

## Criterion 2 - Teaching-Learning and Evaluation

### Key Indicator - 2.1 Student Enrolments and Profile

#### 2.1.1. Enrolment Number

Number of students admitted during the year

<b>Year</b>	<b>2020-21</b>
<b>Number</b>	<b>711</b>

2.1.1.1. Number of sanctioned seats during the year

<b>Year</b>	<b>2020-21</b>
<b>Number</b>	<b>960</b>

#### Data Requirement last completed academic year.

- Total number of Students admitted
- Total number of Sanctioned seats

#### File Description:

- Any additional information
- Institutional data in prescribed format

<b>Academic Year 2020-21</b>			
<b>Programme Name</b>	<b>Programme Code</b>	<b>Number Of Seats Sanctioned</b>	<b>Number Of Students Admitted</b>
Bachelor of Arts	B.A.F.Y.	120	90
Bachelor of Arts	B.A.S.Y.	120	93
Bachelor of Arts	B.A.T.Y.	120	44
Bachelor of Science	B.Sc. F.Y.	120	40
Bachelor of Science	B.Sc. S.Y.	120	71
Bachelor of Science	B.Sc. T.Y.	120	41
Bachelor of Commerce	B.Com.F.Y.	120	120
Bachelor of Commerce	B.Com.S.Y.	120	116
Bachelor of Commerce	B.Com.T.Y.	120	96
<b>Total</b>		<b>960</b>	<b>711</b>

**2.1.2. Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**

2.1.2.1. Number of actual students admitted from the reserved categories during the year

<b>Year</b>	<b>2020-21</b>
<b>Number</b>	<b>371</b>

Data requirement for year: (As per Data Template)

- Number of Students admitted from the reserved category
- Total number of seats earmarked for reserved category as per GOI or State government rule

**File Description: (Upload)**

- Any additional information
- Number of seats filled against seats reserved (Data Template)
- 

Year	Number of seats earmarked for reserved category as per GOI or State Government rule					Number of students admitted from the reserved category				
	SC	ST	OBC	Gen	Others	SC	ST	OBC	Gen	Others
2020-21										
B.A.F.Y.	16	8	38	58		44	2	16	28	
B.A.S.Y.	16	8	38	58		27	3	29	34	
B.A.T.Y.	16	8	38	58		18	0	14	12	
B.Sc. F.Y.	16	8	38	58		10	6	6	18	
B.Sc. S.Y.	16	8	38	58		13	3	20	35	
B.Sc. T.Y.	16	8	38	58		15	0	11	16	
B.Com.F.Y.	16	8	38	58		23	2	26	69	
B.Com.S.Y.	16	8	38	58		22	1	26	67	
B.Com.T.Y.	16	8	38	58		13	0	21	62	
	<b>144</b>	<b>72</b>	<b>342</b>			<b>185</b>	<b>17</b>	<b>169</b>		

## **Key Indicator - 2.2. Catering to Student Diversity**

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

Write description in maximum of 200 words

As intellectual level of students varies hence there is a need to take some extra steps for both the advanced and slow learners. The faculties understand and put in their efforts for advanced learners and slow learners. They perform some special activities for both types of learners.

Advanced learners and slow learners are given training on communication skills, personality development, time management and motivational sessions and so on. Advanced learners are identified on the basis of their performance in semester end examination and involvement in the class activities. They are encouraged to participate in discussion to develop their critical and creative outlook, problem solving skills, etc. Students are also provided opportunities to participate in various quizzes. They are also inspired to get university ranks, semester toppers and university toppers are also encouraged with certificates and prizes by management and institute.

Advanced learners are guided for competitive examinations. They are also encouraged for various courses. Faculties take them for industrial visit, various institutions, etc. to explore their ideas. They are also encouraged to attend seminars and conferences.

As far as slow learners are concerned they are provided with extra revision classes. They are also counseled about their queries regarding the syllabus, topics and special care is taken to enhance their ability. The slow learners are given special attention in the class by the teachers. Tests are conducted as a part of internal assessment and they are asked to write assignments on the various topics.

