



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SMT. SURAJDEVI RAMCHAND MOHATA MAHILA
MAHAVIDYALAYA, KHAMGAON**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The National Education Society (NES), Khamgaon was founded in the pre independence era i.e. in the year 1942. The aim of establishing the educational society was to impart a quality education and to build spirit of patriotism among the students from Khamgaon city and students from peripheral villages. The visionary members of the society thought of that Buldhana being an underdeveloped district of Maharashtra should be paid much attention on the enhancement and conservation of education.

The NES started a school by the name of Arjan Khimji National High School, Khamgaon. The school is one of the biggest schools not only in Vidarbha region but in Maharashtra too, having student strength of more than 5000 students. The visionary members of NES realized that there is only one college in Khamgaon city and that to co-educational institute and also far from main city. Parents demanded a separate college for girls and hence with the heart rendering endures to do service to women community and to impart best education in the year 1989 womens college in the name of Smt. Suraj Devi Ramchand Mohota Mahila Mahavidyalaya was established advocating Arts faculty. Another feather in the cap of NES was fixed by starting B.Ed college in the year 2008.

The college has been ratified with 2(F) in the year 1998 and 12(B) in 2002 by the UGC. The reputed college is affiliated to Sant Gadge Baba Amravati University. The prime aim of the institution is to inculcate a need based education with the social, ethical, political and human values. The institution strongly believes in the view. Educating a woman means educating the whole family.

The college is offering a yeoman's service in preparing and empowering rural women to meet the global challenges.

At present the institution offers B.A, B.com and M.A (Home Economics) programmes with UGC approved career oriented courses and several add-on courses conducted by our college.

Our College got recognition as "**JAIN**" minority status in the year

Our college got recognition as Research Centre for two subjects Home Economics and History.

Vision

Vision:

To impart quality education from fields of Arts and Commerce to train and expertise the students so that they manifest their potential and intrinsic abilities which will help the girl students to grow into competent committed and complete human being with socialistic attitude and desire for achieving National Development and prosperity.

Mission

Mission:

Our mission is to provide strength to arms and minds of girl students from the town and peripheral villages who would not only be educated but would be empowered with respect to employment, self employment, morality and strengthening of social attitude.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength:

1. Established in 1989 in the heart of the city and the first women's college in the district.
2. Quality infrastructure.
3. Good reputation in the society in attaining a potential upliftment and other areas like sports, culture, social, health and fitness.
4. Various courses in Arts & Commerce stream are offered.
5. Promoting self employability by introducing career oriented courses.
6. Inculcating value of morals, patriotism promoting self employment, health and fitness by introducing several add-on certificate courses framed by college.
7. Experienced and well qualified teachers.
8. Significant contribution in social activities and schemes of government NGOs.
9. Extensive conduction of co-curricular programmes.
10. Being women's college special attention is paid in developing personality and Health of girl students; specific programmes arranged for the same.
11. ICT enabled classrooms.
12. Focus on research development.
13. The strength of the college is that the teachers are very committed conducting regular classes. The absentee of the students is noted very seriously.
14. The management shows fervour in woman empowerment.
15. Importance is given to sports, cultural activities and social activities alike the academic activities.

Institutional Weakness

Institutional Weakness:

1. The Students are the first generation learners.
2. Sharing of playground with school which is a sister institution of the college.
3. Being affiliated college there is no freedom of curriculum design and implementation. Low number of institutional placements.
4. Limited industry institution relationship.
5. Limited time available with students as they have to face the problem of less frequency of State Transport in their village.
6. Green initiatives/Tree plantation is limited due to less availability of space.

Institutional Opportunity

Institutional opportunity:

1. There are opportunities to develop better ties with industries.
2. Better and more welfare, measures for staff and students can be undertaken.
3. Extra classes, coaching for competitive examination, career guidance and placement will be improved.
4. Participation of students in National and International sports and cultural events will be encouraged.

Institutional Challenge

Institutional Challenge:

1. Improving the employability of students.
2. Improving research output.
3. Improving attitude of students globally and make them understand the need of globe.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

Our institution is very particular in following a well designed plan to ensure effective curriculum delivery for the betterment of the students. Two under graduate programmes namely BA (Grant in aid), B.Com. (Self financed) and oneself financed post graduate programme i.e., MA Home Economics, are run. It aims at an enlightenment and enrichment of girl students of the nearby vicinity. These three programmes through 42 courses offer a composite pack of education and knowledge for the girl students. Seven UGC sponsored Skill Oriented courses are operational in enhancing the employability of our rural students. Thus we are trying our best to supply the students with the knowledge component of traditional courses with skill component of UGC sponsored career oriented courses. Add-on programmes were also introduced.

Recently we got recognition from Parent University for Research Centre for two subjects, i.e., Home Economics and History.

The syllabi of the courses are designed by SGBAU Amravati. The teachers ensure effective curriculum delivery by preparing a proper teaching plan, academic calendar, class test, tours, visits, guest lectures and the use of ICT. Feedback from students, teachers, alumna and parents on various aspects of the curriculum and teaching is taken, regularly.

During last five years many of our teachers have suggested changes in the syllabi to the Board of Studies. Dr. Abhay Gadre professor of Music is working as a member of Board of Studies. From last five years, Director of Physical Education Dr. Seema Deshmukh has been representing as member of various sports committees and

associations of university.

Departmental meetings for workload distribution, systematic preparation for the syllabus, efficient time table and effective teaching plan followed by variety of teaching aids take the process of curriculum delivery to the level of learners' expectations. In addition to this, addressing the cross cutting issues like gender empowerment and environmental consciousness through several activities of NSS and other operational extension centres develop a sense of social responsibility among the students.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

Ours, being a grant in aid institution is imparting education to only girls' students. Majority of girls from Khamgaon and peripheral villages choose our college for UG education in Arts and Commerce stream. In all we have 15 fulltime teaching staff members comprising 1 Principal, 6 Associate Professors, 7 Assistant Professors, 1 Director of Physical Education and 1 librarian. All of them are effectively contributing towards the teaching learning process of our institution. Out of 14 faculty members 7 have acquired Ph.D. degree.

The strength of the institution lies in its teaching learning methods and techniques of education. The teachers of the institution are very innovative, with respect to the teaching learning techniques; they always try to give impetus to the minds of the students by giving them assignments, class seminars, group discussions etc. The teaching learning has been enriched with the use of ICT appliances, LCD projectors, multimedia, internet and audio visual aids. We assess the learning level and the performance of the students by the previous qualifying exam and categorize them as advanced learners and slow learners. The faculty members of the college pay special attention to the advanced learners to participate in the competitive exams and other co-curricular activities, on the other hand, the slow learners are given special coaching, training and remedial classes are conducted to get through the examinations. The various student Centric Methods such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences of the students. 'Do-It-Yourself' mantra instills the work culture of our institution via various activities of Home Economics and Music department effectively delivered practical component have been supplementing the theoretical aspects of education. To ensure a holistic environment conducive to teaching learning, the college offers a number of auxiliary facilities. Participation in extra-curricular activities is encouraged through sports and games and cultural programmes. The complete transparent system of internal evaluation enriched with good variety of techniques and well tuned frequency leaves no stone unturned in evaluating the students' progress on all the fronts of learning.

Research, Innovations and Extension

Research Enovation, Consultancy and Extension

The institution always motivates and promotes the research culture. Hence, a research committee is formed which devotes its quality time to motivate the staff members to go after the research work. Out of 15, eight faculty members with Ph.D. qualification, 5 faculties registered for Ph.D and 2 faculty members with M.Phil. degree took care of nurturing the culture of innovation and research in our institution despite of its undergraduate status. Two faculties have completed minor research project. One project is going on and 2 have submitted minor research projects. The department of History and Music organized UGC sponsored National

level conference. Three faculties are supervisor for Ph.D. Four students have acquired Ph.D under supervision of Dr. Vasant Dongare, two students are pursuing Ph.D under supervision of Dr. Medha Deshpande. As per our knowledge two of our alumna has acquired Ph.D. Recently we got recognition for research centre for two subjects Home Economics and History. The laboratory of home economics department is in fact serving as an incubation centre. The recipes formulated in the lab are transferred to the kitchens of those many families and thus innovation in the food habits are served for the healthy family setup of this region.

The volunteers of NSS are taught to extend the services in the adopted village and the college, too. Under the NSS, the college implements various schemes, awareness programmes, rallies, health camps and programmes related to environment and voting awareness. The college organizes a number of programmes on gender sensitization, gender equality and women empowerment. The programmes are implemented in collaboration with other departments as well as in collaboration NGO's. Various seminars, workshops, symposiums and rallies are organized on this issue. The management of the institution always inspires the principal and the faculty members in organizing the programmes on women empowerment. Varied extension programmes like health checkup camps, self employment workshops, distribution of dustbin, donating a sum of rupees for need section of the society and social orientation of our NSS unit effectively took care of engaging the strength of our students for social cause.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

The institute has all the infrastructural facilities. There are 20 classrooms; each equipped with comfortable desk, bench, wooden dias and blackboards. Home Economics laboratory is well equipped with modern gadgets; music laboratory has traditional modern musical instruments. We have five smart class rooms with LCD and smart board, one room has visualizer and one room has portable LCD. We have a voluminous library, with a separate reading room and reprographic facility. There are 7825 books. There is facility of OPAC. The library is partially computerized with LibSoft software. Quite a few rare books, dictionaries are present in the library. The intent of it is to provide the reading and referencing requirements of the learners of our college.

The Aerobics room has all the necessary instruments for exercise. Department of Physical Education is well equipped with table tennis, carom board, chess board etc. Space for yoga is available in the Department of Physical Education. Recently we opened media centre for facilitating teaching learning process. The centre is well equipped with various facilities which can be used for the development of the various educational materials like PPTs, Video clips, audio clips etc. With respect to IT facilities at present we have 77 computers, 6 laptops and internet connection of 10 mbps. The office is computerized with software for administrative and accounting purposes. There are 10 printers, 6 scanners and 1 projector along with 4 photocopiers. We have an auditorium of 400 student capacity with comfortable steel benches, wooden dias, podium. A meeting room is available with wooden semi-circle structured table. Five washrooms are available.

The various operational spaces like NSS office, sports wing, IQAC and administrative block facilitate the student support and progression. The 76 computers installed in the various facility centres channelize the automation for effective functioning of our college. CCTV surveillance is effective for safety and security of the campus. There is a separate space for vehicle parking and cycle parking. RO water system is installed on each floor for pure and cold drinking water.

Student Support and Progression

Student Support and Progression

With respect to student support and progression our institute is very keen in enhancing the same and puts lots of efforts also. Many of our students are pursuing post graduation from the college. As a result of this, some of them are pursuing post graduation courses, B.Ed, and some of them are placed for jobs and some are self-employed. The career counselling cell is active. Some of our students have cleared NET/SET examinations, competitive examinations and some have acquired the M.Phil/Ph.D degree. Students also get the facility of economically backward concession (EBC) of the state government.

Anti Ragging committee as well as a cell for the prevention of sexual harassment of women has formed as per the UGC norms. Being a women's college no cases are registered till date.

The expertise the Alumni is received frequently in terms of their role as judges in competitions, guest lecturers as motivational speakers etc. The activity and programme prone functioning and culture of our college is very effective towards overall development of our students. As a result, the students of our college do excel in the field of academics as well as co curricular activities.

The differently abled are provided with the ramps for the easy access. Besides, the visually impaired are provided with scribe for the university examinations.

The Department of Physical Education of the college is one of the most active departments. The players of the college have accomplished success in various indoor as well as outdoor games. Many a sports women have won national level, state level and university level medals and colour coats. Mentor-Mentee scheme has been adopted in the institution for the better understanding and cordial relationship between students and staff members. The college for the sake of students implements the Child Adoption scheme called Savitribai Phule Dattak Palak Yojana. Under this scheme the needy students have been proffered with the college uniform. Besides, a Book Bank facility is also given to the students.

Governance, Leadership and Management

Governance, Leadership and Management

The governance and leadership of our college is enriched with the principle of decentralization. The governing body, i.e., 'National Education Society' is instrumental at the apex towards policy framing, whereas college development council is instrumental in implementing the same. The principle of participative management is followed in true sense as the operational leader of the college i.e. Principal is an ex-officio secretary of the college development council chaired by the president of the governing body of the college. The practice of regular financial audit ensures complete financial transparency and academic innovations via effective functioning of IQAC. The review of academic functioning through IQAC meetings is a key for incremental improvements. The quality control in the form of performance appraisal system keeps all the contributors on their toes and always available for satisfying the requirements of the learners. Thus the governance and leadership of our college is genuinely students centric.

For standardizing policies and procedures we have signed a memorandum of understanding between 161 colleges, all over Maharashtra. IQAC is the significant part of the college which functions and supervises the

quality enhancement and sustenance in all fields. The IQAC coordinator and Principal have attended various workshops on effective functioning of facts and NAAC accreditation. We have participated in NIRF.

