Quality Issues'.

**Practice 02: Thorough Faculty Orientation to Report Writing and Record Keeping**

The institute organizes a large number of activities round the year. Traditionally, reports were prepared in the regional languages and had a limited reach. The reports accommodated only a few components of the programmes and were also handwritten. The overall planning of the activity was not up to the mark. Even

during the conduct of the programme, there was mismanagement and proper event management protocol was not followed. The IQAC identified the need to transform the way the reports were generated. So the process started from the action plan. The particular Department or association had to submit the planning report of the upcoming programme at least a week ahead. The IQAC also prepared guidelines for the conduct of such activities and oriented the teachers and other staff. The publicity committee was empowered to take notes of the programme and prepare the news to be circulated to the newspapers. The photographer also started taking photographs and save in the computer. The IQAC designed and circulated the templates for writing the activity report accommodating all the important aspects. Earlier, the organizers did not prepare the programme brochures. Now it is mandatory to prepare the colored broachers and circulate to the students. As the reports have become inclusive and comprehensive, the teachers also feel confident. It also gave them a sense of satisfaction due to this effort of continuous learning. They also acquired the IT skills during this exercise.

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

**Response:**

**Example 01: Beyond syllabus Content Delivery**

Being an affiliated college, the syllabus is ‘given’ to us by the affiliating University for implementation. There are pressing concerns with regard to the expansion of curricular topics because the rigid framework always poses a host of challenges. IQAC through its deliberations, designed guidelines with a view to tide over this constraint.

IQAC sensitized teachers to devise innovative ways to draw upon the course content. IQAC directed the teachers to go through the NAAC Core Values: contributing to national development, fostering global competencies among students, inculcating a value system among students, promoting the use of technology, quest for excellence. The reading and internalizing of the core values created new avenues to widen the scope of the syllabus component.

IQAC also directed teachers to identify cross-cutting issues and relate the curricular components in a wider context. Now the teachers relate the curricular topics to pertinent pointers like professional ethics, gender, human values, environment and sustainability. This exercise has proved beneficial because the teachers conducted GDs, Seminars, and Quizzes, expert and workshops and elocution competitions.

Teachers also found tricks to give students in-depth analysis of the topic by suggesting them websites, YouTube videos etc. These activities are complimentary to the curricular topics. So students also get a wider perspective of the topic being discussed. As a result, their response to the questions is spontaneous, contently, precise and pragmatic. The fear of examination has also vanished. Instead of using the same textual wording while writing the answers, the students have started explaining it in their own words; they have become creative.

**Example 02: Effective Monitoring of Teaching-Learning**

The institute adopts a multi-pronged monitoring method. By monitoring does not mean maintaining continuous vigil on the teachers and students. It implies monitoring for better continuous learning, obtaining feedback, system improvement and drawing upon the specific outcomes.

IQAC in synergy with the Departments prepare annual action plans and then frame the academic calendar. At the same time, annual teaching plan is also framed. As the syllabus transaction starts, the teachers consciously try to map out the students and classify them into slow and advanced learners. As most of the students come from Marathi medium schools, simple English words and sentences are used in order to keep them engaged. Marathi and Hindi explanations are also given in order to enhance the student's comprehension.

Prior to the end of the semester, a syllabus progress review is obtained by the Vice Principals. In case the syllabus is incomplete, extra classes are conducted. Sometimes, the syllabus is also completed quite early. In that case, the teacher is asked to conduct the revision classes. IQAC also ensures that the teachers provide reading material, notes, question banks and other reference books to the students. The teachers are also encourage to read a variety of books and cite examples from them. They also have a question answer rounds in their lectures so as to keep the students engaged.

| File Description | Document |
|---|---|
| Paste link for additional information | View Document |

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

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

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

| File Description | Document |
|---|---|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution | View Document |
| Paste web link of Annual reports of Institution | View Document |

NAAC

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:**

The fifth mission objective of Vinayakrao Patil Mahavidyalaya, Vaijapur is 'to provide opportunities of higher education for upliftment and empowerment of rural women'. The institute strives to provide inclusive environment for the well-being of men, women and transgender stakeholders in the campus. The institute has adopted a multipronged strategy in order to ensure gender equity in that it carries out orientation addressing the gender related issues and sets up necessary facilities and amenities making their stay in campus safe and secure.