#### **File Description:**

- Past link for additional Information
- Upload any additional information

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

<b>Year</b>	<b>2020-21</b>
<b>Number of Students</b>	<b>711</b>
<b>Number of Teachers</b>	<b>32</b>

Data requirement:

- Total number of Students enrolled in the Institution
- Total number of full time teachers in the Institution

Formula: **Students (711) : Teachers (32)**

**22:1**

**File Description (Upload)**

- Any additional information

(Note: Data template is not applicable to this metric)

## **Key Indicator - 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***

Upload a description in maximum of 200 words

Along with the traditional lecture method, the teachers adopt various student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

The year 2020-2021, due to Covid-19, the teachers conducted online classes through ICT based teaching aids which are sort of innovative methods like teachers used e-content and shared videos and pictures related to the topics in the syllabus.

However our university has adopted the Choice Based Credit System (CBCS) where in a Continuous Assessment (CA) and Semester End Examination are held in each semester. The Continuous Assessment includes the Assignments, Seminars, Presentations, Writing tests, Online Tests, etc. Whereas University Semester End Examinations were conducted by the university.

Seminars, Presentations, accelerate creativity and confidence among the students which is very necessary to make them stand in the market as a quality intellectual product.

In the subjects from the Faculty of Science like Physics, Botany, Zoology, Chemistry, Electronics, Mathematics, and Computer Science and from Faculty of Humanities Geography, Physical Education, and Music, the teachers use experimental methodology, problem solving methodology, etc. to make the learning outcome result oriented.

Basically, the faculties make the efforts to make the teaching-learning process more interactive and practical. The teachers put in the efforts to make the syllabus simple and interesting, the faculty employs theoretical lecture method, seminars, project works, computer assisted learning, etc.

This year due to Covid-19, the teachers adopted complete ICT based teaching with the help of various ICT Tools and e-content.

For participative learning, the teachers use interactive methods i.e. question and answer to ensure the learning effective.

The faculties engage in modern teaching aids like ICT to ensure the teaching-learning process more enhancing and practical.

File Description:

- Upload any additional information
- Link for additional information

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

### Write description in maximum of 200 words

Today's world is the world of ICT; hence it is essential to master the latest technology in order to cope up with the today's challenges. As a consequence, teachers are combining technology with traditional mode of instruction.

The following ICT tools are used by the faculty in the institute:

- ✓ Desktops and laptops
- ✓ Printers
- ✓ Scanners
- ✓ Online classes through zoom, Google meet, Teach mint, Google Classroom etc.
- ✓ Digital Library Resources

#### **Use of ICT by Faculty:**

Faculties are equipped with digital library, online search engines and websites to prepare effective presentations. Faculties conduct online classes through various online apps. They are given full freedom to choose their own digital platform for dissemination of knowledge. A few faculties prepare online quiz for students after the completion of syllabus with the help of Google Forms.

Recorded video lectures are made available on the YouTube channel to students for referencing and as a supplementary material.

Various events like Online Competitions, Gathering of Poets; Online quizzes etc. are being organized with the help of various ICT tools.

This institute also encourages e-learning technology. Around 100% staffs are using ICT tools for effective teaching-learning process. The faculties developed e-content and provide it to students for long- term learning.

#### **File Description**

- Upload any additional information
- Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.

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

2.3.3.1. Number of mentors Number of students assigned to each Mentor

<b>Year</b>	<b>2020-21</b>
<b>Number of Mentors</b>	<b>32</b>

**Formula: Mentor: Mentee**  
**32:711**

**File Description**

- Upload, number of students enrolled and full time teachers on roll.
- **Circulars pertaining to assigning mentors to mentees**
- mentor/mentee ratio

(Note: Data template is not applicable to this metric)

## Key Indicator- 2.4 Teacher Profile and Quality

### 2.4.1. *Number of full time teachers against sanctioned posts during the year*

<b>Year</b>	<b>2020-21</b>
<b>Number</b>	<b>32</b>

Data requirement for year (As per Data Template)