The college encourages the faculty members for their academic progress through various initiatives encouraging them to attend academic conferences and seminars. We encourage staff to participate in various competitions especially music related competitions and programmes. Our faculties have excelled in the same. We have arranged two lectures on preparation of NAAC by experts. Principal and NAAC coordinator have attended workshops and seminars regarding NAAC process.

Institutional Values and Best Practices

Institutional Values and Best Practices

The institution has had a long track record of best practices and human values since its foundation. It has not only believed in the formal education alone, but also in the overall development of the students and the higher education system of India. It has been our sincere effort to imbibe the human, ethical, research and learning values among the students.

- Creating a matured and responsible citizen.
- Empowering the girl students with employment and self employment intent.
- Making the students and the staff techno savvy.
- Imbibing good ethics and moral values in them.
- Making the students responsible towards the society and the nation at large.

The institution takes efforts to work on the above and other best practices by the intention of getting excellence.

The college, right from the establishment is working relentlessly for the weal of students, society and for the country. Many of the noteworthy efforts have been made and are being made for the institutional excellence.

Being woman's college each and every programme and scheme is implemented for the betterment of the students. Gender sensitization, gender equity and woman empowerment is gained through various programmes. There is a spacious common room, two rest rooms, reading room, and other women centric facilities are available for both, the students and the female staff.

The institution is very keen in molding its functioning as environment friendly. The proper arrangement of rain water harvesting in campus and good number of trees planted and preserved in the campus goes with go green concept. The minimal use of paper, plastic and use of bicycle and public transport by the majority of the students are some of the healthy practices of our college. Proper care is taken for solid, liquid and e-waste management which is helping our campus to remain clean. The solar system which is installed is a good example of use of natural resource of energy. Organization and observation of birth and death anniversaries of national heroes inculcate their preaching in the minds of the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT. SURAJDEVI RAMCHAND MOHATA MAHILA MAHAVIDYALAYA, KHAMGAON
Address	Balaji Plots, Near National High School,
City	KHAMGAON
State	Maharashtra
Pin	444303
Website	www.srmmnes.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mrs. Swati Abhay Chande	7263-255160	9881229210	7263-255161	srmmnes@gmail.com
IQAC / CIQA coordinator	Abhay Arvind Gadre	07263-255160	9404870415	07263-255161	gadreabhay99@gmail.com

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

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes 1) Minority Letter.pdf
If Yes, Specify minority status	
Religious	Jain
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	27-06-1989			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	Sant Gadge Baba Amravati University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	07-10-1998	View Document		
12B of UGC	04-04-2002	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	Balaji Plots, Near National High School,	Urban	0.393	1590.62

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	HSC	Marathi	720	523
UG	BA,Marathi	36	HSC	Marathi	720	320
UG	BA,Hindi	36	HSC	Marathi	720	203
UG	BA,History	36	HSC	Marathi	720	398
UG	BA,Economics	36	HSC	Marathi	720	287
UG	BA,Home Economics	36	HSC	Marathi	720	287
UG	BA,Music	36	HSC	Marathi	720	215
UG	BCom,Commerce	36	HSC	Marathi	360	330
PG	MA,Home Economics	36	HSC	Marathi	40	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				7				9			
Recruited	0	1	0	1	2	5	0	7	5	2	0	7
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	7	1	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	2	4	0	1	1	0	9
M.Phil.	0	0	0	0	1	0	2	1	0	4
PG	0	1	0	2	5	0	5	2	0	15

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	4		8		12

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
Certificate / Awareness	Male	0	0	0	0	0
	Female	485	0	0	0	485
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	4	0	0	0	4
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	853	0	0	0	853
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	155	162	130	110
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	14	22	17	18
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	537	509	472	392
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	68	82	102	93
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	98	83	73	82
	Others	0	0	0	0
Total		872	858	794	695

3. Extended Profile

3.1 Program

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

Response: 104

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	12	12	12

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
845	858	798	691	535

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
220	220	220	220	220

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
183	210	157	131	119

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	14	14	14

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
17	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 20

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

2017-18	2016-17	2015-16	2014-15	2013-14
20.66338	9.52	22.57	11.68	26.89

Number of computers

Response: 77

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:

Our institution is very keen in observing a systematic approach towards effective curriculum delivery. All teaching faculty members actively and enthusiastically participate in the process of channelizing curriculum delivery. The effective procedures which are regularly followed on this front are detailed below:

1. **Departmental Meetings:** All teaching departments of our institution ensure to organize a meeting with a complete focus on curriculum delivery and planning. The said meetings are held towards the end of every academic session. The feedback and opinions regarding workload and teaching hours distribution of all faculty members are put before the meeting. After thorough discussion on the workload distribution for next academic year we finalize the workload and teaching hours after a profound discussion is held in the meeting.
2. **Preparation of syllabus:** As the workload for next academic session is finalized towards the end of the academic session, all faculty members plan their syllabus contents and context both during summer vacation only. They also chalk out the academic activities to be carried out for their respective subjects.
3. **Teaching plans:** All faculty members do prepare teaching plans in the beginning of every academic year. The teaching plans for the semester and annual courses provide due weightage to the length and breadth of the syllabus provided by the university.
4. **Time Table:** The well organized time table at the level of department and college ensures proper synchronization of academic schedules as per the needs of the subjects and learning potentials of the students.
5. **Teaching Aids:** The faculty members of our college effectively utilize various teaching aids as per the need of the contents of the curriculum. In addition to chalk-board method, ICT enabled tools like power point presentations, interactive boards and videos are also used for effective curriculum delivery.

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	2	3

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 7.35

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

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

1.2 Academic Flexibility

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

Response: 40.38

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

Response: 42

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

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 100

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

Response: 12

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

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 23.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
241	201	247	203	22

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

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

Our college offers two undergraduate programmes B.A. and B.com and one P.G. programme for the subject Home Economics. These programmes represent faculty of Humanities the syllabus of it is framed by SGB Amravati University. The syllabi includes various chapters, topics covering cross cutting issues representing Gender, Environment, sustainability, Human values and professional ethics. Various add-on

courses are conducted by college to strengthen human values. Being a women's college we specifically arrange programmes on gender equity, women empowerment, women self employment, health and fitness of women, self defence, etc.

Gender:

With respect to curriculum, especially languages cover various gender issues. Moreover the college arranges various programmes for strengthening gender like workshop on self defense, lectures of female police personnel, short term course on Yoga and Meditation, work shop and short course on self grooming, dress designing, Mehendi application etc. All these programmes are beneficial for promoting self employment. Poster competition, Essay competition, Rangoli competition on female feticide, rally on "Beti Bachao" etc, mark the gender sensitivity problems.

Environment and sustainability:

As an affiliated institution, as per the direction of Government of Maharashtra the paper of Environmental Studies is compulsory to all Second year students of B.A. and B.com programme. The various alarming issues towards conservation of environment and habits of the students are at the focal point towards curriculum delivery of this paper.

We do all possible efforts to the environment sustainability by arranging various programmes through NSS department & Home economics department. Plantation of trees every year in the city, workshop on paper bag making and bag making from clothes at adopted village, rally on conservation of trees are some of the major activities carried by NSS department for protection of environment.

Rakhi making and artificial flower making workshops are being arranged by Department of Home economics where Rakhis were made from natural products, flowers were made from papers thereby promoting use of natural products.

The Department of Economics arranges a cleanliness drive in college; students clean the college and donated Dustbin to each classroom signifying importance of cleanliness and its disposal.

Every year non teaching staff of our college immerses Ganesh idol in a tub and then the water is used for trees, Solar system is installed in our college for generation of electricity this is a major step towards use of natural source of energy.

Professional Ethics and Human Values:

Professional Ethics and Human Values are basically promoted through various courses in the form of chapter, topics, poems prescribed in the syllabi of university, in addition to this college organizes four courses by department of Hindi and Marathi where human values are promoted through literator "*Bahinabai Choudhary, Sant Kabir and Rahim*".

For inculcating values of professional ethics various programmes are arranged by the noted personalities. Lectures by Swamiji of Ramkrushna Mission and ISKON have been arranged. Some activities carried under Swami Vivekanand study circle also promote professional ethics and moral values.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years	
Response: 10	
1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
Response: 10	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 5.56	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 47	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p>

Response: A. Any 4 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	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 79.55

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

2017-18	2016-17	2015-16	2014-15	2013-14
402	366	380	362	240

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

2017-18	2016-17	2015-16	2014-15	2013-14
440	440	440	440	440

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 97.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
220	220	220	220	196

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

2.2 Catering to Student Diversity

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

Response:

The faculty members of our college are very particular in understanding learning levels of the students admitted every year. Track record of our college pinpoints towards the fact that maximum number of girls students are from rural background and are first generation learners. Considering this fact, we follow a two tier classification of students i.e. Advanced Learners and Slow Learners. The students with zero or inadequate background for the particular subjects are spotted separately. All the faculty members of various teaching departments organize a bridge course for such students. A worth mentioning program of Music department titled as 'Basic Music (30 Hours) is organized every year in collaboration with Lalit Kala Prabodhini, an institution of the town engaged in spreading music and education. In addition to this, all departments follow a systematic method for assessing the learning levels of the students as detailed below:

- **Orientation:**

The first week of the academic year is devoted to design appropriate orientation of the students in which a detailed enquiry is carried out regarding retention of the course contents of the qualifying examination.

- **Advanced Learners:**

The advanced learners are motivated for undertaking serious preparation of challenging career option. The information of subject and stream specific career options is made available to them, additional study material is recommend and even provided in some cases. Extra efforts are taken, so that the bright students may appear in the university meritorious students' list.

- **Slow Learners:**

The students of this category are counseled about examination pattern. They are asked to write down the answers of all the questions of previous examinations. Extra classes are taken for such

students. Their preparation of examination is ensured effectively.

- **Special Measures for Advanced learners:**

Advanced learners are encouraged to participate in conferences, seminars and various types of competitive exams. They are guided for paper presentation in conferences and seminars, by the intention of inculcating research culture among them. Advanced learners are encouraged to participate in co-curricular activities organized by other institutions. They are inspired to take part in competitions like - debate, quiz, elocution etc. Students are encouraged to use e-books, learning software and CD's of the subject.

- **Special measures for Slow learners:**

After identification of slow learners they are counseled and motivated for goal setting and hard work. Special classes are engaged to solve their difficulties. Student teacher rapport is very good in our college; faculties solve the difficulties on the spot. Some of the measures implemented are beneficial to both advanced and slow learners too. Like, in house quiz organized by departments, distribution of question bank, guest lectures by experts, etc.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 58.13

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.47

2.2.3.1 Number of differently abled students on rolls

Response: 4

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

As ours is a women's college, the major thrust is on women empowerment through education. In order to make the teaching learning process more effective we follow a principle of ' **Do-It-Yourself** '. All the faculty members of various teaching departments take keen interest in following teaching methods ensuring experiential and participative learning which leads to nurture problem solving aptitude. The noteworthy initiatives in this area are discussed below:

The Home Economics Department of our college is very particular in providing hands on experience to the students through practical sessions. Cooking, Stitching and Embroidery are the major areas covered for this segment. Thus two of the three basic needs i.e. Food and Clothing are taken care of. This ensures in laying a sound foundation of healthy family life.

- **Participative Learning:** The Marathi Department of our college is trying its best in involving the students in the process of teaching and learning. The practice of participative learning is followed by asking the students to collect the poems of Bahinabai Chaudhary a great name of Marathi Literature. The poems selected by the students are discussed and elaborated in an interactive manner as an additional learning dose. The students get a firsthand experience through such learning.
- **Problem Solving Methodologies:** The music department of the college trains the students by following 3R Mechanism i.e. RAG-ROG-RESOLUTION a method to use musical therapy for getting relief from diseases.

To enhance participative learning following measures are adopted.

- Quiz, group discussions are arranged.
- Learning experience of student is enhanced through participation in poster presentation. Department of Hindi regularly organizes poster presentation on various topics related to literature.
- Students are assigned assignments on various topics relevant to subjects.
- Seminars are arranged where students prepare paper and present it.
- Use of Google classroom enhances student participation in terms of ICT.
- Field visits, industrial visits, visit to bank enhance participatory learning, through which practical knowledge of the firm is achieved.
- Every Practical period of music is participative because individual solo recital is promoted.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 13

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

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

Response: 65

2.3.3.1 Number of mentors

Response: 13

2.3.4 Innovation and creativity in teaching-learning

Response:

The music department of the college follows a reverse musical methodology for creating interest among the students i.e. Light Musical Song to Classical. Though the classical music is the very foundation of Music, Light Musical songs are better means of appealing the students; hence an innovative approach of searching the classical components in the light musical song is attempted by music department. The number of prizes won by the students of the department in the musical competitions of the nearby region, the overwhelming response to the annual open musical competition from the residents of this region and the rising of many of our alumni to the level of professional singers is an evidence of success on this front.

The Home Economics department of our college takes every care to nurture creativity among the students by organizing several in house competitions like **Rangoli, Cake making, Artificial Flower Decoration, Rakhi and Envelop Making** etc.