While celebrating the anniversaries of great women personalities, the life and work of the leader is highlighted. Activities like elocution, essay writing, health check up, legal awareness activities are organized. The Women Development Cell celebrated/marked International Women's Day, Birth Anniversary of Savitribai Phule, Jijau Bhosale, Indira Gandhi etc. It carries a particular theme and lectures on gender issues are conducted. IQAC, Women Development Cell and PoSH Cell in conjunction conducted a comprehensive Gender Audit Survey in July 2021 and the analysis has been used for improvement. The institute also organized a week long FDP entitled 'Gender and Development in the Era of 2020-2021' in collaboration with UGC-HRDC Devi Ahilya University, Indore in October 2021. Under the PoSH Cell, 07 teachers completed Advanced Certificate Course in 'Prevention of Sexual Harassment at Workplace: Law and Beyond'. A weeklong 'Women Safety: Judo Kaarte Training Programme' was organized in December 2021. Earlier, the activities of the institute had a limited canvass like reading the biographies of great women, highlighting their contribution, health awareness etc. However, during the last three years there has been a paradigm shift and now the scope has widened as we have conducted activities like 'Introduction to Women Specific Laws', 'Gender and Development', 'Third Gender Issues', 'UN agenda advocating Gender Equality' Gender Violence and its Cost, Women in Work Force, Women and COVID-19, Gender and Politics, Women Development and International Strategies, Gender, Migration and Development, Women and Terrorism, Gender and Media, Gender and Technology, Gender Justice. Sexual Harassment at Workplace, Theoretical bases to understand Gender, Social Construction of Transgender, Gender Status characteristics. Priyanka Gahabhare, Research Students, Economics, researched on 'A study of Jajani Suraksha Scheme in Marathwada' while Kantiram Janardan Shejul, Ph.D., student, is working on the topic 'Women in Rushikesh Sulabh's Drama'.

| File Description | Document |
|---|---|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Link for annual gender sensitization action plan | View Document |

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

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

**Response:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Any other relevant information | View Document |
| Any other relevant information | View Document |

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

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

**Response:**

**Solid waste management:** The institute tries to reduce the amount waste tobe generated. There are two types of dustbins placed at all the wings of the campus: dry and wet waste. As the campus area is 19.34 acres, the institute has appointed 06 people from its funds. They clean the campus and are trained to segregate the waste. The waste treatment plant of the Municipal Council is only 300 meter away from the campus. The van carries the segregated waste to the treatment plant and processes it. The organic waste like dead leaves, twigs and plant clippings is used to create vermin compost. There are two vermin compost plants in the campus. The vermin compost is an excellent organic manure and so it is supplied to the plants and trees in the campus. All the plants in the campus thrive on the organic manure generated within the campus. The institute does not procure any chemical fertilizers to nurture the plants. The canteen waste is used to generate biogas in the biogas plant. There are separate dustbins for depositing degradable and non-degradable waste. We have paperless office system in place. So very little paper waste is generated. Notices and circulars are circulated through whatsapp and email.

**Liquid waste management:** The waste water generated in the canteen is recycled and reused for watering the Guava Garden located near the canteen. Inorganic waste generated in the labs such as concentrated acidic and alkaline solutions disposed after being neutralized. The waste water generated at the lab is stored in containers and disposed appropriately without causing any harm to the nature. The Science Labs follow micro-scale instead of macro scale while performing scientific experiment. The Department of Chemistry has Green Chemistry as the thrust area of research.

**Biomedical waste management:** The biomedical waste is generated in Chemistry, Botany, Zoology and Biotechnology labs. There are separated bins to store and dispose them safely by the Municipal Council Waste Treatment Plant. There is a wending machine in the Women's Washroom so that the sanitary napkins are disposed of properly. Infectious waste such as bacterial samples, clinical waste, discarded samples are disposed by means of decontamination.