- Number of full time teachers
- Number of sanctioned posts

#### **File Description (Upload)**

- full time teachers and sanctioned posts for year (Data Template)
- Any additional information
- List of the faculty members authenticated by the Head of HEI



**List of the Faculty Members**

<b>Name of the Full-time teacher</b>	<b>PAN</b>	<b>Designation</b>	<b>Year of appointment</b>	<b>Nature of appointment (Against Sanctioned post, temporary, permanent)</b>	<b>Name of the Department</b>	<b>Total years of Experience in the same institution</b>	<b>Is the teacher still serving the institution/If not last year of the service of Faculty to the Institution</b>
Dr.S.N. Shinde	DBTPS9228P	Professor	08/02/1993	Permanent	Zoology	28	Yes
Shri S.T. Kolikar	ANTPK3424H	Assi. Prof	08/02/1993	Permanent	Chemistry	28	Yes
Dr. S.D. Lohare	AEUPC9930R	Professor	14/02/1994	Permanent	Botany	27	Yes
Dr..R.A. Kamble	AOZPK1450P	Asso.Prof.	25/07/1994	Permanent	Botany	27	Yes
Dr. N.S. Hungund	ABMPH4834J	Assi. Prof	08/02/1993	Permanent	Mathematics	28	Yes
Dr. I.G. Shere	BGPPS5476Q	Professor	25/07/1994	Permanent	Electronics	27	Yes

Dr P.M. Devshette	AFYPD9980M	Asso.Prof.	25/11/1998	Permanent	Physics	23	Yes
Dr. S S Biradar	AHOPP1559J	Assi. Prof	25/11/1998	Permanent	Mathematics	23	Yes
Shri V.I. Pawar	AORPP7881F	Assi. Prof	25/11/1998	Permanent	Chemistry	23	Yes
Dr D.B. Suryawanshi	AXSPS6024P	Assi. Prof	16/06/1997	Permanent	Electronics	24	Yes
Dr. U.S. Dhaswadi kar	AINPD3693B	Assi. Prof	12/11/1999	Permanent	Zoology	22	Yes
Dr A.A.Kalga pure	AOTPK4959D	Assi. Prof	18/11/1999	Permanent	Geography	22	Yes
Dr D.B.Achole	AEJPA7979F	Assi. Prof	15/06/1998	Permanent	Physics	23	Yes
Dr D.R. Honrao	ABZPH6550Q	Assi. Prof	19/01/2004	Permanent	Political Science	17	Yes
Dr K.G. Kumbharkar	ACLPK2900N	Professor	09/04/1989	Permanent	Political Science	32	Yes
Dr S.Y. Chimore	AGHPC4534C	Professor	04/01/2004	Permanent	Marathi	17	Yes
Shri D.V. Bande	ALYPB2166K	Assi. Prof	08/08/2005	Permanent	History	16	Yes
Dr N.G. Yemekar	ACIPY8427B	Professor	28/03/2007	Permanent	Hindi	14	Yes
Dr R.V. Tanshette	AGIPT1775F	Asso.Prof.	28/03/2007	Permanent	commerce	14	Yes