Sane Guruji of Maharashtra was an ideal teacher and a very good writer, film on him "**Shyamchi AAI**" has been shown to the students by the department of Marathi. Department of Physical Education showed two films to students "**Bhag Milkha Bhag and Mary Com**", dramas written by eminent writers of Hindi were shown to students. The prime aim of this was to offer an audio visual effect to the students. Students of music were shown a picture of "**Tansen, a legend of classical music**".

Stage performance is major step in music. Programmes are arranged by Music department where students render vocal music.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 97.65

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

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

Response: 56.15

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

2017-18	2016-17	2015-16	2014-15	2013-14
09	08	09	06	06

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 20.08

2.4.3.1 Total experience of full-time teachers

Response: 261

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

Response: 7.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	01	00

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

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

Response: 6.18

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

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

2.5 Evaluation Process and Reforms

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

Response:

The status of affiliated college enables us to follow the internal evaluation system prescribed by university for respective subjects, few noteworthy reforms are attempted at our institutional level as follows.

Some of the departments conduct surprise test by giving additional 10 minutes for the preparation before the test. Similarly questions are asked to students while teaching. This helps to keep the student updated and attentive throughout the session.

Speedy evaluation is followed for class test where answer books are evaluated in the classroom and answer sheets are given to the students immediately. Any student who has written well is asked to explain the answer. This encourages the students for better performance and improvement in terms of understanding

the subject better and enhanced writing skills.

University Grants Commission sponsored career oriented courses which are run by college, the examination and evaluation of these done by college. Question papers are set by course coordinators and evaluation is done by them. Result is prepared and submitted to the administrative section of college. Students are awarded certificates for completion of the course.

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

Response:

Every department finalizes the schedules of internal evaluation well in advance and incorporates the same in the teaching plan and academic schedules of the departments. Thus well designed schedules are communicated to the students in advance via notice boards and oral instructions in the class. Moreover, the modes and methods of internal evaluation are also practiced in the course of teaching. The college has designed many evaluation tools to implement the mandatory ones. The department of economics follows NEWS analysis; Group Discussion is regularly used by the department of Marathi and Hindi whereas the seminar presentations are organized by Department of History.

- Continuous Internal Evaluation involves conduct of class test and assignment, seminar, study tour, field visit, group discussion, industrial visit and any other innovative activity.
- Internal assessment at institutional level is transparent students are aware of the standard internal evaluation process of the theory and practical subjects. To ensure fairness and transparency, students are permitted to see their evaluated answer sheets/assignments.
- Marks obtained in class tests are shown to students. Students are guided for the mistakes and are given time to rectify mistakes. The internal marks which are send to university are kept confidential as per rule.
- Slow learners can appear for the class again and the evaluation is done on the spot.
- While assessing the marks for internal examination capabilities of students such as capacity for hard work, leadership and ability to work in team, imagination, skilled use of hands, participation in extension activities, sports activities are taken into account.
- Students have the opportunity to discuss their difficulties with their teachers. This gesture adds to reliability and establishes good rapport between Student and Faculty.

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

Response:

Grievances related to the university level examination are resolved as per the norms of the Grievance Redressal Cell of the SGB Amravati University. The college facilitates the students to place their grievances to the university.

The college has established Examination Cell in accordance with the guidelines laid down by Parent University. **Dr Seema Deshmukh** being coordinator of the cell counsels the students and decodes the result to the efforts taken by them. Any case of injustice is channelized through the proper mechanism of revaluation and asking for photocopies of the students within prescribed time limit.

As far as internal evaluation is concerned, we follow a system of Assessment and Marks distribution by faculty members of respective subjects. The marks allotment is cross checked by head of the respective department and then the same are finalized by Principal. This full proof system leaves no room for any grievances and the same has not been experienced till date.

If the student is unable to submit examination form within the stipulated time, college, after consultation with university guides the students to submit the form.

The students, who are not satisfied with the marks allotted, can avail the provision of revaluation, the facility provided by the university. Students can apply for photo copy of answer sheet by depositing the fixed fee. Our college teachers help the students for the said procedure so that students can place their grievances systematically.

While dealing with the unfair means in the final examination are resolved systematically. Materials of cheating are confiscated and their records are maintained. The students are allowed to clarify their positions. The university constitutes a committee to look into the matter and appropriate measures are taken judiciously, transparently and within the time limit.

Students whose final results are kept withheld by the university, are collected by the college with required documents from students and are forwarded it to the university so that, issue can be resolved in time bound manner.

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

Response:

In the beginning of the session IQAC in consultation with the Principal prepares the academic calendar and implements it properly. The public holidays are identified in academic calendar and the days for unit test are fixed in the academic calendar. Before finalizing the date it is made sure whether there is sufficient time for teaching. The institution strictly adheres to academic calendar for the conduct of CIE.

As ours is an affiliated college we follow the academic calendar provided by Parent University. However, we prepare our own academic schedule at the beginning of every academic session within the boundaries of academic calendar. Our academic schedule comprises the time slots dedicated to actual teaching activity, co-curricular programmes and internal evaluation exercises. As all possibilities and variations are incorporated at the very beginning, we could positively adhere to the academic schedule for all academic events in general and internal evaluation in particular.

In order to stickup with the schedule mentioned in academic calendar a discussion with HOD and Principal is done where possibilities of any change in schedule are discussed and alternatives discussed.

- Every faculty member conducts class test as per schedule.
- Field trips, group discussions, visits, seminars, assignments are also planned.
- Any grievance redressed for internal assessment is resolved in time bound manner.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The faculty members of our college are very particular in crafting course outcome for the subject they are dealing with. The learning levels of the students and the course contents are duly matched in the process of designing course outcome. The course outcomes of a subject at three years level are synthesis to develop program specific outcome. The course outcomes for all subjects designed at the level of faculty members and program specific outcomes designed at the level of departments are put together and thus program outcome is formulated. All the outcomes are brought to the notice of the students on variety of occasions. The faculty members usually refer these during the course of lecture. The Principal of the college makes it point to refer them during the course of students address. The website of the college prominently highlights the same for the ready reference of the stakeholders.

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

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

Response:

In the course of internal evaluation all faculty members do have an opportunity to evaluate the course outcome for their respective subjects. The program specific outcomes are evaluated of a graduating batch i.e. of final year students and attainment of program outcome is analyzed with the feedback from our

alumni. The overall participation and performance of the students in the various curricular and co-curricular activities is also considered as an yardstick for evaluating attainment of these outcomes. This process thus helps us in updating the programme outcomes, programme specific outcomes and course outcomes over the period of time.

2.6.3 Average pass percentage of Students

Response: 48.63

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

Response: 89

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

Response: 183

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.72

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description

Document

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by non-government

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 23.08

3.1.2.1 Number of teachers recognised as research guides

Response: 03

File Description

Document

Any additional information

[View Document](#)

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

Response: 0

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

Response: 00

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

Response: 16	
File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

Innovation is production of adoption, assimilation and exploration of a value-added novelty in socio-economic sphere. Incubation is a process of unconscious recombination of thought elements that were stimulated through conscious work at one point of time, resulting in novel ideas in future.

The Home Economics department of our college is very innovative in its approach of conducting the practicals of the students. In the course of practical sessions several new recipes were figured out which ensured preparation of healthy food for Indian Rural Families. Apart from this, the department took efforts to organize demonstrations of fancy recipes which are not known to students from rural background. The students of our college regularly demonstrate above recipes in their '**Home Kitchens**' which the whole family was benefited with knowledge of healthy food and fancy foods.

Similarly the Department of Physical Education is playing a major role and is acting as incubation centre for health and fitness of women. The '**Asanas**' and '**Pranayama**' are taught in the college. The students are spreading the importance of the same in their house by demonstrating the '**Asanas**' and '**Pranayama**' there by trying to build Physical fitness of their families. Thanks to the manual of NAAC, we realize that our working can be titled as an Ecosystem for Innovation and Incubation Centre which creates and transfer the knowledge as well.

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	00	00	00	00

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

3.3 Research Publications and Awards

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

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

3.3.3 Number of Ph.D.s awarded per teacher during the last five years	
Response: 0.67	
3.3.3.1 How many Ph.Ds awarded within last five years	
Response: 02	
3.3.3.2 Number of teachers recognized as guides during the last five years	
Response: 03	
File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 0.15

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	00	01	00

File Description

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

Document[View Document](#)**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 2.87

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	8	05	13	9

File Description

List books and chapters in edited volumes / books published

Document[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

Lady is the backbone of the family and family is of the society which in turn is of the nation, thus ultimately lady is the back bone of the nation. Being a Women's College we are fortunate enough to be the backbone of the nation. We put every possible effort to expose our students to various social issues.

The NSS unit of the college ensures the organization of various activities which create a deep impact of social affinity in the minds of students and sensitize them towards social hardships. This sensitive bond of social commitment is strengthening through their direct participation in the activities like:

Extension activities in the neighborhood community:

1. Self employment workshops at adopted village.
2. Distribution of food grains to Deaf and Dumb school.
3. Distribution of Dustbins to school and learning centres.
4. Distribution of nutritious food packets at district hospital.
5. Organ donation camp in village.
6. Communal harmony campaign-extension of donation to the tune of Rs. 2,188 to National Foundation for Communal Harmony.
7. Mobilization of donation to orphanage administered by renowned socialist Sindhutai Sapkal to the tune of Rs. 11,000.
8. Hemoglobin detection camp at adopted village and distribution of free medicines to anaemic women. Lecture on how to increase iron by proper diet.
9. Exhibition and lecture on balanced diet at adopted village.
10. Voting awareness campaign at adopted village.
11. Survey on awareness for competitive examinations and later a lecture on awareness for competitive examination at adopted village.
12. Blood donation camp at adopted village.
13. Cleanliness drive at adopted village.
14. Tree plantation at the adopted village.

Activities for Holistic development in the neighborhood community:

Every year, during the Special Residential camp of NSS at adopted village sessions of **Yoga** and **Pranayama** are conducted, in the morning. Some villagers too attend these sessions. Every year Department of Music renders devotional songs during special camp. Villagers attend this programme and are very happy with the programme. One of our faculty members Dr. Abhay Gadre, HOD of Music Department taught devotional songs to music lovers serving in various departments of Khamgaon city. Dr. Priti Kulkarni from Music department taught music to the students at **Ved Paathshala, Ghatpuri**.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response: 24

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	5	5	5

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

3.5 Collaboration

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

Response: 13

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	04	02	04	01

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

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	0	0	01

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Adequate infrastructure fulfils the need for teaching with adequate number of classrooms and laboratories.

- **Classrooms:**

The college has 20 classrooms with good quality desks, benches, wooden Dias, black boards, etc. Rest room is available for girls.

- **ICT as a learning Resource:**

We have five digital classrooms, four LCD projectors, one mobile LCD projector screen etc, we have provided free Wi-Fi to all staff members and students. We have auditorium with sitting capacity of 400 students. One classroom is equipped with visualizer and smart board. College has 71 computers and 06 laptops. Every department has its own computer facility. We have one Generator, two Invertors and two UPS for power backup. Recently we established media center to facilitate video recording of lectures. Reprographic facilities are available in the college.

- **Laboratories:**

We have three laboratories for subjects Home Economics, Computer and Music; all the three laboratories are well equipped. The Home Economics laboratory has all modern gadgets necessary for cooking and stitching purpose. All necessary musical instruments traditional and modern are available for accompaniment for rendering vocal music. Recently Home Economics Department and History Department got recognition as Research Centre's from university.

- **Library:**

The most important of these support systems is the library. We have a well maintained library which attracts students to access it. We have a collection of 7,825 books, 14 print periodicals and magazines. Besides, over 6,000 + e-journals and 3, 13,500+ e books have been subscribed through N-List.

- **Aerobics and Yoga centre.**

Our college runs Aerobics as career oriented course sponsored by UGC. We have a separate room for Aerobics with all necessary modern instruments for performing various exercises. Students and women from city are its beneficiaries. Yogasanas are also taught through this centre. Aerobics centre is proving very helpful with respect to fitness of women in small city

of Khamgaon.

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

Response:

The college has a well equipped and ready to use spacious auditorium with a total seating capacity of 400 persons. The inbuilt audio system and installed LCD projector enables us to conduct all types of cultural and curricular programmes with great comfort. This auditorium is of 2215.12sq.ft. The college has physical education department with facility of indoor games like table tennis, carom, Judo Karate, Tykando, chess etc. with a total area of 866.61 sq.ft. The outdoor games of the college are facilitated through the ground of National High School and Junior College owned by our parent society Cricket, Kabaddi, Kho-Kho are some of the games practiced in our college. The sports places of the city like Congress Bhavan and Khelka Maidan are used with proper administrative communication for the mega sports events like Inter collegiate Cricket Tournament. Thus, in spite of space constraints we leave no stone unturned in providing the facility of sports, games and cultural activities.