**E-waste management:** The e-waste is managed on exchange basis. The old computers, pen drives, CDs, Screen, Printers are given back to the vendor while purchasing the new ones. Buyback option is used to do away with the e-waste. The old computer parts are used to display in exhibition by the BCS and Computer Science Departments so as to enhance student learning experience.

**Waste recycling system:** The printed paper is used for one side use. The waste water generated at canteen is recycled and reused for watering the Guava Garden located near the canteen. The dead leaves and other organic waste is used to create vermin compost in the 02 vermicompost plants.

**Hazardous chemicals and radioactive waste management:** The hazardous chemicals are diluted and then stored in special container. The hazardous and radioactive material is stored as per the SOP issued by the concerned agencies. SO no such waste is generated.

| File Description | Document |
|---|---|
| Link for Relevant documents like agreements/MoUs with Government and other approved agencies | View Document |
| Link for Geotagged photographs of the facilities | View Document |

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

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

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

| File Description | Document |
|---|---|
| Geotagged photographs / videos of the facilities | View Document |

**7.1.5 Green campus initiatives include:**

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**

4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

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

| File Description | Document |
|---|---|
| Various policy documents / decisions circulated for implementation | View Document |
| Any other relevant documents | View Document |

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

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

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

| File Description | Document |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View Document |

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

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

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

| File Description | Document |
|---|---|
| Policy documents and information brochures on the support to be provided | View Document |
| Any other relevant information | View Document |

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities**

**(within 500 words).**

**Response:**

Marathwada Shikshan Prasarak Mandal has been established by teacher and philanthropist Shri. Vinayakrao Patil. Appropriately, the sixth mission objective of the organization is designed as ‘promoting intellectual, ethical and cultural development of society’. The vision of Vinayakrao Patil is seeking ‘wish fulfillment and aspirations of all the creatures of the Universe’. Again the sixth mission objective of the institute is crystalized as ‘developing the abilities of right kind of leadership amongst the students in all walks of life’. The college imparts education to students coming from 155 villages spread across Vaijapur Tehsil. The College Development Committee have representatives from different sections like farmers, teachers, non-teaching staff members, industrialists, social workers, lawyers, educationist etc. The students profile shows that there were 262 SC, 31 ST, 379 OBC, 167 NT and 11 Minority students in the last academic year. It represents the cross-section of the society.

A vibrant multi-cultural atmosphere prevails in the campus. These activities are divided into two categories: orientation and reinforcement. Students and stakeholders are oriented regularly by arranging expert lectures. In the reinforcement stage, students, teachers and stakeholders actually involve in the activities. National anthem is played at 11.15 am in the morning. The national festivals like Independence Day and Republic Day are celebrated with pomp and reverence by inviting stakeholders from society. The institute celebrates commemorative days of personalities belonging to diverse cultures and also acquaint students with their life and work. On these days, lectures addressing cultural (08), social and secular themes () are organized. While conducting extension and outreach programmes, the aim is not only to help them temporary but also to empower and educate the people for the future; they are involved and educated to be responsible for the future. The orientation lectures (??), HIV/AIDS awareness (06), women empowerment lectures (??). National integration activities like pledge taking on the eve of Constitution Day, Harmony Day, National Unity Day, National Integration Day, World AIDS Day were organized. People from all sections of society participate in the rallies. Students, teachers and employees are sensitized to be the worthy citizens of the world. Gender sensitization initiatives aimed at treating women and the third gender with respect. The Divyangan teachers and students are felicitated on ‘International Day of People with Disabilities.’ 07 socioeconomic surveys deepened student understanding of diverse communities. Department of Marathi has compiled the orally transmitted but about the extinct folk songs. Sanjay Aher, Ph.D. research student, is researching on ‘Adivasi and Kokni Dialect of Dhule and Nandurbar District and its Social and Linguistic Outlook’. Gundu Gurudeep Kour is pursuing Ph.D. research on the topic ‘Women Portrait in the Novels of Women Writers of Last Decade’. Archana Bhise, research student, Economics, is working on ‘The Socio-economic Study of Dhangar Tribe of Maharashtra’.