Dr R.V. Patil	ABPPP9632 B	Asso.Prof.	22/07/ 1988	Permanent	Physical Director	33	Yes
Dr M.E. Tangawar	AMDPT592 6F	Assi. Prof	29/08/ 2008	Permanent	Marathi	13	Yes
Dr K.R. Anwale	ATQPA565 9L	Assi. Prof	25/11/ 1998	Permanent	Music	23	Yes
Dr M.L. Bhandare	BEVPB216 0J	Assi. Prof	02/11/ 2011	Permanent	Hindi	10	Yes
Shri V.G. Biradar	BEVPB216 3M	Assi. Prof	02/11/ 2011	Permanent	Hindi	10	Yes
Shri S.L. Usturge	ACRPU737 7F	Assi. Prof	02/12/ 2011	Permanent	Sociology	10	Yes
Dr M.B. Katkade	ASZPK456 1B	Assi. Prof	10/01/ 2011	Permanent	commerce	10	Yes
Dr S.K. Ekambekar	AANPE819 3P	Assi. Prof	25/11/ 1998	Permanent	Physical Education	23	Yes
Dr. A.R. Kawthale	BMFPK788 5R	Assi. Prof	21/03/ 2013	Permanent	Economics	8	Yes
Dr. L.K. Ulgade	ABCPU576 1D	Assi. Prof	21/03/ 2013	Permanent	Public Administration	8	Yes
Mr A.J. Rangdal	BSAPR198 2B	Librarian	14/05/ 2013	Permanent	Library Science	8	Yes
Dr V.G. Gore	AEGPG183 4E	Assi. Prof	30/07/ 2013	Permanent	English	8	Yes
Mrs. J.D. Sampale	APKPW200 4M	Assi. Prof	17/10/ 2016	Permanent	English	5	Yes

महाराष्ट्र शासन  
कार्यालय, विभागीय शिक्षण सहसंचालक,  
उच्च शिक्षण, नांदेड विभाग, नांदेड

(शासकीय संग्रहितकरण परिसर, नांदेड. फोन: ०२४६२-२३१४४) Email: jdhe.nanded@yahoo.co.in

पा.क्र.: वि.सि.सं/वि.सि.सं/अनु-२/परमान्वता/२०१८-१९

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दि. 4/11/2018

प्रति,  
प्राचार्य,  
श्री हावगोवामो महाविद्यालय,  
उदगीर, जि. सांगर.

- विषय : सन २०१७-१८ च्या विद्यार्थी संख्येनुसार शिक्षक पदे मंजूर करून मिळवणे बाबत.
- संदर्भ : १) शासन निर्णय यु.एस.सी. /११७८५/२५५१/रोमन-२२ सेल, दि. १९/०६/१९७८  
२) शासन निर्णय एनजीसी /२०८०/१६०२८४/५९८७/यु.जीएम-२, दि. ०१/०६/१९८१  
३) शासन निर्णय एनजीसी /१२८६/१२२४/यु.जीएम-४, दि. २७/०२/१९८९  
४) शासन निर्णय बीजीटी /१०९७/प्र.क्र.२४/अ/अर्थसंकल्प-१९, दि. १५/१२/१९९८  
५) शासन निर्णय असक-१००१, प्र.क्र.२९/२००१/वितीय सुधारणा, दि. १०/०९/२००१  
६) शासन निर्णय क्र. युएससी-४१३/(२६) मशि-२ दि. १७/०५/१९९४  
७) शासन निर्णय क्र.एनजीसी/२२९९/(४७९५)/विशि-४ दि. २६/०८/१९९९  
८) शासन निर्णय असक-१००१, प्र.क्र.२९/(भाग-३)/२००२/वितीय सुधारणा, दि.०९/०१/२००३  
९) शासन निर्णय असक-१००१, प्र.क्र.२९/(भाग-६)/२००४/वितीय सुधारणा-१, दि. १/७/२००४  
१०) शासन निर्णय एसआरसी-२००७/प्र.क्र.१२९/०७/१२, दि. २७/०८/२००७  
११) शासन परिपत्रक. एनजीसी-२०१०/(४१५/१०)/विशि-१, दि.०७/०९/२०११  
१२) शासन निर्णय संकीर्णक-२०११(४०४/११)/विशि-१, दि. १९/१०/२०११  
१३) शासन निर्णय क्र.अडावा-१५१३/प्र.क्र. १२५/मशि-५ दि. ०३/११/२०१८  
१४) शिक्षण संचालनालयाचे पत्र क्र.अशाम/२०१७/महा.पदांचा अडावा/मवि-१  
१५) आपले पत्र क्र. ४५६ दि.०८/११/२०१७

उपरोक्त विषयान्वये कळविण्यात येते की, संदर्भ क्र. १५ नुसार प्राप्त झालेल्या प्रस्तावामधील आपल्या महाविद्यालयातील वि.१ ऑक्टोबर २०१७ च्या विद्यार्थी संख्येच्या आधारावर विषय निहाय विद्याराखा निहाय कार्यभार तपासण्यात आला आहे. शासनाने विहित केलेल्या मानकानुसार कार्यभाराची परिगणना करून खालील अटीच्या अधिन राहून आपल्या महाविद्यालयातील शिक्षक पदे अनुज्ञेय करण्यात आलेली आहे.