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

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

Response: 25

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 05

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

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

Response: 36.49

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.40	1.34	13.59	3.20	18.60

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

4.2 Library as a Learning Resource

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

Response:

The central library of the college was established in 1989 with the establishment of the college. A separate reading room is available for students. The library is partially automated with 'LIBSOFT' software with version of 5.0 developed by .com Infocity Private Limited, Amravati. OPAC is available on 2 computers for the students near the entrance of the library for easy access. Annual stock verification is conducted. Book bank scheme is also available for needy students.

Collection:

- Total number of books : 7,825
- Journals and Periodicals : 14
- e-journals : N list
- Newspapers : 07
- CD's : 45
- Bound Volume : 251
- Thesis : 03
- Dissertation : 05
- Minor Research Project : 02

Sources:

- Book Bank Service
- Distribution of old question paper

- Newspaper clipping
- Access to thousands of e-journals and e-books through N-List
- Reprography services
- Reference services

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

Response:

The library has total number of 7,825 books and 14 Periodicals and magazines, 07 newspapers, competitive examination materials, Employment News for the enrichment of students and teachers. Library conducts book exhibition, book review, book tag, essay competition and poster competition etc. Best user award is given to student who is good user of library throughout the year.

As we know that books play a vital role in our life. According to John Milton, “Books are the lifeblood of human beings”. Books are the path guides in real sense. Thus, we have such rare Books in our library stacks. The library committee on some ground named those books as ‘Rare Books’. They are –The Imperial Dictionary of the English Language, 1909, Three volumes of Sanskrit dictionary which are published of 1957, 1958, 1959 respectively. The Twentieth Century English-Marathi Dictionary etc. Besides, we have such old books that the publishers, names and year of publication have been torn away as the pages of those books were too delicate to be touched.

Sr. No.	Acc No.	Title	Year	Publisher
1	7573	The Imperial Dictionary of the English Language Vol II Ed by Charles Annandale	1909	The Gresham Pub. Company 34, Sathemp Street Strana
2	7574	Sanskrit-English Dictionary Vol I {v&d}Ed by. P. K. Gode/ C.G. Karve	1957	Prasad Prakashan Poo
3	7575	Sanskrit-English Dictionary Vol II {k&e}Ed. By P.K. Gode/C.G. Karve	1958	Prashad Prakashan Poo
4	7576	Sanskrit-English Dictionary Vol. III {;&g avkkf.k 6 a} Appendixes Ed. by P.K. Gode/C.G. Karve	1959	Prasad Prakashan Poo
5	7577	The Twentieth Century English-Marathi Dictionary Literary- Scientific and Technical Vol. 1 A To I		Prasad Prakashan Poo
6	7578	The Twentieth Century English- Marathi Dictionary Vol. II K To W	-	-
7	7579	English To English Dictionary		

8	7580	The Imperial Dictionary of the English Language Vol. I			-
9	7581	English To English Dictionary			

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 1.44

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.55735	0.47902	1.89346	1.40924	0.86653

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

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

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.91

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

Response: 25

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Total number of 77 computers and 10 Printers facilitate for the office automation and learning requirements of the students. The Four Photocopiers are installed two in examination section, one in office and the other in the library. Office and examination cell ensure the effective task of producing multiple copies of question papers during university examination. Internet connection installed with 10 MBPS bandwidth, and LAN facility installed in library, office and computer lab ensure the effective connectivity of ours with rest of the world. In the last financial years we incur an expenditure of Rs. 1.45300 for the upgradation of IT facility of the college.

4.3.2 Student - Computer ratio

Response: 11.32

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

File Description	Document
Any additional information	View Document

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 30.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.71	2.52	2.57	3.68	18.69

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

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

Response:

For maintenance and utilizing Physical academic and support facilities the HOD's, administrative heads, faculties work in close co-ordination with the principal and college administration to ensure optimum utilization of the resources.

1. Heads of the departments at the end of the session submit their requirement in consultation with the faculties of the department to the administrative head.
2. Library is looked after by the librarian in consultation with library advisory committee. The committee looks after maintenance and enrichment of the library.
3. Respective HOD looks after the maintenance of laboratory. Any problems with respect to computer, electricity, gadgets in kitchen, musical instruments are repaired by calling technicians and experts.
4. Director of Physical Education takes care of maintenance of sports materials, kits and instruments in gymnasium.
5. We have annual maintenance contract for computers, administrative software and website.
6. Gardener looks after the garden and cleanliness of the campus.
7. A security personnel is appointed through AMC.
8. Issues related to hardware and software and antivirus subscription are addressed on call basis.
9. We provide our infrastructure to NGO's for various programmes of National and Social welfare.
10. Most of our college area is under CCTV surveillance.

The active students are taken into confidence for minute feedback regarding the students conduct in the classrooms and other facility centers. Moreover, the usage register is maintained at all responsibility centers to monitor the functioning of these facilities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 79.86

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

2017-18	2016-17	2015-16	2014-15	2013-14
544	689	706	576	443

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

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

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

Response: 11.74

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

2017-18	2016-17	2015-16	2014-15	2013-14
97	94	87	81	73

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 5.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
36	50	131	00	00

File Description	Document
Details of the students benefited by VET	View Document
Any additional information	View Document

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

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

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

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

Response: 24.04

5.2.2.1 Number of outgoing students progressing to higher education

Response: 44

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

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

Response: 13.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	02	01	00

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	08	09	09	08

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

5.3 Student Participation and Activities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	0	0	0

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

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

Response:

As ours is an affiliated institution, the constitution and election of students council is in line with the directions of parent university. The students' Council is a representative structure through which students in a college can be involved in the affairs of the college, they will come to know how to work in partnership with college management, staff, and parents for the benefit of the college and its students.

Students representation on academic and administrative bodies/committees of the institution plays a major role in the development of college. Students come in contact with faculties, administrative staff and even Principal of the college. The contribution of the students' representation in college development committee for the development of the college policy is significant, it benefits for the students and the college.

The students' council play an important role in cultural events like annual gathering, sports activities and various other activities. Member of student council assist in arrangement of programmes sometimes even from inviting guests. Members of student council are also instructed to look after discipline of the college. They also suggest programmes of students interest. Thus faculties get knowledge of students interest. Surely students council help to enhance communication between staff, management and parents by bringing to notice the interest of students to the college authority.

In the academic year 2015-16 and 2016-17 due to new University Act the University couldn't issue specific direction in regard of formation of students council at all affiliated colleges. In the year 2017-18 the same was constituted in the month of January 2018. However, in the absence of formal students council the communication of students with the teachers on formal and informal issues was ensured through study circles of all departments.

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

Response: 4.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
06	06	04	03	03

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

5.4 Alumni Engagement

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

Response:

The alumni association of our college is registered and functional since the year 2004-05 under the title of Alumni Association of Smt. S.R.M Mahila Mahavidyalaya, Khamgaon. Every year the alumna meet is organized and they are briefed about the progress of the college. The active involvement of our alumni in the process of teaching learning through guest talks, judges of various competitions, chief guest of various programs motivate the students to craft their role model. The alumna members those are settled in metro cities help our passed out students in every manner for their career progression. Moreover the alumna

members do talk with the parents of present students in finalizing the career choice. Thus we are greatly successful in formulating TAP network i.e. Teachers-Alumna and Parents network for the benefit of the students. However, the form of monetary contribution is yet to materialize.

File Description	Document
Any additional information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

To impart quality education from the fields of Arts and Commerce to train and expertise the students so that they manifest their potentials and intrinsic abilities which will help the girl students to grow into competent committed and complete human being with socialistic attitude and desire for achieving National development and prosperity.

Mission

Our mission is to provide strength to arms and mind of girl students from the town and peripheral villages who would not only be educated but would be empowered with respect to employment, self employment, morality and strengthening of social attitude.

The parent body of our institution, 'The National Education Society' is established in the year 1942 with the intention of spreading the light of education for the poor students of the region. The initial form of school has been extended to Senior College in the year 1989 with a sole objective of women empowerment and hence an establishment of 'Smt. S.R.M Mahila Mahavidyalaya,' took place. The spirit of top management in the form of Managing Body headed by Dineshji Sanghavi. He is very particular in providing the vision of all-round women development for the cause of nation. The philosophy of mission of girls empowerment is ensured by all the staff members under the able leadership of Principal Mrs. Dr. Swati Chande. The governance of the institution is divided in three tier system:

1. Tier I- Designing of PLANS AND POLICIES at the level of Managing Committee
2. Tier II- Formulating Procedures and Methods at the level of College Development Council
3. Tier III- Actual Implementation of tasks at the level of operational committees comprises of teaching and non teaching staff members.

The teachers form a vital and integral part of the IQAC which is another important decision making body of the institution. Students, non teaching staff and experts from the society also get due representation in the IQAC. The governing body makes the key policy decisions and considers important proposals for the development of the institution. Then there are various committees consisting of the teaching and non teaching staff to look after routine affairs.

In accordance with its vision and mission, the institute has various perspective plans in the immediate future which include:

1. To introduce various add-on courses which will inculcate values, morals, employability, sports culture and patriotism.
2. Considering the fear of English language among the students, regular bridge courses will

- be introduced.
3. To promote research and IT culture.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Our institution is a genuine model of decentralization and participative management. The Managing committee at the top considers the feedback from the Principal as the basic input in designing the plans and policies for the overall development of the college. The plans, thus formulated are then brought to the forum of College Development Council which comprises members of managing committee, members of teaching and non teaching staff and even a representative of student. The principle of participative management is thus taken care of with a participation of all stake holders at a very significant forum. Principal being Ex-officio Secretary further decentralizes the process by establishing various committees for the smooth functioning of the college. All the committees of the college are headed by the Principal in the capacity of chairman, who appoints a faculty member as a coordinator and other members of teaching and non teaching staff as members of the respective committees. The IQAC is headed by the Principal and run by the coordinator who is selected among the faculty members. Due representation is given to faculty members, non teaching staff members, students and external experts. Heads of the various departments look after the regular teaching and research in their departments and address various issues of the students, faculty and staff. As the role of the Principal is dual, i.e. Ex-officio secretary at the college development council i.e. (a forum of formulating procedures) and a Chairman of all operational committees i.e. (a forum of implementation mechanism). The principle of decentralization is experienced in a very participative manner.

6.2 Strategy Development and Deployment

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

Response:

At present, our college offers two undergraduate courses in Arts and Commerce streams and a post graduate course in the subject Home Economics. The college intends to develop itself as a full fledged post graduate college by starting post graduate programmes in the subject of Music, Economics and History. The college has applied to Parent University to incorporate the provision to this effect in the perspective plan. In addition to this, we also intend to start the facility of commerce graduation with English as a medium of instruction. The application to this effect is also submitted to university authorities.

Recently we got recognition for Research Centre for two subjects i.e. Home Economics and History. We plan to construct a new room for Research Centre. It is our desire to create dining area where students can

have their tiffins in clean atmosphere. As add-on courses are popular among students, we plan to start some move on the add-on courses which encourage self employment, values, morals, patriotism etc. It is our dream project that students will make paper bags and sell them at various stores, shops, malls etc. We plan to do so in the next session.

With respect to development of ICT and Library facilities, we try to upgrade the library software and plan to train all the faculty members to use LMS and develop e-content.

For the development of the college we will try to apply for RUSA grants. For green initiative we scheme to plant trees in the city as many big trees in the city have been cut down under the name of 'development'. It is our scheme to organize more extension activities in the NSS adopted village.

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

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

Response:

ORGANIZATIONAL CHART

The function of:-

Governing Bodyà The governing body is an apex body in the organizational structure. Its members are elected for every five years from the members of the present trust – National Education Society, Khamgaon. The body plans and designs policies.

Administrative Setupà Develop procedures, methods and techniques of implementation through the:

- 1.College Development Committee: Established as per the Maharashtra Universities Act, 2016 comprising of representatives of management, teachers, non teaching staff and IQAC and the society. The prime intention of the committee is to take care of the daily affairs of the college.
- 2.IQAC is responsible for maintenance and promotion of quality culture.
3. Various Functional BodiesàLike Planning Board, time table committee, UGC committee, feedback committee etc, implement the plans and policies designed by the governing body by following the procedures and methods provided by the administrative setup.

Principal is the executive head of the institution and is responsible for the daily administration. Various heads of the department, IQAC and other committees help the Principal for running the daily administration, smoothly. Routine functioning of the college is controlled by the Principal.

Office superintendent is head of the administrative section; he designates various functions to the clerks like accounts, UGC, etc. Clerks, Peons also assist them in their work. Works like admissions, fee collection, scholarships, and issuance of various certificates, maintaining service records of the employees, keeping accounts and dealing with UGC schemes are done by the college office.

As ours is an affiliated and grant-in-aid college we follow the service rules, procedures regarding recruitment and promotions as prescribed by the Parent University and government of Maharashtra. The grievance redressal cell is operational in dealing the grievances. However, due to holistic approach of our managing committee and proper administrative dynamics of college leadership, we didn't experience any serious grievance till date. (CAS PROMOTION LETTER)

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

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

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

Response:

For the smooth function of the college every year we reconstitute various bodies, cells and committees. They are as follows:

- Admission Committee
- IQAC
- Time Table Committee
- Examination Committee
- UGC Committee
- NSS Advisory Committee
- Library Committee
- Sports and Cultural Committee
- Alumna Cell
- College Magazine Committee

The IQAC committee resolved to apply for third cycle of NAAC and as a result of this we have initiated the process. The College Magazine Committee every year publishes a college magazine titled 'Dnyan Saurabh', it is being published regularly since last 15 years, the issue of year 2017-18 is published on July 2017.