| File Description | Document |
|---|---|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |
| Link for any other relevant information | View Document |

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

**Response:**

Being a philanthropic institute, the vision and mission of Marathwada Shikshan Prasarak Mandal, the parent organization and Vinayakrao Patil Mahavidyalaya, Vaijapur have been strongly inspired by the values enshrined in the Constitution of India. The third mission objective of the institute is 'to organize various extension activities for cultivation of democratic and human values', explicitly speaks of our commitment to the constitutional values. The code of conduct document aims at making stakeholders more responsible. IQAC has addressed the NAAC Core value like contributing to national development, fostering to global competencies, inculcation of values, promotion of technology and quest for excellence through the activities. The institute has identified, incorporated and realized the constitutional values through its activities. The main contributing units addressing the constitutional values are NSS, NCC, Department of Political Science, Department of History, Women Development Cell and PoSH Cell, Anti-Ragging Cell, Code of Conduct Cell etc. Platforms like science association, commerce association, social science association, literary association work on the democratic principle as they have student secretaries and joint secretaries. The Republic Day lectures (03), Independence Day lectures (03), legal awareness workshops (07), Preamble Reading (05), voters' awareness (03), poster presentation (02), formation of awareness forums (02), elocution competition on democracy (02), Pledge taking, (03), quizzes (03), leadership development programmes (03), other lectures (10) have been conducted. As the affiliating university is named after 'Dr. Babasaheb Ambedkar Marathwada University', every year 14 January is celebrated as the University Name Extension Day. It has a relevance and on the day lectures (02) on the life and work of Dr. Babasaheb Ambedkar have been organized. 03 lectures on 'NAAC: Student Charter' have been delivered by IQAC members to the students. 04 Awareness Drives on 'UGC Regulations on curbing the menace of ragging in higher educational institutions, 2009' have been conducted. The students also conducted baseline household surveys across five villages under Unnat Bharat Abhiyan. 45 students of Political Science Department conducted a survey on 'Grampanchayat Functioning of Vaijapur Tehsil' in July 2021. Through two Electoral Awareness Forum, 27 students generated awareness about importance of casting votes in 16 villages. The celebration of commemorative days also address the constitutional obligations and values. The students, teachers and other stakeholders are sensitized with values like fundamental rights, duties, various articles, diversity, peace, patriotism, environment, women empowerment, tolerance, co-living etc. by organizing collaborative activities with the District Court, Police Station and NGOs. The policy of the institute is preventive so that students always adhere to good conduct. During the curriculum transaction, the teachers draw upon constitutional values in order to broaden the scope of the topic. Fifty good thoughts, quotes and motivational ideas have been pasted on the classroom walls and corridors so that the students ponder over them continuously. As these values are continuously instilled in the students, they have always refrained from anti-social and anti-national activities. The indulgence of students in disruptive cases has been zero. The institute has been a microcosm of Indian Constitution due to conscious and continuous endeavors.

| File Description | Document |
|---|---|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |

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

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

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

| File Description | Document |
|---|---|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | View Document |
| Code of ethics policy document | View Document |
| Any other relevant information | View Document |

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

**Response:**

Earlier, the institute celebrated the national and international days, events and festivals by offering flowers to the great leaders. Since, June 2016, IQAC, stepped in and designed guidelines in this regard. The days and events have been incorporated into the annual departmental action plans so that each department, service unit, cell and committee were actively involved in the celebration process. This policy ensured that the particular expertise available in the Department is utilized and the student participation also increased. Students also learnt the skill of organizing the commemorative events. Thus a change has occurred in frequency and mode of the celebrations. In 2016-17 the institute celebrated 43 days; in 2017-18 the number days celebrated stands at 39; the year 2018-19 witnessed celebration of 41 days; in 2019-20 the institute commemorated 32 such events while in 2020-21 the institute celebrated 18 days and festivals.

