



Krishnai Shikshan Prasarak Mandal Latur's

# **JANVIKAS MAHAVIDYALAYA, BANSAROLA**

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Principal

Ref. No.

Date :

**Manual for**  
**Course Outcomes, Program Outcomes, and Program Specific Outcomes**  
**And Assessment Process**

**Revised and updated 2020-21.**

**Prepared by**  
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**Manual for  
Course Outcomes, Program Outcomes, and Program Specific Outcomes  
And Assessment Process**

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**Principal**  
Janvikas Mahavidyalaya,  
Bansarola, Tq. Kaij Dist. Beed



**Profile of the college**  
**KrishnaiShikshanPrasarakMandalLatur's**  
**JanvikasMahavidyalaya, Bansarola, Tq. Kaij, Dist. Beed, Maharashtra**

**Dr.BabasahebManoharrao Gore**

**Date of Establishment of the college:**

**30.06.2000**

**The college function from its campus:**

**Yes**

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**Institution Status: Affiliated**

**Name of the university: Dr.BabasahebAmbedkarMarathwada University Aurangabad**

**Type of Institution: Location: Rural.**

**Financial Status: Grant-in-aid and self-financed**

**Web-link of the AQAR (previous Year): [www.janvikasmb.org/](http://www.janvikasmb.org/) AQAC/ AQAR-3**

## **1. The Vision and Mission of the college:**

### **The Vision:**

Reformation of Rural Masses through Higher Education:

Education plays an essential role in rural development. Locally-controlled educational programs play critical roles in rural development. Education diagnoses the need of the aspirants, asserts their rights, and takes greater control of decisions affecting their lives, providing trained human resources in rural areas, linking rural and urban sectors, providing employment and income opportunities, increasing the labour force, and developing leadership.

### **The Mission:**

Quality Education for the Rural and Economically Backward students:

The college serves society by providing formal, informal, and non-formal Education through the B. A., B. Com, and B. Sc. undergraduate programs for dynamic and global careers.

The college has created an excellent educational atmosphere and facilities that personal commitment to students' success in cross-cutting issues relevant to Gender, Environment and Sustainability, human values, and Professional Ethics in the curriculum.

### **Objectives:**

The college constantly works to fulfil the pre-determined objectives mentioned below.

To provide quality education for rural students.

To make students Knowledgeable and Responsible citizens.

To enable the students to compete with the urban students to bring them into the higher education mainstream.

To inculcate ethical and moral values among the students.

To motivate the students for innovation and creativity

To accelerate research culture among the faculties.

To create gender sensitization among the students.

To make the students better citizens and empower them in society through Education.

The college has been catering to the needs of rural students since its establishment.

Above Vision, Mission and Objectives are communicated to all the stakeholders by organizing their meetings and displayed on the notice boards and college website.

## **Graduate Attributes**

1. A summary of what graduate attributes are and are not.
2. Each student at the college joins us from different educational backgrounds, cultures, and experiences. While studying at the college, we want students to broaden their horizons and attitudes, develop their current skills and abilities, and learn new ones to help their studies and future careers and support their societal role.
3. The Graduate Attributes Framework has been created to allow the college to tailor for particular co-curricular and extra-curricular activities.
4. Graduate attributes are: Descriptive of what it means to be a graduate of a higher education institution- yes, in terms of skills and abilities, but also representations of attitudes and approaches- how you approach learning and knowledge, your development, and the world around you
5. Skills, abilities, and attributes that mean different things in different contexts and disciplines
6. They are not simply taught but developed through meaningful experiences and the processes of learning and reflection
7. They are unique to every student-yes, we might identify some common areas that we want the students to develop, but students will have their starting points, progress, and experiences in these areas while at college, which will shape them as individuals
8. Graduate attributes are not: Basic, remedial skills are required either for entry to the college or to engage in study
9. Unconnected to academic disciplines
10. A list of transferable skills that can be 'taught.'
11. Intended to make all students the same.
12. The graduates have the knowledge, skills, and attitudes as we collaborate closely with the industry and other stakeholders. Hence, the students succeed in their profession and can become leaders in their field.