अ.क्र.	विषय	२०१७-१८ चा एकूण कार्यभार	२०१७-१८ ची अनुज्ञेय पदे		२०१७-१८ ची भरलेली पदे	२०१७-१८ ची अतिरिक्त पदे	२०१७-१८ ची संरक्षित पदे	शेरा
			पूर्ण वेळ	सिल्लक ता.				
१	प्राचार्य (विषय)	◆	1		1	0	0	अधिराज
२	इंग्रजी	53	3		2	1	0	
३	मराठी	48	2	10	2	0	0	
४	हिंदी	48	2		3	0	0	1
५	सामाजशास्त्र	28	1	10	1	0	0	
६	इतिहास	28	1	10	1	0	0	
७	लोकप्रशासन	28	1	10	1	0	0	
८	राज्यशास्त्र	28	1		2	0	0	1
९	अर्थशास्त्र	24	1	6	1	0	0	
१०	भूगोल	51	3		2	1	0	
११	संगीत	30	2		1	1	0	
१२	यागिन्य	64	3	6	2	1	0	
१३	शा.शिक्षण	28	1	10	1	0	0	जा.मि.दि.य.व. 12
१४	रसायनशास्त्र	70	4		2	2	0	
१५	भौतिकशास्त्र	45	2	7	2	0	0	
१६	इलेक्ट्रॉनिक्स	33	2		2	0	0	जा.मि.दि.य.व. 12 प्रथम
१७	गणित	40	2		2	0	0	
१८	धनस्यारीशास्त्र	45	2	7	2	0	0	
१९	प्राणिशास्त्र	45	2		2	0	0	
२०	संगणकशास्त्र	20	1		0	1	0	जा.मि.दि.य.व. 12
२१	शा.शि.सं.		1		1	0	0	
२२	ग्रंथपाल		1		1	0	0	
	एकूण	760	39		34	7	0	2

**2.4.2. Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**

**D.N.B**

2.4.2.1. Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.C Superspeciality / D.Sc. / D.Litt.* during the year

<b>Year</b>	<b>2020-21</b>
<b>Number</b>	<b>25</b>

Data requirement for year: (As per Data Template)

- Number of full time teachers with PhD./ D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /D.Litt.
- Total number of full time teachers

**File Description (Upload)**

- Any additional information
- List of number of full time teachers with *Ph. D. / D.M. / M.Ch./ D.N.B Superspeciality / D.Sc. / D.Litt.* and number of full time teachers for year(Data Template)

<b>Name of full time serving teacher with Ph.D./D.M/M.Ch./D.N.B Super speciality/D.Sc./D.Litt.</b>	<b>Qualification (Ph.D./D.M/M.Ch./D.N.B Super speciality/D.Sc. / D.Litt.)</b>	<b>Year of obtaining the qualification</b>	<b>Whether recognised as a Research Guide for Ph.D./D.M/M.Ch./D.N.B Super speciality/D.Sc./D'Lit.(YES/NO)</b>	<b>Year of Recognition as a Research Guide</b>
Dr.S.N. Shinde	Ph.D.	2002	Yes	2009
Dr. S.D. Lohare	Ph.D.	2004	Yes	2007
Dr..R.A. Kamble	Ph.D.	2007	Yes	2010
Dr. N.S. Hungund	Ph.D.	2012	No	-
Dr. I.G. Shere	Ph.D.	2012	No	-
Dr P.M. Devshette	Ph.D.	2007	Yes	2016
Dr. S S Biradar	Ph.D.	2017	No	-
Dr K.R. Anwale	Ph.D.	2018	No	-
Dr D.B. Suryawanshi	Ph.D.	2010	Yes	2012
Dr. U.S. Dhaswadikar	Ph.D.	2013	No	-
Dr A.A.Kalgapure	Ph.D.	2009	Yes	2013
Dr D.B.Achole	Ph.D.	2012	No	-
Dr D.R. Honrao	Ph.D.	2013	Yes	2016
Dr K.G. Kumbharkar	Ph.D.	2018	No	-
Dr S.Y. Chimore	Ph.D.	2012	Yes	2015