The students learnt about the life and work of the great leaders. A balance has been struck consciously by IQAC in that local, national and international days and events have found equitable distribution. While organizing the days and events, adequate emphasis is laid on the vision and mission of the institute, NAAC Core values, institutional core values and the interdisciplinary, cross-disciplinary and trans-disciplinary happenings that shape the contemporary world. Since the Departments have identified the cross cutting issues like ethics, gender, human and moral values, environment and sustainability, these pointers found spontaneous manifestation during the celebration of special days, events and festivals. After June 2016, apart from offering the flower tribute, the institute organized activities like reading the biography of the particular leader (16), poster presentation (05), blood donation (04), expert lectures (54) quizzes and contests (05), book exhibitions (04), yoga demonstrations (05) tree plantations (07) HIV-AIDS Awareness

Rally and testing (06), mini marathon (01), elocution competition (03), essay writing competition (02).

As the programmes marking the events are celebrated concurrently across different Departments, a variety of students get opportunities to actively participate and the content of the programme has a bearing on their curriculum as well. The practice has facilitated academic benefits. Thus the Departments are empowered by this unique way of delegation of authority. Even when the same day is celebrated every year, a different aspect of the life of that leader or event is highlighted. For example, to mark the birth anniversary of Dr. APJ Abdul Kalam (Readind Day), Library and Information Centre organized lecture by Dr. Dadasaheb Salunke on 'Introduction to Dr. APJ Abdul Kalam and his Works'. On 15-10-2017, Dr. Dadasaheb Salunke read out extracts from the book 'Wings of Fire'. On 15-10-2018, to mark the Reading Day, Book Exhibition was organized in collaboration with Ajab Publishers, Kolhapur. On 15-10-2019, Dr. Bhimrao Jadhav delivered a lecture on 'Dr. APJ Abdul Kalam: A Celebrated Author'. On 15-10-2021, to celebrate the Vachan Prerana Din, 'Wings of Fire Memorial Quiz' was organized. Thus there is continuous scaling up while celebrating the commemorative days, events and festivals.

| File Description | Document |
|---|---|
| Link for Geotagged photographs of some of the events | View Document |
| Link for Annual report of the celebrations and commemorative events for the last five years | View Document |

## 7.2 Best Practices

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

**Response:**

**Best Practice 01**

**1. Title of the Practice:**

Water Sensitization through Stakeholder Involvement

**2. Objectives of the Practice**

To sensitize the stakeholders about the importance of water

To educate stakeholders about the methods of water conservation

To orient stakeholders the methods of water management

To undertake water conservation initiatives with stakeholder participation

To acquaint students with deforestation, climate change and water crisis issues

**3. The Context**

Average rainfall being 475 mm, Vaijapur tehsil comprising of 166 villages, is a drought-prone area. Agriculture is rain-dependent. River Godavari which irrigates only the northern strip of the tehsil, goes dry after November. Farmers take only *kharip* crops. Till the onset of Monsoon in June, life is a saga of struggle and agony. Fluctuating rains due to climate change have led to poor agricultural produce. During the last decade, the region has experienced 04 severe droughts. As it takes its inevitable toll on the agricultural produce, the farmers go on borrowing money and the indebteness goes on increasing. Record number of farmer suicides has been reported since the year 2000. Drinking water is supplied to 100 villages through water tankers. So water has been responsible for the sociio-economic backwardness of the region. Under these circumstances, water conservation and water management strategies assume importance. The well-being of the people is directly related to water management. As the HEI cannot be indifferent to the water crisis, it carried out water sensitization initiatives in and off the campus.