### **1. Academic Excellence**

- a) In-depth and extensive knowledge, understanding, and skills in their chosen discipline and experience of the interconnectedness of different fields.
- b) Attempt to contribute to creating new knowledge and understanding through research and inquiry.
- c) Ability to apply knowledge to real-world problems.
- d) Capacity to participate in collaborative learning and to deal with unfamiliar problems
- e) Employ up-to-date and relevant knowledge and skills
- f) Use creativity, critical thinking, and analysis and research skills to solve theoretical and real-world problems
- g) Work collaboratively as part of a team, negotiate, and resolve conflict.
- h) Display initiative and drive, and use their organizational skills to plan and manage their workload.
- i) Take pride in their professional and personal integrity

## **2. Communication**

- a. An ability to communicate effectively for different purposes and in different situations.
- b. An ability to participate in constructive discussions and debates.
- c. An ability to use appropriate communication styles, methods, and resources.

## **3. Personality and Leadership**

- a) An awareness of personal strengths and weaknesses
  - a. A capacity for self-reflection, self-discovery, and personal development
  - b. An understanding of self-discipline in everyday aspects of life and work.
  - c. Confidence in taking risks and challenges
  - d. They can initiate and implement constructive change in their communities, professions, and workplaces.
  - e. An ability to engage in meaningful public discourse with a profound awareness of community needs

## **4. Global Citizenship We support students to gain the knowledge and confidence to be global citizens.**

- a) An understanding of social and civic responsibilities and readiness to accept them
  - b) An awareness and appreciation of social and cultural diversity and secularism
  - c) An awareness and appreciation of human rights, equity, and ethics. Thus the graduates from our institute can:
  - d) Think globally about issues in their profession;
  - e) Adopt a balanced approach across professional and international boundaries
  - f) Understand issues in their career from the perspective of other cultures;
  - g) Communicate effectively in diverse cultural and social settings;
  - h) Make creative use of technology in their learning and professional lives;
  - i) Imbibe moral and ethical behaviour in their professional and personal lives.
- Learning Objectives the college has stated learning objectives as follows.

### **The students will be able to:**

1. Demonstrate the ability to prepare and communicate effectively using listening, speaking, reading, and writing skills.
2. Demonstrate the ability to lead and work with others effectively.
3. Use computers and new technologies to gather, process, and communicate information.
4. Acquire and demonstrate analytical and problem-solving skills using critical and creative thinking and scientific reasoning within various disciplines.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Recognize ethical issues in organizations and their application to problems in society.



**Introduction:**

National Assessment and Accreditation Council (NAAC) Bengaluru assess and accredit the higher education institutions in India. The NAAC peer team sets and accredits the Course Outcomes, Program Outcomes, and Program Specific Outcomes. The college plans to apply for its assessment and accreditation from the NAAC, which should follow the mechanism mentioned below.

The criteria-based assessment forms the backbone of the Assessment and Accreditation process of NAAC. The seven criteria represent the core functions and activities of an HEI. In the revised framework, the academic and administrative aspects of institutional functioning and the emerging issues have been included.

**The seven Criteria to serve as the basis for assessment of HEIs are:**

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations, and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership, and Management
7. Institutional Values and Best Practices

Under each criterion, a few Key Indicators are identified. These Key Indicators (K.I.s) are further delineated as Metrics that elicit responses from Higher Education Institutions.

**Criterion II: Teaching-Learning and Evaluation:**

Metric No. 2.6.1: There is a question about the awareness of the Program and course outcomes of the Programs offered by the college, and

Metric No. 2.6.2: The college evaluates the attainment of Program outcomes and course outcomes.

The NAAC is explicitly asked to mention the Course Outcomes and Program Outcomes and their mapping. The college has defined Course Outcomes, Program Specific Outcomes, and Program Outcomes and serves the purpose of Outcome-Based Education (OBE).

The college adopts Outcome Based Education and tries to bring changes to the curriculum delivery by adapting dynamically to the requirements of the different stakeholders like Students, Parents, Industry Personnel, and Recruiters.