In the year of 2016-17 it was decided by the cultural committee that the Department of Music should organize 'open singing competition' and prizes should be given to winners. Music lovers from the city and faculties from music department contributed voluntarily and the sum collected was deposited as Fixed Deposit. And an overwhelming response was received for the said competition. A platform was created for the upcoming artists by the department of music.

The IQAC committee determined in the year 2017-18 to organize 'competitive examination', the said examination was conducted by Economics Department, and 270 students were appeared for the examination. Students who recorded highest marks were given cash prize and other students received certificates of participation. Prize distribution ceremony was marked by lecture on competitive examination by expert speaker.

6.3 Faculty Empowerment Strategies

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

Response:

For the smooth function of the college every year we reconstitute various bodies, cells and committees. They are as follows:

- Admission Committee
- IQAC
- Time Table Committee
- Examination Committee
- UGC Committee
- NSS Advisory Committee

- Library Committee
- Sports and Cultural Committee
- Alumna Cell
- College Magazine Committee

The IQAC committee resolved to apply for third cycle of NAAC and as a result of this we have initiated the process. The College Magazine Committee every year publishes a college magazine titled 'Dnyan Saurabh', it is being published regularly since last 15 years, the issue of year 2017-18 is published on July 2017.

In the year of 2016-17 it was decided by the cultural committee that the Department of Music should organize 'open singing competition' and prizes should be given to winners. Music lovers from the city and faculties from music department contributed voluntarily and the sum collected was deposited as Fixed Deposit. And an overwhelming response was received for the said competition. A platform was created for the upcoming artists by the department of music.

The IQAC committee determined in the year 2017-18 to organize 'competitive examination', the said examination was conducted by Economics Department, and 270 students were appeared for the examination. Students who recorded highest marks were given cash prize and other students received certificates of participation. Prize distribution ceremony was marked by lecture on competitive examination by expert speaker.

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: 6.42

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	00	01	00

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

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

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

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

Response: 20.44

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	00	02	03	05

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

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

Response:

The institution strictly follows UGC's Performance Based Appraisal System for the teaching staff ever since it was implemented in 2010. The faculty members are required to submit self assessment forms i.e. PBAS forms at the end of every academic year. These forms are scrutinized before every stage of the teacher's promotion under the Career Advancement Scheme by an internal screening committee of the college. They are then finally reviewed by the Placement Committee of the university which consists of nominee of the state government also. As there is no grievance regarding the performance and behaviour of teaching and non-teaching staff, we could not find an opportunity to install the formal mechanism of performance appraisal.

The promotions of the non teaching staff are done as per the time-bound promotion scheme of the state government.

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal and external financial audits regularly****Response:**

The financial auditing is a remarkable feature of our institution. S. B. Bafana and Company is our internal auditor. The audit reports till financial year 2017-18 are complete in all aspects. The process of financial audit for the year 2018-19 is under progress. External financial audit is carried out by the auditor of the office of the joint director of the Higher Education, Amravati division at a time of their choice and convenience.

Sr. No.	Date	Type of Audit	Auditor	Mechanism for Settlement
1	19/07/2014	Internal	S. B. Bafana and Company CA Membership No. 15260	The Principal, Head Clerk other office staff member objection of auditor if required
2	12/06/2015			
3	28/07/2016			
4	23/06/2017			
5	26/07/2018			
6	08/06/2012	External (2007-08 To 2010-11)	By the auditor of the office of the joint director of the Higher Education, Amravati division	The Principal, Head Clerk other office staff member objection of auditor if required

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

Response: 0.68

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.13	0.115	0.248	0.101	0.0817

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

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

Response:

Institution makes every possible attempt to mobilize the grants from University Grants Commission by way of applying for various schemes and research activities (Minor Research Projects) So far we are in receipt of

1. Sixty Lacks for construction of Women's Hostel
2. Nine Lacks for construction of Library Building
3. 2,00,000 Lacks for Construction of Lavatories
4. 2,16,000 Lacks for Minor Research Projects

Apart from the UGC grants other source of funds are fees and salary glance.

1. Fees: - The college charges fees from the students as per the University and Government norms. The fee is collected for the granted and the self financed courses.
2. Salary Grant: - The College receives salary grants from the state government. For this, we prepare and send an annual budget of the estimated salary grant required to the state government. This grant includes salaries of the full time permanent teachers and non teaching staff as well as part time teachers working on granted posts.
1. Resource mobilization policy: The planning Board in coordination with CDC and IQAC ensures whether the funds are spent properly for which they have been allocated.
2. The purchase committee ensures whether purchases are done properly by following the rules.
3. The time table committee looks after proper allocation of class rooms and utilization of laboratories.
4. The library advisory committee takes care of the resource in library and their utilization, optimally.
5. Regular internal audits from the CA and external audits from the government make sure that the mobilization of the resources is being done properly.
6. The Principal at intervals ensures proper utilization of resources.

6.5 Internal Quality Assurance System

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

Response:

IQAC of our college is very active and focused in institutionalizing the quality assurance strategies and processes. As many of our students hail from rural background and are first generation learners, hence IQAC designed a strategy of energizing the students via exposing them to various real life learning situations. Hence we put a motto of organizing several programmes and activities as a supplementary dose of learning. The list below, is a suggestive of it:-

1. Workshop on self defense.
2. To promote participation of students in sports like - Tykwando, Boxing etc, which are not only sports activities but also mechanisms of self defense.
3. To encourage students to participate in seminars, workshops and present papers in it.
4. To encourage students to participate in music competitions organized by other institutions.
5. To promote fine arts and cultural sense among the students by arranging programmes in collaboration with organization called 'Sanskar Bharti' a National Level Organization. Rangoli demonstration and musical programme on occasion of Gudi Padwa, Ram Nawami, etc was arranged by Sanskar Bharti.
6. To acquaint the students with cooking skills, which will introduce self employability, by conducting demonstration of recipes.
7. To acquaint the students with functioning of Bank and industries by planning visits to them.
8. To arrange book exhibition in terms of library through which students will come to know the significance of books.
9. To plan tours and visits to historical places where students may understand the historical importance of places.

These measures certainly improve knowledge of life skills which prove very advantageous to students from rural areas.

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

Response:

The meetings of IQAC are scheduled thrice in a year i.e. at the beginning of the session, in the mid of the session and at the end of the session. As the composition of IQAC involved direct participation of several teaching members the feedback of teaching learning process is brought to the forum of IQAC meetings. Since the semester pattern is about to begin the faculty members expressed that they are going to change the methodology of teaching. They told that they will use ICT enabled tools in the teaching and learning process.

The IQAC analyses the feedback received from the students and other stake holders. From the feedback analysis, a few self financed add- on courses were started. After the analysis from feedback about curriculum, some faculties suggested reforms in syllabi. As the semester pattern has been introduced from last session, faculties expressed to change the teaching pattern by using more ICT enabled teaching techniques.

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

Response: 1.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	01	02	01	01

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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

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

Response:

Our college was accredited for first cycle in the year 2004 with B+ grade, the second cycle accreditation was completed in the year 2012 with B grade with score 2.35 CGPA and now we are moving towards the third cycle of accreditation. We have initiated many quality initiatives. Few note worthy are listed below:

1. Started with of UGC Sponsored Career Oriented Courses.
2. Organized two UGC Sponsored National Level Conferences in History and Music.
3. Organized University Sponsored Workshops (Legal Awareness, Self Defense).
4. Organized UGC Sponsored College Level Workshop for Music Learners.
5. Organized UGC Sponsored College Level Workshop for Yoga Lovers.
6. Organized UGC sponsored college level workshop for Economics.
7. Sent proposals for starting M.A in music and M.A in economics.
8. Offered ----- number of add on courses.
9. More than fifty percent courses have choice based credit system.
10. Most of the teachers have started using ICT based teaching methods.
11. We have constructed two new washrooms one for boys who came for examination at our centre and another for male staff of our college.
12. Out of 14 staff members 06 have obtained Ph.D degree after last accreditation.
13. Two faculty members have completed minor research project, one is ongoing and two have been submitted.
14. Our college got recognition for research centre for two subjects.
15. Four students were awarded Ph.D under supervision of Dr. Dongare, Professor of History.
16. Made library partially automated.
17. Introduced OPAC system in library.
18. Started IRR cell.
19. Started media centre.
20. Conducted note worthy programmes related to self employment, health and fitness.
21. Ex students were awarded Ph.D and passed competitive examination.
22. Solar system installed on terrace of the building.
23. Arranged workshops for protecting environment at adopted village.
24. Strengthened ties with institutions and signed MOU's with different organizations.
25. Installed CCTV cameras.
26. College is examination centre for university examination.

Efforts to promote Quality culture:

Two lectures by NAAC coordinators of other colleges were arranged for effective NAAC re-accreditation process.

Administrative staff of our college attends workshops organized by office of joint director Amravati.

NAAC coordinator attended workshop related to NAAC.

Strengthen ties with NGO's and government hospital and signed MOU with them. Several activities were conducted in collaboration them.

Intellectual property rights cell was established.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	1	01	0

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

As ours is an exclusively Woman's College hence we are very much focused towards safety and security of the girls. We have installed CCTV system to vigil the behavior of all the concerned in the premises. Moreover, we have conducted the workshops to make the girls equipped with self defense techniques. Our entire faculty members are very keen in counseling the girl students on various issues. In our college we have enough space which provide due privacy to girl students. In the campus, only eleven male members of teaching and non teaching category are working, hence a need of common room has not been felt yet. However the college management is very positive to construct a separate room dedicated for the girls as a 'common room'.

The college organizes a number of programs on gender sensitization, gender equality and women empowerment. The programs are implemented in collaboration with other department as well as in collaboration with the outside organizations and NGO's. Various seminars, workshops, symposiums and rallies are organized on this issue. The management of the institution always inspires the Principal and faculty members in organizing the programs on women empowerment.

We have recruited security guard who does not allow any intruder in the campus without identification. We have conducted workshops on self defense and encouraged girls to participate in sports like Judo and taykwondo to empower girl's students. Workshops related to self employment were organized. Apart from these other measures towards gender sensitivity include

- Drama was enacted on gender issue.
- Rangoli, essay and poster competition on female feticide.
- Rally was organized on '**Beti Bachao**'.

We have career counseling cell and personal counseling cell. Students are counseled for competitive examination, and its preparation. Various programs are arranged for guidance, motivation, awareness and importance of competitive examinations. Similarly, majority of students come from rural background from modest families, in addition to this our area false from the drought prone. Personal, financial problems are varied in nature, alcoholism in families aggregate the problems. The faculties understand the situation very well and counsel the students for the same. At times staff also supports financially to the needy students by paying their fees and money for bus pass. They are also counseled for choice of subjects, fee structure at the time of admission.

7.1.3 Alternate Energy initiatives such as:

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

Response: 83.13

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

Response: 6900

7.1.3.2 Total annual power requirement (in KWH)

Response: 8300

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 53.49

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

Response: 2300

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 4300

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

7.1.5 Waste Management steps including:

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

Response:**Steps towards Institutional Waste Management**

It is said that, “Cleanliness is next to Godliness”, thus, considering this maxim the college always tries to keep the premises and the classrooms clean and neat. Waste Management is taken care by various manners. We produce varied wastes and therefore different methods are used to dispose of it.

Solid Waste Management:

Ours being an Arts and Commerce College has very less scope for generating Solid Waste. As we don't have the science stream, solid waste is produced less than its minimum level. The Home Economics Department manages to dispose of its solid waste very scientific manners. The students use some food items for preparing various dishes in practical point of view. However, the solid waste produced through is negligible. The college placed various dustbins at various places by categorizing them as bio-degradable and non-bio-degradable one.

The scrap and the rubbish created by the students is thrown in the dustbins and the waste is given out to the Municipal Council for disposal. However, dust is the major concern for us, as there is less rainfall in our district and as a result of this dust is created in a large amount. Thus, the college considering this threatening problem constructed the pavers block in the premises of the college building. Hence, there is a curb on it. The sweepers have been appointed for this work and they take care of the premises as per the guidance of the Principal and faculty members.

Besides, the students have been strictly warned to make use of the dustbins. Each and every segment takes care of the cleanliness of the college.

The Role of NSS in Waste Management:

The NSS Department of our college is one of the most proactive departments. The NSS programme officers are very committed and devoted to implement the NSS activities. The NSS itself is based on the service of society, hence, we implement various exercises related to the cleanliness of the college. The State Government and the University asks to organize various programmes on the cleanliness and other

society oriented programmes through its letters. Thus, programmes on account of great leaders Birth Anniversaries have been organized for the Waste management. The NSS volunteers of the college participate enthusiastically in the cleanliness drives of the college. In addition to this, the volunteers create awareness among the people of the city in regard of Waste Management and the Cleanliness.