**4. The Practice**

The IQAC in consultation with NCC, NSS and other Departments chalked the Extension Policy that focused on ‘water sensitization’. As we have students coming from more than 70 villages, it was resolved that we can take this message to these villages through the students. The first part was to introduce students with innovative water saving and water managing ideas and strategies. Teachers integrated water issues in their curriculum. 13 lectures of experts who experimented in the water management sector have been delivered. 06 workshops were organized on rainwater harvesting, micro-irrigation, schemes for drought prone areas. Tree plantation which is the only long term remedy has been the top priority. It carried out tree plantation across 04 villages: Shivoor, Satana, Bhavoor and Hingoni. 193 trees have been planted. The impact is widespread: students, teachers and community have been sensitized. No drop of water is let flow out of the campus. The students don’t waste water. All the leakages have been fixed. Drip irrigation has been deployed for watering the plants in the campus. In all 35 activities have been organized during the last five years.

**5. Evidence of Success**

The HEI had to procured water from outside sources has become rain surplus since 2018 as water sensitization strategies have been deployed. The roof (rain) water has been tapped by means of Rain Water Harvesting; bore-well and the well have been recharged. As per the recommendations of Botany Department, the plants are watered at night. Students gained more scientific knowledge about climate change, water crisis and its solutions. The exercise has sharpened the life skills. The water level has risen by four times ever since. The adjacent households and farmers have benefitted too. The HEI has saved lakhs of rupees that was spent on outsourcing water. The greenery has doubled; 715 trees have been planted in the campus. These success stories have been communicated to the stakeholders by organizing sensitization lectures for villagers. The evidences suggest that 35% students have planted at least one tree each at home. 10% students now started harvesting rainwater. A sense of responsibility has been kindled. It has been a different experience for them. A small size dam has been constructed at Satana and Bhavoor villages by NSS volunteers. The water level has gone up considerably as the flowing rainwater has been arrested. PAANI FOUNDATION, NGO, recognized the water conservation and water management initiatives undertaken by the institute and conferred ‘Letter of Appreciation’ in August 2018.

**6. Problems Encountered and Resources required**

The literate and illiterate people need sensitization. Water is literally wasted everywhere. Water value varies from season to season. People do not participate in water conservation programmes whole heartedly. They need operational guidance and help to implement water management activities. Motivated young people can bring about positive change. There are fragments in the rural society and they are unable to come together to solve the water scarcity. The local bodies and NGOs do only formalities in order to generate record. The HEI alone cannot stop deforestation; there is apathy and cynicism due to lack of awareness. Resource constraint is also felt. The experts who have practical experience are limited in number.

**Best Practice 02**

**1. Title of the Practice**

Communication Skill Development Endeavours

**2. Objectives of the Practice**

To make rural students speak on diverse topics and issues

To organize ice breaking sessions for the students

To develop stage courage in students

To encourage first time speakers in communication skill development initiatives

To organize soft skill enhancement programmes

To organize elocution competitions

To organize group discussions, debates, brainstorming sessions

**3. The Context**

Rural students which is the backbone of the institute, come from regional medium schools and therefore lack in communicate competence. Only a few of them are good at communication in Marathi, their mother tongue. The college identified this problem and resolved to train students for communication in Marathi, Hindi and English. After careful analysis of student feedback, parent interaction and deliberation in IQAC, a comprehensive plan of action was chalked out in July 2016.

**4. The Practice**

There were two solutions to the problem: the expertise within the institute and outsourcing of experts. The institute utilized both the resources. The Department of languages conducted sessions on informal discussions with the students and found that the students need push, initiation, confidence boosting, ice breaking. Therefore, we started with motivational sessions. In the next phase, the students started talking about themselves, their families, their villages, the society around them so on and so forth. Side by side,

competitions like elocution, poetry recitation, essay writing, singing etc. were also organized. This helped students come forward and say something. The IQAC prepared a list of 50 frequently asked questions and answers circulated them amongst all the students. The students, initially, hesitated to speak in continuous flow, but gradually, developed the skill of organizing the sentences and make a coherent speech. They were encourage to speak in Marathi or Hindi at first and slowly asked to use English words and sentences as much as possible. The Training and Placement Cell played a seminal role in organizing the soft skill enhancement programmes.