Dr N.G. Yemekar	Ph.D.	2006	Yes	2010
Dr R.V. Tanshette	Ph.D.	2006	Yes	2009
Dr R.V. Patil	Ph.D.	2011	Yes	2013
Dr M.E. Tangawar	Ph.D.	2010	Yes	2016
Dr M.L. Bhandare	Ph.D.	2009	Yes	2014
Dr M.B. Katkade	Ph.D.	2011	Yes	2018
Dr S.K. Ekambekar	Ph.D.	2014	No	-
Dr. A.R. Kawthale	Ph.D.	2012	No	-
Dr. L.K. Ulgade	Ph.D.	2009	Yes	2019
Dr V.G. Gore	Ph.D.	2012	Yes	2016
	<b>25 Ph.D.</b>		<b>16 Research Guides</b>	

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

2.4.3.1: Total experience of full-time teachers

<b>Year</b>	<b>2020-21</b>
<b>Number</b>	<b>32</b>

Data requirement for year (As per Data Template)

- Name and Number of full time teachers with years of teaching experiences

**File Description: (Upload)**

- Any additional information
- List of Teachers including their PAN, designation, dept. and experience details(Data Template)

<b>Name of the Full-time teacher</b>	<b>PAN</b>	<b>Designation</b>	<b>Year of appointment</b>	<b>Nature of appointment (Against Sanctioned post, temporary , permanent )</b>	<b>Name of the Department</b>	<b>Total years of Experience in the same institution</b>	<b>Is the teacher still serving the institution/If not last year of the service of Faculty to the Institution</b>
Dr. S.D. Lohare	AEUPC9930R	Professor	14/02/1994	Permanent	Botany	27	Yes
Shri S.T. Kolikar	ANTPK3424H	Assi. Prof	08/02/1993	Permanent	Chemistry	28	Yes
Dr.S.N. Shinde	DBTPS9228P	Professor	08/02/1993	Permanent	Zoology	28	Yes

Dr..R.A. Kamble	AOZPK1450P	Asso.Prof.	25/07/1994	Permanent	Botany	27	Yes
Dr. N.S. Hungund	ABMPH4834J	Assi. Prof	08/02/1993	Permanent	Mathematics	28	Yes
Dr. I.G. Shere	BGPPS5476Q	Professor	25/07/1994	Permanent	Electronics	27	Yes
Dr P.M. Devshette	AFYPD9980M	Asso.Prof.	25/11/1998	Permanent	Physics	23	Yes
Dr. S S Biradar	AHOPP1559J	Assi. Prof	25/11/1998	Permanent	Mathematics	23	Yes
Shri V.I. Pawar	AORPP7881F	Assi. Prof	25/11/1998	Permanent	Chemistry	23	Yes
Dr D.B. Suryawanshi	AXSPS6024P	Assi. Prof	16/06/1997	Permanent	Electronics	24	Yes
Dr. U.S. Dhaswadikar	AINPD3693B	Assi. Prof	12/11/1999	Permanent	Zoology	22	Yes
Dr A.A.Kalgapur e	AOTPK4959D	Assi. Prof	18/11/1999	Permanent	Geography	22	Yes
Dr D.B.Achole	AEJPA7979F	Assi. Prof	15/06/1998	Permanent	Physics	23	Yes
Dr D.R. Honrao	ABZPH6550Q	Assi. Prof	19/01/2004	Permanent	Political Science	17	Yes
Dr K.G. Kumbharkar	ACLPK2900N	Professor	09/04/1989	Permanent	Political Science	32	Yes
Dr S.Y. Chimore	AGHPC4534C	Professor	04/01/2004	Permanent	Marathi	17	Yes
Shri D.V. Bande	ALYPB2166K	Assi. Prof	08/08/2005	Permanent	History	16	Yes
Dr N.G. Yemekar	ACIPY8427B	Professor	28/03/2007	Permanent	Hindi	14	Yes