Liquid Waste Management:

The college does not have the Science stream in it hazardous liquid chemicals not produced. However, whatever the liquid is produced is disposal of very neatly. The college has constructed and maintained underground sewage water draining system to pass water of Washrooms and Home Economics Laboratory. As the water is not so harmful, it is disposal in the draining.

E-Waste Management:

The college has a computer lab besides, this; there are desktops, printers and scanners in the office and teachers department. The waste, which is created through those labs and from other places, is disposed of very neatly.

The NSS of the college, in collaboration with other department's implements varied programmes so as to create awareness in the students and the people of the society. The cloth bags have been made and distributed among the people of the adopted village. It is one of the ventures to Waste Management.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

RAIN WATER HARVESTING STRUCTURES AND UTILIZATION IN THE CAMPUS.

The famous poet **W.H.Anden** said "*Thousands have lived without love, not one without water*". Thus, the thought of the poet underlines the significance of water. It is essential for all the animate things on the earth.

Our town Khamgaon, falls in the drought prone area. There is very less rainfall in our area. The meteorologists claimed that the geographical conditions our town are not expedient for adequate rainfall.

Last few years climate has changed rapidly. Average Rain fall has decreased. Due to the tar and cement roads Rain water doesn't percolate in the soil, it flows away. The use of water has highly increased. The ground water level starts going down after March – April. The problem of water becomes acute in May and June. There is only one solution to resolve this problem and it is to let every drop of rain percolate in the soil and stop it to flow away. Awareness about this need in the society is must. Our District is drought prone and so Harvesting of Rain water becomes a mandatory task. The Nagar Parishad has made Rain Water Harvesting compulsory in the new constructions. Thousands of liter Rain water on the terrace just flows away. This should be stopped. There are some countries like Israel where the average rain fall is very low but every drop is utilized there.

The management of ground water through artificial recharge of rain water by following roof top Harvesting has now been accepted World Wide as a cost-effective methods to boost ground water in areas having low rainfall and over exploitation without recharging ground water. Rain water harvesting in one of the oldest, affordable and easy methods to collect and recharge the rain water. Many scholars applied this methods for recharge of ground water. Venketashwar Rao explained that the roof tocks of the buildings recharged through specially designed recharge pits meets out 80% of requirement.

Our college has installed the rain water harvesting unit in the college premises under the guidance of Civil Engineers. For this purpose a pit whose dimension is 15 feet deep with length and breadth of 10 feet and 6 feet respectively was digged. Dr. Kamal Singh, Ex. -V.C. of our University had designed a special chemical coated plastic cloth which maintains the level of water for longer period. N.S.S. Volunteers staff members contributed physically in this work. The pit was filled by pieces of stones, bricks, coal etc. The slab area of the campus is well connected with good quality of pipes through which the rain water reached the Harvesting pit. We have experienced fruit ful results of the structure. The water level has sufficiently increased which is fulfilling our need in summer.

7.1.7 Green Practices

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

Response:

As the maximum number of girls students belong to poor families they are using bicycles as a mode of vehicle for attending the college. In addition to this, good number of girls are coming from nearby villages hence by default they are using public transport. Moreover, as our college is situated at a central place of the town many students come by walk to the campus for attending the college. The number of the students who are bringing their own vehicles is negligible. NSS unit of the college motivates the students to use paper and cloth bags for day to day usage. The campus is almost plastic free. We have a practice of using both the sides of paper in necessary circumstances. Many a times the notices to staff members and also to students are served electronically. Library and teaching departments have led to significant reduction in use of paper. Social media, e-mail, SMS are used for internal communication. Though total paperless office is not yet possible we have definitely achieved less paper form of office administration.

We are particular that students don't use plastic. We had organized workshops to prepare bags from paper and clothes; we had exhibited cloth bags for sale at minimum rate. We have good number of trees in the campus; moreover tree plantation is our annual activity at the open spaces of the town. We have limited space for tree plantation, whatever space is available we have planted trees. Indoor plants are planted in earthen pots and placed in campus thereby initiating greenery in campus.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary

component during the last five years**Response:** 0.56

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.04318	0.10514	0.04906	0.01912	0.2953

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

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

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

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** B. At least 6 of the above

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

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	1

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

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	0	2	2	0

File Description	Document
Report of the event	View Document

7.1.12	
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff	
Response: Yes	
File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

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

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: No	
File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory

bodies / regulatory authorities for different professions**Response:** Yes

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

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

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

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

Our institution is very keen in observing all the birth and death anniversaries of the great Indian Personalities. We have a tradition of garlanding the portrait of the respective great Indian Personality. Moreover several co-curricular activities like debate competition, essay competition, elocution contests etc. are organized by keeping these events in mind. The events are:

- 1) Savitribai Fule Birth Anniversary - 03 January
- 2) Swami Vivekananda Jayanti/National Youth Day - 12 January

3) Voters' Day -	25 January
4) Republic Day -	26 January
5) Sant Gadgebaba Jayanti -	23 February
6) International Women's Day -	08 March
7) Dr. Babasaheb Ambedkar Jayanti -	14 April
8) International Yoga Day -	21 June
9) Aashadhi Ekadashi -	23 July
10) Breast Feeding Week -	1 to 8 August
9) August Kranti Diwas -	09 August
10) S. R. Ranganathan Jayanti (Librarian's Day) -	12 August
11) Independence Day -	15 August
13) Nutrition Week -	1 to 8 September
12) Hindi Diwas -	14 September
13) NSS Day -	24 September
14) Mahatma Gandhi Jayanti -	02 October
15) Vanchan Prerna Diwas -	15 October
16) Constitution Day -	26 October
17) Sant Gadgebaba Death Anniversary -	20 December

From the above events we see to it that faculty and staff members are encouraged to inculcate the values like - Communal Harmony, National Integration, equality, peace, social cohesion, righteous conduct, democratic spirit, cleanliness, etc. We celebrate these occasions by conducting activities like invited lectures, cleanliness drive, cultural programmes, essay writing competition, rallies, poster presentation etc

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

Response:

Transparency is the spirit of functioning of our institution. Financial transparency is ensured and endorsed through proper audit system. Moreover we don't accept even a rupee without a receipt. Naturally, all sorts of cash coming to college are reported in the books of accounts. The academic and administrative instructions are given to students in an oral manner by the concerning teacher and also through the timely notices displayed on the notice boards. In addition to these, at all possible stages of decision making democracy and principle of majority is observed and honored ensuring complete transparency in the functioning of the college.

Internal audit is conducted by chartered accountant every year. External audit is also conducted periodically by the office of the joint director government of Maharashtra. Audited statements of grants are sent to UGC. For academic functions various committees are formulated like time table committee, examination committee, IQAC, these committees have the main responsibility of ensuring transparency in academic functions in addition to the heads of the department. Admissions are completely transparent and are done strictly according to government norms. For administrative functions various committees are established to carry various administrative functions like NSS advisory committee, time table committee, placement committee, etc. Principal is the chairman of these committees; on the other hand staffs are the representatives of the committee. The auxiliary functions of the institute include NSS, sports. There is a sports and NSS committee. Programmes, issues to be addressed are discussed in meetings. Student's participation in the committees ensures transparency and participation.

7.2 Best Practices

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

Response:

The institution strongly believes that the students are spending at least three years in the college and should learn the professional, ethical and social commitment with the compassionate views. They must go out of the institution with a sense of Nationalism and Humanism. Thus, the college keeping this view in mind arranges host of programmes for developing their personalities. It has been our constant effort to shape the personalities of them. It is our belief, that objective of any education is not just to help its students to secure degrees but also to inculcate the sense of responsibilities to be a global citizen.

1. Title of the Practice:

Personality Development:

2. Objectives & Context of the Practice:

Majority of our students come from rural areas of the town, they have farming as main occupation of their families. From last some years we are receiving less rainfall and the result of this is that, the financial conditions are very tender. The students of our college have a very less exposure to prove themselves in such ultramodern age. Hence we consider it our responsibility to bring about the positive changes in their personalities. Thus, a number of programmes have been arranged for them.

The institution was established with the sublime motive to educate women of the state and country. It

means there was a sense of patriotism in establishing our institution. Thus it is our sincere effort to bring about national values among the students. The college believes that students can very well serve the country in terms of various officials, and that is why, we appeal the students to appear for the competitive exams of various types. Besides, natural resources of water and others must be preserved. It has been our constant effort to persuade the minds of students from the evil traditions of the society like- dowry system, female feticide, superstition etc.

The practices & Evidence of success for personality development:

Our institution, from last three decades is constantly working for developing personalities of the students. It is our belief that the following points may help to build their personalities:

- Strengthening of Moral Values.
- Holistic approach.
- Knowledge regarding techniques of self employment and self dependency.
- Realizing social problems and attitude to work for solving them.
- Building sports culture within oneself.
- Learning to become IT friendly.
- Attitude towards participation in National Programmes:
 - Patriotism.
 - To appear for competitive examination.
 - Understanding threats of nature like water scarcity, plastic nuisance etc
 - Inculcate reading culture.
 - Capacity and knowledge to curb bad practices in society like Female Feticide, Blind faith etc.

We believe in the knowledge of above features that those would certainly develop the personality of the students. It is our strong belief that constraints teach a lot more things and the same would be useful in building their personalities. A discussion of our attempt towards Personality Development is as follows.

Any amount of knowledge, fame, and money is futile if morals are low. Low morals lead to destruction and unhappiness. We try to develop morals by organizing certain value added courses. The literators have imparted values through their literatures. Course on value education through poems of "**Sant Dyaneshwar, Bahinabai Chaudhary, Dohas of Sant Kabir and Rahim**" have been organized at the college.

Holistic approach helps to keep mind calm. And it gives courage to face problems in life in a positive manner. Ours is a Jain minority institution. The management is keen to impart holistic knowledge by organizing lectures of Jain Sadhvis. Course on Bhagwat Gita by ISKCON, lectures by Swamiji of Ramkrishna Mission are the supreme examples of building Holistic approach among the students.

Life is incomplete if we don't realize the social problems; and it is more futile if we don't work for it. Discrimination between sexes in India begins at birth or even before it. It starts before the child is born, in the mother's womb. We arrange programmes like gender issues by arranging programmes which strengthen the girl students. Workshop on self defense, lecture by police personnel, participation of students on sports like Judo Karate, Taykwondo help the girls gain courage and knowledge for their safety

through self defense.

Play on gender issue; rally on Beti Bachao, message to protect birth of girls was depicted by arranging Rangoli exhibition, poster exhibition and arranging essay writing competition etc.

The girls coming from rural areas and drought prone areas need to be self dependent to support their families and themselves. Seven career oriented courses, add-on courses namely - self grooming, Mehendi Application, dress designing, demonstrations of recipies, etc., promote self employment. The practical portion of the subject Home Economics totally promote self employment.

During schooling, sports remained quite a neglected part for the rural girls. Director of Physical Education motivates and takes efforts to get involved the students in various outdoor and indoor games. Indoor games like Chess, Table Tennis, and Carrom are taught to the students. As and when they find free time get involved in sports activities. In addition to this, they have been participating in the various sports activities organized by the University and other universities of Maharashtra and the country. Students actively participate in outdoor games like cricket, kabaddi etc.

Every year students receive colour coats at university level. Our students have represented sports at National level, too.

Knowledge of Information and Technology is need of the hour, for global competency its knowledge is must. Subjects offered in commerce take care of IT knowledge moreover courses in Tally----- career oriented course in e-banking promote IT knowledge. Two computers laboratories with 77 computers are available. In addition to this ICT based teaching techniques, OPAC system in library helps students become IT friendly.

To inculcate values of Patriotism among students the Department of Music renders patriotic songs on Republic and Independence Day. Add-on courses on Patriotic song were conducted. NSS volunteers have been actively participating in the Pulse Polio Campaign, tree plantation, Aids awareness programmes and other host of social welfare activities since last Thirty years. Various programmes organized on the occasions of birth and death anniversaries of National leaders to imbibe the sense of patriotism.

Programmes organized by Department of Library also contribute in Personality Development of the students. Book exhibition helps to know the students about the recent arrivals in the Library. Intradepartmental activities of Library with Physical Education Department, in terms of lecture were organized. It was arranged about sports and nutrition and the books available on the subject. Book review helps the students about the books and encourages writing skills. Programmes arranged on Ranganathan Birth Anniversary acquaint the students with various aspects of Library and Literature, OPAC system introduced in the Library acquaint the students with ICT approach.

Knowledge regarding competitive examination is a key to success. Career Counselling Cell takes care of giving information of competitive exams, how to prepare these by arranging lectures of experts. It maintains a separate section of books for competitive exams. It also arranges competitive exams in college. Several students have qualified competitive examinations and are in services.

It has been our sincere effort to make realize to the students in respect of nature and the environmental hazards. Various departments and especially the NSS of the college implements many programmes to conserve and protect nature and the natural resources.