**5. Evidence of Success**

04 Add on/Certificate Course in 'TCS Affirmative Action Free Employability Enhancement Programme' which has communication skill as the major component has become number one choice of the students. Barclay's training was more individual specific and measured the communicative level of the students and suggested them tricks to communicate effectively. Student participation in college sponsored and outstation elocution competitions has doubled. Certificate Course in Spoken English helped the students frame small sentences which is required to make a start. They also started giving self-introduction. Picture description had been the mainstay of the curriculum. Certificate Course in E4 Skills stressed on four components: Etiquettes, English, Eloquence and Economics and gave students opportunities to speak on the issues related to the components. The elocution competitions served a double purpose: the speakers could develop their communication skills while this exercise also motivated the spectators to participate in the upcoming competitions. The IQAC could accommodate the first time speakers meticulously into these competitions. Poetry Recitation Competitions provided students opportunities to speak creatively. Essay writing competitions developed their written communication. Walk and Talk Show gave them opportunity to answer questions rapidly. Cultural Activities developed ability to communicate through gestures, disposition, body movement and other aesthetic variations. Seminars and GDs form a compulsory part of the CIE schedule wherein students deliberate on diverse topics ranging from society to economics and culture to technology.

**6. Problems Encountered and Resources required**

At school level, the focus on communication skill is not the priority. As the scenario of school education in terms of English communication is dismal, the communication development lags behind. So when the students step in to the HEIs, face serious problem of speaking. As most students live in villages, they lack in communication in English. They are rather shy because they come from the far-flung villages and did not have sufficient exposure to formal communication. They use vernacular language which they speak in their villages for communication. So the HEI has to undertake special efforts to make them vocal in formal situations. They have the assumption that communication is not the key to success. They lack confidence to speak because they feel that even after graduation they will have to pursue the agricultural occupation. Even after completing one course, the students stops the practice and face difficulties while interacting. There are inadequate opportunities in villages to speak as the students live in scattered households. It is also a challenge when we have 2000 students to develop.

| File Description | Document |
|---|---|
| Link for Best practices in the Institutional web site | View Document |
| Link for any other relevant information | View Document |

## 7.3 Institutional Distinctiveness

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

**Response:**

A great teacher cum social worker, Vinayakrao Patil, established the HEI in 1968 fighting against all odds. He had the sublime vision of 'fulfilling the aspirations of the students through education' and the same spirit has been enshrined in the mission statement: 'To develop the abilities of right kind of leadership amongst the students in all walks of life'. The statue of Vinayakrao Patil reminds the stakeholders of leading the society from darkness to light. The HEI consciously realized this mission through its activities, initiatives and practices. IQAC consciously planned activities that are conducive to leadership development. Through its curricular, co-curricular and administrative practices the institute has provided ample opportunities for grooming the future leaders. The HEI believes in growth mindset and brings all the students within the fold of these activities.

Leadership development has a vast connotation and the institute has a precise and meaningful perspective of it. The HEI organized personality development programmes exploring ways to contribute to the national development. While celebrating the anniversaries of great leaders, visionaries, freedom fighters, their leadership traits have been strongly emphasized. The speakers exhort upon the students to learn the leadership character of the great men of the past. Each time a different leadership trait of the same leader is highlighted prominently so that the students get a multidimensional view of the personality.

The institute believes that the rural India needs leadership in diverse areas due to its immense diversity. Entrepreneurship development has been an area of priority. Programmes have been organized so that the students could become leaders by providing employment opportunities to other people. 04 industry academia meets have been organized to motivate students to be entrepreneurs. The business honchos interacted with the students and impressed upon them the conviction that they can also think big and be business leaders like them. The speakers emphasized that the best way to serve the society is to create employment opportunities. As leadership development needs practical exposure, the HEI ensured that the programmes and activities are planned and executed by the students themselves. This grooms their event management skills, organizational skills and communicative competence. As an ideal leaders is sensitive towards the social problems, the students joined hands with the affected people during the natural disasters. They collected funds to be deposited in the CM Disaster Funds. Today, when the environmental issues have become grim, our students carried out tree plantation drives in and off the campus and sensitized the stakeholders to the green and ecofriendly practices. 908 plants have been planted and nurtured so far through joint ventures with the local people. Under the aegis of Voters' Awareness Forum, 27 students generated awareness amongst the rural folk across 16 villages and persuaded them cast franchise and elect the right leader without falling prey to allurements. Students performed 06 street plays across 04 villages on themes like Swachhata, tree conservation, open defecation, HIV/AIDs, water conservation and hygiene.