Dr R.V. Tanshette	AGIPT1775F	Asso.Prof.	28/03/2007	Permanent	commerce	14	Yes
Dr R.V. Patil	ABPPP9632B	Asso.Prof.	22/07/1988	Permanent	Physical Director	33	Yes
Dr M.E. Tangawar	AMDPT5926F	Assi. Prof	29/08/2008	Permanent	Marathi	13	Yes
Dr K.R. Anwale	ATQPA5659L	Assi. Prof	25/11/1998	Permanent	Music	23	Yes
Dr M.L. Bhandare	BEVPB2160J	Assi. Prof	02/11/2011	Permanent	Hindi	10	Yes
Shri V.G. Biradar	BEVPB2163M	Assi. Prof	02/11/2011	Permanent	Hindi	10	Yes
Shri S.L. Usturge	ACRPU7377F	Assi. Prof	02/12/2011	Permanent	Sociology	10	Yes
Dr M.B. Katkade	ASZPK4561B	Assi. Prof	10/01/2011	Permanent	commerce	10	Yes
Dr S.K. Ekambekar	AANPE8193P	Assi. Prof	25/11/1998	Permanent	Physical Education	23	Yes
Dr. A.R. Kawthale	BMFPK7885R	Assi. Prof	21/03/2013	Permanent	Economics	8	Yes
Dr. L.K. Ulgade	ABCPU5761D	Assi. Prof	21/03/2013	Permanent	Public Admistration	8	Yes
Mr A.J. Rangdal	BSAPR1982B	Librarian	14/05/2013	Permanent	Library Science	8	Yes
Dr. V. G. Gore	AEGPG1834E	Assi. Prof	30/07/2013	Permanent	English	8	Yes
Mrs. J.D. Sampale	APKPW2004M	Assi. Prof	17/10/2016	Permanent	English	5	Yes

## **Key Indicator - 2.5. Evaluation Process and Reforms**

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

Upload a description not more than 200 words

The college has transparent and robust mechanism of internal assessment. The notice of internal assessment is communicated with the students well in time. The principal holds meeting of the faculties to ensure effective implementation of evaluation process. For the Faculty of Commerce, admissions are done purely on merit basis. Students are assessed continuously through various evaluation processes at college and university levels. Continuous Assessment is done in each semester; it includes class tests, seminars, project work and assignments for each paper of every subject. The students are informed to prepare for the topics well in advance.

The system of Internal Assessment helps the teachers to evaluate the students more appropriately.

Writing the assignments improve the skill of writing and preparation of the syllabus topics. Seminar presentations improve communication and presentation skills among the students which is very essential for performing well in future like facing interviews etc.

All these functioning are conducted successfully every year for each semester through Examination Committee which is constituted to coordinate the internal and external examinations and communicate to the students, teachers and administration.

If there are any changes in the schedules, scheme of marking, examination pattern and methods are immediately notified to the students by the concerned teachers. Two internal examinations are held per semester and students are free to interact with the teacher to resolve their grievances if any regarding the assessment.

#### **File Description:**

- Any additional information
- Link for additional information

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

Upload a description not more than 200 words

A transparent, time-bound and efficient method is being followed in our institution in the respect of grievances related to internal examinations. Semester wise internal examinations are being conducted. Some of them are - Internal Test 1, Internal Test 2, Assignments, Lab Continuous Evaluation, Project Evaluations, etc.