Problems Encountered and Resources Required:

All the above measures help to build personality of students. We would like to mention here that we face time constraint as many of our students commute by state transport as they have to reach their native places. They are unable to spare extra time for extra activities. Without disturbing academic classes, we manage to arrange extra programmes and activities by planning properly and fixing schedules for activities. We try our best to develop personality of students in every possible manner.

Add-on courses on Yoga and Meditation, workshop on Yoga, activities on International Yoga Day, Suryanamskar day, etc are the significant events to grow a sense of holistic attitude among the students. A message of great Sant Dnyaneshwar through picture was conveyed.

2 Title of the second Practice:

Health, Hygiene and Nutritional care of students and women of the society:

Ours is a woman's college, where, 80% of the students come from rural areas having modest family background. From last three decades we have observed that poverty and ignorance persists among the students, thereby affecting their physical and social development. Health of adolescent girls is of prime importance as they are future mothers. Anemia, low weight, lack of enthusiasm is commonly seen among our girl students. At this juncture we felt it is our duty to look after the health, hygiene and Nutritional status of the girls. The subject Home Economics offered for BA and MA duly takes care of Nutritional status and health aspects of students. The subject Human Development offered for BA and MA Home Economics takes care of Pregnancy, Lactation and child development. Thus major aspects of health issues related to women's health are covered by the subject. Personality development is incomplete without good physical and mental health. Hence we thought of addressing the issue of women's health as one of our main concerns.

To care for Health, Nutrition and Hygiene of students apart from the knowledge imparted from the subject Home Economics, many programmes by the institution and in collaboration with NGO's and Government Hospital were carried to take care of health, Nutrition and Hygiene of students. A twofold system of programme was conducted one for students, and other for society especially, at adopted village under NSS for the student.

Health:

In the beginning of the year 2013-14 a Dental Check up camp was organized for the students. 100 students were benefitted from that.

In the year 2013-14 a Dental Check up camp was organized for the students, 100 students benefitted from the programme. Dr. Amit Oswal and Dr. Prakash Gadodiya were dentists from the city. After the camp is over the dentists delivered a lecture on dental care. On 10th October 2013 on the occasion of World Mental Health a lecture for students on 'Mental Health Right to Information Act' was organized. On 25th January 2014 Aids and Thalesemia awareness programme was organized. Doctors from Government Hospital were the resource persons. Department of Home Economics organized a lecture on obesity, acidity and Anaemia the key speaker of it was from Hindustan Unilever Dr. R. F. Jain. Demonstration of

Nutritious cake made from wheat flour and ghee was shown by experts from Inner Wheel Club. Lecture on Aids was organized.

In the session 2014-15 students were counselled for right choice of food for better health. Faculty from the Home Economics advised that seasonal fruits, vegetables, easily grown common garden leaves, drumstick should be consumed.

In the session 2015-16 on the occasion of 'Breast Feeding Week' observed from 1 to 8th August, an essay writing competition on Importance of breast feeding was organized. Dr. Kalpande from Government hospital delivered lecture on importance of breast feeding. On 12th August 2015 on occasion of 'International Youth Day' Home Economics in collaboration with NSS, Dr. Kalpande, Shri. Santosh Darmode delivered lecture on Aids and HIV.

In the session 2016-17 on the occasion of world breast feeding week renowned doctor Dr. Kiran Rathi of the city delivered lecture on Importance of breast feeding and Nutrition during lactating period. In the same session the Department of Home Economics in collaboration with Inner Wheel Club arranged a 'Hemoglobin' detection camp. 104 students were given free medicines. Dr. Pooja Teredesai, Dietitian delivered lecture on Anemia and importance of Hemoglobin.

In the session 2017-18 Hemoglobin detection camp was organized, 139 students were detected for estimation of Hemoglobin. Anemic students were given free iron tablets.

Nutrition:

Every year from, 1st September to 8th September 'National Nutrition Week' is celebrated by department of Home Economics by arranging various programmes from last five years listed as follows:

- Essay competition on 'Food Security for Healthy Living'.
- Diet exhibition at District Government Hospital was organized where low cost nutritious recipes were exhibited.
- In the session 2014-15 Nutritional status of the girls was assessed by determining Body Mass Index of the students. Evaluation of week's diet was done and students were counselled for proper Diet and Nutrition.
- In the session 2015-16 Home Economics Department in collaboration with NSS department organized Hemoglobin detection camp where 172 students were benefitted. Free iron tablets were given by Inner Wheel Club. Lecture was arranged on Anemia. Body Mass Index of BA II year students was estimated. Dr. Pooja Teredesai, Dietitian delivered lecture on Balanced Diet.
- In the session 2017-18 a lecture on spices and its medicinal uses was arranged, Dr. Pooja Teredesai was chief guest.

Hygiene:

Health and Hygiene are closely related. Poor hygiene leads to infections and diseases. Our college constantly and informally during classes at regular intervals gives instructions even on the basic like habit of hand washing, etc, sufficient use of water for toilets etc.

Menstruation is an important Physiological phase in women's life. Girls should know about proper maintenance of hygiene during the periods. Inner Wheel Club and our institution installed a vending

machine of Sanitary napkins and an inserenator for the disposal of the napkins. The installation conducted with a lecture on Hygiene during Menstruation. A lecture under 'ARSH' was organized by Government District Hospital and Home Economics on 'Problems of Adolescence and Care' followed by a lecture of Aids.

In the session 2016-17 lecture was Dr. Pooja Teredesai arranged on 'Health and Hygiene'.

- **For the women of the Society**

Health, Nutrition and Hygiene aspects of rural women and generally low. We consider our social responsibility to work on these issues.

From last twenty eight years our NSS unit is contributing its service in National Pulse Polio Eradication Programme. Services like assisting the health officers while giving dose to children, calling the parents from their houses with the children, participation in the rally, etc are the various activities in which students participate.

In the year 2015-16 packets of dates, rich in iron were distributed to 150 lactating mothers and Government District Hospital.

In the session 2017-18, during special camp, a lecture on 'How to improve Hemoglobin' was arranged. An exhibition on balanced diet was arranged, Body Mass Index of the women was determined followed by personal guidance to women about diet.

In the same camp hemoglobin of 135 women was detected. Anaemic women were given iron tablets from Public Health Centre. In this way we care for the health of women form the society.

Yoga is a important practice for body fitness and healthy living. During special camp every Yogasanas and Pranayama is taught. Women from the village too came to practice and learn certain Asana and Pranayama. In this way we insure Health care, Nutritional care of students and women from society.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

Distinctiveness of our college

- **Woman Empowerment through Sports**

It is a truism that women of our country have been deprived of the games and sports activities, centuries together. The deprivation has been caused by various reasons such as cultural, political, social and economical. However, cultural and power politics hampered the sports qualities of the girls. Ours, being a woman's college never supports any discrimination and that is why a number of students of our college have been achieving accomplishments in the realm of games and sports. It is our pleasure, that our students are flying with a different colours in sports and games at the various levels. Most of our students have represented themselves at University level, State level and National level. The following students have won the university colour coats, state level and national level prizes.

Smt. S.R. Mohata Mahila Mahavidyalaya, Khamgaon

Department of Physical Education and Sports

Pride of Our College

Selected Players in Inter University

Sr. No.	Participation in Events	Year	Inter University Level	Achievement	Name of C
1	Cricket	2013-14	Inter University	Color Holder	Ku. Bharti Ku. Gauri Ku. Dipali
2	Cricket	2014-15	Inter University	Color Holder	Ku. Ashwi Ku. Kalyan
3	Kabaddi	2014-15	Inter University	Color Holder	Ku. Priyan
4	Cricket	2015-16	Inter University	Color Holder	Ku. Gauri
5	Kabaddi	2015-16	Inter University	Color Holder	Ku. Priyan
6	Cricket	2016-17	Inter University	Color Holder	Ku. Gauri Ku. Shradha
7	Kabaddi	2016-17	Inter University	Color Holder	Ku. Priyan
8	Cricket	2017-18	Inter University	Color Holder	Ku. Shradha
9	Cricket	2018-19	Inter University	Color Holder	Ku. Nilam

MAAAC

Smt. S.R. Mohata Mahila Mahavidyalaya, Khamgaon

Department of Physical Education and Sports

Pride of Our College

Sr. No.	Participation in Events	Year	State and National Level	Achievement
1	Kabaddi	2013-14	Senior State	Selected
2	Kabaddi	2013-14	61st National	Selected
3	Kabaddi	2014-15	XXXV Rashtrakul National Games	Silver Medal
4	Kabaddi	2015-16	63rd National Senior	Selected

5	Kabaddi	2015-16	Junior National	Selected
6	Kabaddi	2015-16	National Beach	Selected
7	Kabaddi	2016-17	64th National	Selected
8	Karate (WSKF)	2017-18	National	Gold Medal
9	Karate (WSKF)	2017-18	National	Silver Medal

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College Hosted Following Tournaments:

- Hosted SGBAU Inter Collegiate Cricket Tournaments from 2013-14.
- Hosted SGBAU Inter Collegiate Cricket Tournaments from 2014-15
- Hosted SGBAU Inter Collegiate Cricket Tournaments from 2015-16
- Hosted SGBAU Inter Collegiate Cricket Tournaments from 2016-17
- Hosted SGBAU Inter Collegiate Cricket Tournaments from 2017-18
- Hosted SGBAU Inter Collegiate Cricket Tournaments from 2018-19
- Hosted SGBAU Inter Collegiate Table Tennis Tournament in the year 2013-14
- Hosted SGBAU Inter Collegiate Table Tennis Tournament in the year 2016-17.

• Women Empowerment through Cultural Entrepreneurship

Girls have inborn inclination and fascination towards arts. Music is one of the optional subjects taught in our college. There are very few colleges where this facility of learning Music at, Degree Level is available. We have good facility of qualified faculties, Music Laboratories, Instruments etc. Our Music students participate in every activity of the college. Not only that but they also participate in the cultural activities organized by other NGO'S of the city. Every year they participate in the "Youth Festival" organized by Sant Gadgebaba Amravati University, Amravati. We have been promoting the artistic potentials from very beginning of the college. Following is the tabulation of their achievements at a glance.

Sr. No	Name of the Student	Achievements
1.	Ku. Kalpana Digambar	Performing Artist. Won many awards. And recognized AIR
2.	Ku. Chhaya Telgote	Performing Artist of Katthak Dance, Runs her own Academy
3.	Ku. Savita Khandare	Performing Artist, Serves as Jr. College Lecturer Honored artist.
4.	Ku. Madhuri Khandare	T.V. and Radio Artist, SGBAU colour coat winner Present Academy.
5.	Ku. Prajakta Hasabnis	SGBAU Colour coat winner, stood 1st in Music at B.A. and Ph.D. holder, writers, in "Kalavihar" of Akhil Bhartiya Ga Merit in Visharad of AGM Mumbai (in all INDIA).
6.	Ku. Kalpana Gawande	Performing artist – cleared NET. Performs Katthak. Plays Ha
7.	Ku. Suvarna Kulkarni	Visharad of AGM Mumbai. Runs own classes of Music at A
8.	Madhura Chitale	Performer, M.A. Music and Runs own classes of Music.
9.	Madhuri Vaidya	Performer, Visharad of AGM Mumbai, Runs own Classes.
10.	Arti Karanjkar	Performer, Visharad, Runs own Classer at Chikhali.
11.	"Shweta Sakalkale"	Performer, Visharad, Runs own Classes.
12.	Shilpa Sakalkale	Performer, Visharad, Runs own Classes.
13.	Megha Tambat	Visharad, Uni. Colour coat holder, performer.
14.	Monal Huzare	Stood 1st in Music at university level in B.A.
15.	Namrata Gawande	Performer, M.A. (Music), Visharad in Music, Visharad in Ka of Singing and Dance.
16.	Abole Gadre	Stood 1st in Music at university level in B.A. Merit 5th in M colour coat Winner (2Times), Disciple of Famous well kno and Singer Smt. Arti Anklikar Tikekar

17.	Ketki Kulkarni	Performer, Visharad, M.A. Music, Runs own Classes at Sheg	
18.	Kalpana Suralkar	M.A. Music, Works as Jr. College Lecturer at Jalamb and Ru	
File Description		Document	
Link for Additional Information		View Document	



5. CONCLUSION

Additional Information :

Additional information of the institution:

- One of the students of college was offered financial help as she met into the accident while going to the sports tournament. The college helped her out in terms of Rs. 5,000 through "**Savitri Bai Phule Dattak Palak Scheme**".
- The college never comes back from the social accountability such are the activities that we are mentioning here. When the state of Kerala was badly affected by flood in August 2018, the college organized a rally and appealed the people of the town to contribute voluntarily in the Relief Fund. As a result of this we collected Rs. 35,000 from the people of the town, on behalf of the teaching and non teaching staff of the college. The same amount was deposited in the Kerala Relief Fund.
- Rs. 11,000 have been donated to the renowned social worker, Sindhutai Sapkal for her orphanage. Students of the college contributed Rs. 2,188 for the cause of Communal Harmony. Besides this, Rs. 35,000 have been volunteered to "**Rotary Club Khamgaon**" for taking out sludge from the famous Januna lake of the city.
- It has been the tradition of our college that the teachers of the college are being felicitated on account of Teachers' Day, every year. But from this year the tradition is being broken and the teachers contributed money for the cause of education of the needy students of the college.
- It is one of our remarkable best practices that the faculty members of the college do contribute in memory of their dear ones for the felicitation programme of the students who got first prize in different subjects. The amount of those teachers is fixed and the prize money is given on through that interest of that fixed deposit. In addition to this, teachers of the college have been donating books for library.
- Students of the college present papers in Seminars & Workshop.
- Faculty of Music department gives opportunity to students of other colleges through a huge open music competition also perform on various stage.
- Non-Teaching staff contributes a fix amount in the bank which is utilised for needy students.