NCC organized 02 Combined Annual Training Camps for the cadets in which 61 cadets acquired life skills. These camps sharpened sensitivities about national integration, disaster management, HR management, communication, water conservation, cyber security. A one day 'Leadership Development Workshop' was organized in collaboration with Swami Vivekananda Centre, Kanyakumari. The students were oriented to patriotism, nationalism, fellowship, sacrifice, empathy and national development. They also shared their vision of a prosperous and powerful India. The speakers impressed that Swami Vivekananda had been a universal spiritual leader and India needs such a dynamic leadership today. 07 lectures on introduction to weapons, organ donation, eradication of superstition, social work, social accountability etc. have been delivered by the experts. The associations have student secretaries and joint secretaries who involve other students to introduce the welcome and resource persons, propose the vote of thanks and conduct the proceeding. This democratic practice encourage students plan activities realizing the aims of that particular association. The students evolve consensus and suggests the names of speakers, programme schedule and tentative budget. Students serve as the Swachhata Ambassadors to spread the message of Swachhata (cleanliness) across 70 far-flung villages.

During the curriculum transaction inside the classroom, the teachers give students scope for delivering seminars. The students develop stage courage, communication skill, audience control, positive body language etc. In group discussion the potential leaders are identified and given exposure. On the Teachers Day, the students act as teachers. The students are allowed to lead the students while sharing their grievances.

09 elocution competitions have been organized so far. The themes like cleanliness: my responsibility, agro-allied ventures, role of youth in social development, entrepreneurship development in village, fundamentals of democracy, rural unemployment, the person who inspired me the most, my favourite entrepreneur, I want to succeed in life have been exploited. In these competitions the rural students shared ideas and experiences of implementing innovative projects in villages. 70% speakers in these elocutions were first time speakers and this feat was made possible by organizing training and motivational lectures prior to the competitions. Some of them participated in outstation contests and won prizes.

Due to these initiatives, the students have become more adaptive and resilient. They willingly accept feedback and inputs from the peers. They are able to mentor others. They take decisions and adopt innovative ways of resolving the problems. The data shows that most of our alumni have taken up the leadership in their respective villages and today they are engaged in transforming the rural scenario. The HEI has invited dynamic leaders from various fields to share their experiences and lessons. This dynamic rural leadership is bring about massive and visible change at the village level. They are always focused on the ethical consequences of their decisions. They effectively communicate with their group peers and also with the outside stakeholders. Some of them have willingly left the lucrative jobs and are back in villages to join hands with the local people.

| File Description | Document |
|---|---|
| Link for appropriate web in the Institutional website | View Document |

# 5. CONCLUSION

## Additional Information :

The institute has completed 54 years of meaningful existence operating in a drough-prone economically backward area imparting education to rural students coming from 100 far-flung villages. The vision and mission given to us by the founders still reflects in the governance of the institute. It is a philanthropic institute founded by a visionary teacher cum social worker Late. Shri. Vinayakrao Patil. It has celebrated its Golden Jubilee Year in 2017. The endeavours hav had a positive and visible impact in the lives of people living in age-old darkness.

## Concluding Remarks :

Fighting against odds, the institution has emerged as a centre of excellence. The vision and mission ahs been communicated to all the stakeholders through variety of initiatives that ensures continuous learning to our students and teachers and benefitting society as well. The policies of the HEI are marked by social committment, inclusiveness and clarity. Lessons learnt from the previous three cycles of accreditations, the HEI set benchmarks and achieved measurable success in terms of quality sustainance and enhancement. Today we impart education to 2446 students coming from villages and 50% of them are women.