**Internal Assessments (1 and 2):**

Immediately, after the unit test, the solution of the test along with question wise scheme of marking is shared with the students after the test to maintain transparency and uniformity in the assessment of the internal tests. The faculty evaluates the papers within a week after conducting the test. The evaluated answer sheets are shown to students in class and faculty undertakes individual grievances with a student on the paper if required by the student. At the end of the semester the average marks of both the unit-tests is calculated and verified with the students. If any discrepancies are reported by the students, then they are resolved by the faculty immediately.

**Assignments:**

Faculty evaluates the assignments based on the rubric which is also shared with the students. The rubric consists of criteria- timely submission, clarity, neatness, etc. The evaluated assignments are given back to students thus maintaining the transparency of the marks assigned and to resolve grievances is any.

**Lab Experiments:**

The experiments performed in lab by the student is immediately evaluated by the faculty and the performance marks are assigned based on the lab rubric designed by the faculty. The lab rubric is given in the lab manual which is shared with the students well in advance before the lab is conducted. The lab submissions are taken and the marks given by the faculty are brought to the notice of the students immediately, this providing a transparent way for students to reflect on their strengths and areas of improvements.

**Project evaluation:**

In a semester internal evaluations of the project is conducted in front of the panel consisting of group of faculties. The rubric is designed for these two presentations having criteria- quality of problem formulation, literature analysis, presentation, team work, etc. With these systems in place, the institute exhibits transparency in the mechanism of dealing with grievances related to the internal assessment.

**File Description:**

- Any additional information
- Link for additional information

## Key Indicator- 2.6 Student Performance and Learning Outcome

**2.6.1. *Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.***

Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 200 characters and maximum of 200 words

The institution adopts the syllabus prescribed by the parent University hence whatever course outcomes are started as per the concerned program those outcomes are made known to the students by the concerned teacher properly.

Both the teachers and students are aware of the course outcomes of the particular programs. Those outcomes are very well discussed in the class by the concerning teacher at the commencement of the course.

The mechanism of communication of course outcomes is challenged through the classes by the teachers in the class and through interaction with the students, parents, and alumni meetings, etc.

While addressing the students, the teachers create awareness and inform to the students about the course outcomes.

Course outcomes described the abilities that students should possess as the outcomes of the course. Each course has a defined set of course outcomes which are expected to attain by the students as the outcomes of the course

Course outcomes are discussed in the class by the teachers and communicated through the interaction with the students.

[http://shrihavagiswamicollege.org.in/img/2.6.1\\_PO\\_PSO-converted.pdf](http://shrihavagiswamicollege.org.in/img/2.6.1_PO_PSO-converted.pdf)

### **File Description:**

- Upload any additional information
- Past link for Additional information
- Upload COs for all courses (exemplars from Glossary)

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

Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 200 words

Attainment of program outcomes and course outcomes are evaluated by the institution at the end of each semester through University Examinations and Internal Examinations Unit Tests, Assignments, Projects, Seminars, etc.

To ensure that the students have achieved the desired level of competencies, Unit Tests are conducted, and Assignments are given to the students.

Every year, the institution conducts Alumni Meeting through which the institute indirectly assesses the competency level of passed out students.

[http://shrihavigiswamicollege.org.in/img/2.6.1\\_PO\\_PSO-converted.pdf](http://shrihavigiswamicollege.org.in/img/2.6.1_PO_PSO-converted.pdf)

**File Description:**

- Upload any additional information
- Paste link for Additional information

### **2.6.3. Pass percentage of Students during the year**

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

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

<b>Previous Completed Academic Year - 2020-21</b>	
<b>Number of Students Appeared</b>	<b>172</b>
<b>Number of Students Passed</b>	<b>161</b>

Data Requirement (As per Data Template)

- Programme code
- Name of the Programme
- Number of Student appeared
- Number of Students passed
- Pass percentage

#### **File Description**

- Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)
- Upload any additional information
- Paste link for the annual report

## **Key Indicator- 2.7 Student Satisfaction Survey**

**2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

✓ *Student Satisfaction Survey (SSS) 2020-21*

<http://shrihavagiswamicollege.org.in/img/Student%20Satisfaction%20Survey%202021.pdf>