Concluding Remarks :

Conclusion

To conclude, the college tries to meet its vision and mission in every possible way. In the vision and mission of the college focus is laid on the woman empowerment through quality education from the stream of Arts and Commerce. It has been our constant effort to bring those goals into reality. We have been giving importance to the academic, cultural, employment and sports development of our students. In addition to this, the governing body, the principal and the teaching and non-teaching staff of the college putting its efforts to make the students global by the intention of a developed India. The students of the college are being imparted self defense education in terms of the Physical Education Department. The values of patriotism have been inculcating in them. For this various department of the college are working relentlessly. In this ultramodern age, social sensitivity is getting diminished day by day, and as a result of this social crime is massively increasing. Thus, it is our sincere effort to keep our students aloof from the destructive force and elements by implementing varied programmes and value add-on courses. It has been mentioned earlier that, we have been creating a class of employment oriented students. Many of the students of the college have been placed on the prime position of

the various departments. Al in all, the college achieved accomplishments in the areas where it is intended.

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6. ANNEXURE

1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>01</td> <td>01</td> <td>04</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Remark : As per the UGC letter attached Certificate courses E-COMMERCE, AEROBICS and Banking were to be inducted by 2013-14 and Travel and Tourism and Light Music in 2014-15.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	05	01	01	04	01	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	2	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
05	01	01	04	01																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	2	3																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>01</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	03	01	01	01	01	2017-18	2016-17	2015-16	2014-15	2013-14	1	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
03	01	01	01	01																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	0	0	0	0																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 47</p> <p>Answer after DVV Verification: 42</p>																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p>																				

	<p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 03 Answer after DVV Verification: 12</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>401</td> <td>282</td> <td>404</td> <td>243</td> <td>22</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>241</td> <td>201</td> <td>247</td> <td>203</td> <td>22</td> </tr> </tbody> </table> <p>Remark : Dress making has been claimed under 5.1.5 as VET. The attendance for the same was shown in 1.2.3. If tThis course is considered as VET it cannot be considered as Add-on Course or Certificate Program. The attendance of Dress Making VET has been removed from 2017-18 data.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	401	282	404	243	22	2017-18	2016-17	2015-16	2014-15	2013-14	241	201	247	203	22
2017-18	2016-17	2015-16	2014-15	2013-14																	
401	282	404	243	22																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
241	201	247	203	22																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 14 Answer after DVV Verification: 10</p>																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 50 Answer after DVV Verification: 47</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website</p>																				
2.1.2	<p>Average Enrollment percentage (Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
872	858	794	695	539

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
402	366	380	362	240

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1240	1240	1240	1240	1240

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
440	440	440	440	440

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
645	645	645	602	455

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
220	220	220	220	196

Remark : Number of actual students admitted from the reserved categories year-wise cannot be more than the Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise. Hence number restricted wherever higher.

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

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 15

Answer after DVV Verification: 13

2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 15 Answer after DVV Verification: 13</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 551 1046 685"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>08</td> <td>09</td> <td>09</td> <td>06</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 763 1046 898"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>08</td> <td>09</td> <td>06</td> <td>06</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	09	08	09	09	06	2017-18	2016-17	2015-16	2014-15	2013-14	09	08	09	06	06
2017-18	2016-17	2015-16	2014-15	2013-14																	
09	08	09	09	06																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
09	08	09	06	06																	
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 282.75 years Answer after DVV Verification: 261 years</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1413 1046 1547"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>02</td> <td>01</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1626 1046 1760"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>01</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	01	02	01	00	00	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	01	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	02	01	00	00																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	01	00																	
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 89 Answer after DVV Verification: 89</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution</p>																				

Answer before DVV Verification : 177

Answer after DVV Verification: 183

Remark : As per the HEI data attached with the Metric 2.3 in response where the HEI has claimed that 183 students appeared in the final exam..

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	2.70

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : As per the HEI data attached with the Metric in response.

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

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

Answer before DVV Verification : 03

Answer after DVV Verification: 00

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

Answer before DVV Verification : 16

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
02	00	00	00	00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

02	00	00	00	00
----	----	----	----	----

Remark : As per the HEI data attached with the Metric in response. The HEI has attached proof for 2018 activities only.

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

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 04

Answer after DVV Verification: 02

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

Answer before DVV Verification : 03

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
01	06	06	03	07

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	00	01	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
04	10	09	23	15

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	8	05	13	9

Remark : Most of the ISBN could not be confirmed. In particular ISBN 9788192629346 had been tried. There are large number of claims of books/ papers where there is no author name or ISBN/ ISSN . Such incomplete entries have not been considered.

3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>02</td> <td>02</td> <td>02</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : All are thank you letter recognizing the work in their village. These are not awards or recognition received for extension activities from Government /recognised bodies.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	03	02	02	02	01	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
03	02	02	02	01																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
3.4.3	<p>Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1211 1046 1346"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>05</td> <td>07</td> <td>06</td> <td>07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1424 1046 1559"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>2</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Remark : The HEI has included certain activities that do not qualify as extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations. Eg Lecture on West Management, Donation of Rs. 2188 to National Fundation For Communal Harmony. (7.1.17 candidate) Dental check up for students. Gandhi Jayanti is part of 7.1.14.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	07	05	07	06	07	2017-18	2016-17	2015-16	2014-15	2013-14	7	2	5	5	5
2017-18	2016-17	2015-16	2014-15	2013-14																	
07	05	07	06	07																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	2	5	5	5																	
3.4.4	<p>Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</p> <p>3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids</p>																				

Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
564	500	172	150	225

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : The HEI data file location has changed and hence the file is not available. No verification can be undertaken.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
02	03	01	04	00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	04	02	04	01

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	10	05	05	05

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	0	0	01

Remark : Only functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc are eligible. MoU with Silver City Hospital, Inner Wheel Club, Lion's Club, Sahaj Swasthya Yog and Saint Seva Sangh are not institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc.. the MOU's with these are linkages considere in 3.5.1 Only MoU with Hindustan lever Co ISKON and Lalit Kala Prabodhini only considered. One MoU may have multiple functions but counts 01 only.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 05

Answer after DVV Verification: 05

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.50	1.50	14.00	3.20	20.0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.40	1.34	13.59	3.20	18.60

Remark : As per the HEI data attached with the Metric in response.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.49	0.47	1.89	1.41	0.86

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.55735	0.47902	1.89346	1.40924	0.86653

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

	<p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 72 Answer after DVV Verification: 25</p> <p>Remark : As per the HEI data attached with the Metric in response.</p>																				
4.3.4	<p>Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p>																				
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>20.66</td> <td>9.52</td> <td>22.57</td> <td>11.68</td> <td>26.89</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2.71</td> <td>2.52</td> <td>2.57</td> <td>3.68</td> <td>18.69</td> </tr> </tbody> </table> <p>Remark : As per the HEI data attached with the Metric in response.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	20.66	9.52	22.57	11.68	26.89	2017-18	2016-17	2015-16	2014-15	2013-14	2.71	2.52	2.57	3.68	18.69
2017-18	2016-17	2015-16	2014-15	2013-14																	
20.66	9.52	22.57	11.68	26.89																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2.71	2.52	2.57	3.68	18.69																	
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>545</td> <td>689</td> <td>706</td> <td>576</td> <td>431</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>544</td> <td>689</td> <td>706</td> <td>576</td> <td>443</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	545	689	706	576	431	2017-18	2016-17	2015-16	2014-15	2013-14	544	689	706	576	443
2017-18	2016-17	2015-16	2014-15	2013-14																	
545	689	706	576	431																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
544	689	706	576	443																	

Remark : As per the HEI data attached with the Metric in response.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	43	40	33	35

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : The HEI has claimed to have provided with uniform (one time). This is not scholarship/ freeship. Consequently the Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years is NIL.

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : B. Any 6 of the above

Answer After DVV Verification: B. Any 6 of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
585	749	442	225	237

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
97	94	87	81	73

Remark : The HEI has claimed guest lecture, motivational lecture and one time quiz as preparation/ guidance for competitive examinations and career counselling offered by the institution year-wise. Only students benefited through books (and common with other activities as well) considered.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
36	130	131	75	75

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
36	50	131	00	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
09	17	07	06	05

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

Remark : As per the HEI data attached with the Metric in response.

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 50

Answer after DVV Verification: 44

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	03	01	00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	02	01	00

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	01	03	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	0	0	0

Remark : The HEI was advised that Certificate of Merit, participation, awards at local level and medals in non-recognized events did not qualify. The HEI was requested to provide only genuine data. All certificates at outstanding performance (only in sports /cultural activities at national / international level) were to be audit signed by the principal. The HEI has not attached any claim eligible as awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the

last five years, Wakf Karate is unrecognized body.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
24	17	22	21	08

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
06	06	04	03	03

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	01	01	01

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

6.3.4	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 472 1046 607"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>00</td> <td>02</td> <td>04</td> <td>05</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 685 1046 819"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>00</td> <td>02</td> <td>03</td> <td>05</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	05	00	02	04	05	2017-18	2016-17	2015-16	2014-15	2013-14	04	00	02	03	05
2017-18	2016-17	2015-16	2014-15	2013-14																	
05	00	02	04	05																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	00	02	03	05																	
6.4.2	<p>Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1099 1046 1234"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2.79088</td> <td>.11500</td> <td>.24800</td> <td>.10100</td> <td>.8170</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1312 1046 1447"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0.13</td> <td>0.115</td> <td>0.248</td> <td>0.101</td> <td>0.0817</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2.79088	.11500	.24800	.10100	.8170	2017-18	2016-17	2015-16	2014-15	2013-14	0.13	0.115	0.248	0.101	0.0817
2017-18	2016-17	2015-16	2014-15	2013-14																	
2.79088	.11500	.24800	.10100	.8170																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0.13	0.115	0.248	0.101	0.0817																	
6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1682 1046 1816"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>03</td> <td>07</td> <td>01</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1895 1046 2029"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>01</td> <td>02</td> <td>01</td> <td>01</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	03	03	07	01	02	2017-18	2016-17	2015-16	2014-15	2013-14	03	01	02	01	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
03	03	07	01	02																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
03	01	02	01	01																	

7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>02</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>01</td> <td>1</td> <td>01</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The Activity of 02 Aug 2018 is not part of 2017-18 but 2018-19 and hence not counted. Savitri ai Phule Jyanti is part of 7.1.14 unless some specific activity involving gender equity promotion programs is organized by the institution which has not been the case. The report of 2013-14 is not genuine as it talks of 2015-16 NSS camp. Not considered.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	01	01	02	01	01	2017-18	2016-17	2015-16	2014-15	2013-14	00	01	1	01	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	01	02	01	01																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	01	1	01	0																	
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>08</td> <td>03</td> <td>03</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Remark : HEI trying to make use of Ajanta Allora, Lonar Botha forest would have been locational advantage. Being on Bombay Calcutta highway is an advantage. Teaching embroidery in 13-14 and music concert for locals in 16-17 are the only Specific initiatives to address locational advantages and disadvantages.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	06	08	03	03	03	2017-18	2016-17	2015-16	2014-15	2013-14	0	1	0	0	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
06	08	03	03	03																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	1	0	0	1																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1957 1046 2092"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>01</td> <td>02</td> <td>03</td> <td>04</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	02	01	02	03	04										
2017-18	2016-17	2015-16	2014-15	2013-14																	
02	01	02	03	04																	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	0	2	2	0

Remark : Embroidery and Music concert (in 2013-14 and 2016-17) have already been considered in 7.1.10. these are not considered here.

7.1.15 The institution offers a course on Human Values and professional ethics

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The HEI has attached report of Bhgvath Geeta club which is not part of courses offered as regular curriculum. The HEI attached data has no element of course on Human Values and professional ethics.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	01	01	01

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

2.Extended Profile Deviations

ID	Extended Questions										
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 87 Answer after DVV Verification : 104										
1.2	Number of programs offered year-wise for last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14							

03	03	03	03	03
----	----	----	----	----

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	12	12	12

2.1 Number of students year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
872	858	794	695	539

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
845	858	798	691	535

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
645	645	645	645	645

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
220	220	220	220	220

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
87	105	93	79	54

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
183	210	157	131	119

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	16	16	16	16

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	14	14	14

NAAC