## **2. Outcome-Based Education (OBE):**

The college is adopting Outcome-Based Education to change the effective curriculum delivery by adapting dynamically to the requirements of the different stakeholders like Students, Parents, Industry Personnel, and Recruiters. Outcome-Based Education is all about feedback and outcomes.

Four levels of outcomes from Outcome-Based Education (OBE) are:

1. Program Educational Objectives (PEOs)
2. Program Outcomes (POs)
3. Program Specific Outcomes (PSOs)
4. Course Outcomes (COs).

### **Benefits of Outcome-Based Education (OBE):**

1. The college recognition and global employment opportunities.
2. More employable and innovative graduates with professional and soft skills, social responsibility, and ethics.
3. Better visibility and reputation of the technical institution among stakeholders
4. Improving the commitment and involvement of all the stakeholders.
5. Enabling graduates to excel in their profession and accomplish greater heights in their careers.
6. Preparing graduates for leadership positions, challenging them, and making them aware of the opportunities in technology development.

### **Benefits of Outcome-Based Education (OBE) for Faculty Members:**

The faculty members are referred to as Change of Agents in OBE.

1. Teaching will become a far more creative and innovative career.
2. Faculty members will no longer feel pressured to be the “source of all knowledge.”
3. Faculty members shape the thinking and vision of students towards a course.

### **3. Program Educational Objectives (PEOs):**

Program Educational Objectives (PEOs) are defined by the Head of the Department in consultation with the faculty members. Program Educational Objectives are a promise by the department to the aspiring students about what they will achieve once they join the program. Program Educational Objectives can be written from career, Technical Competency, and behavioural perspectives. The three Program Educational Objectives are recommended like

1. Graduate will be empowered with vital fundamental concepts, analytical capability, programming, and problem-solving skills.
2. Graduates will be employed or may pursue higher Education or undertake research.
3. Graduates will lead in their profession with integrity, civic responsibility, and a continuous learning attitude.

**4. Program Outcomes (POs):** A Program Learning Outcome is broad in scope and can be done at the program's end. POs are to align with the graduate attributes specified in the Washington Accord. The Washington Accord is an international agreement between bodies responsible for accrediting engineering degree programs. The Program Outcomes are to be specific, measurable, and achievable.

5. National Board of Accreditation has defined 12 Program Outcomes, and the NAAC has accepted the same. The affiliated colleges need not define those PO.s by themselves, and it is common for all the institutions in India. The syllabus prescribed and implemented by the affiliating universities mentioned the course objectives and outcomes and the CO-PO articulation matrix for all the courses.

**6. Program Specific Outcomes:** The Program Specific Outcomes (PSOs) are statements that describe what the graduates of a specific commerce program should be able to do. A list of Program Specific Outcomes decided by the commerce and management faculty is given below.

#### **Program Specific Outcomes.**

PSO1: Students will be able to apply basic skills learned in commerce to analyse various problems in accounting, marketing, business economics, management, and finance.

PSO2: Students will demonstrate progressive affective domain development of values and the role of accounting in society and business.

PSO3: Students will be able to demonstrate quantitative and qualitative knowledge in critical areas of organizational behaviour.

PSO4: Students will be able to evaluate national and international issues and discuss economic, commercial, and business-related topics.

**7. Course Outcomes (COs):** A Course Outcome is a formal statement of what the students are expected to learn in a course. When creating Course Outcomes, remember that the outcomes should clearly state what students will do or produce to determine and demonstrate their learning. Course learning outcome statements refer to specific knowledge, practical skills, areas of professional development, attitudes, higher-order thinking skills, etc., that faculty members expect students to develop, learn, or master during a course.

A well-formulated set of Course Outcomes will describe what a faculty member hopes to accomplish in offering their particular course(s) to prospective students or what specific skills, competencies, and knowledge the faculty member believes that students will have attained once the procedure is completed. The learning outcomes need concise descriptions of what learning is expected to occur by course completion.

**8. Developing Course Outcomes:** The respective Board of Studies of affiliating universities has considered the guidelines for developing course outcomes.

1. The Board of Studies limits course outcomes to 8-12 for the entire course.
2. Board of Studies focuses on overarching knowledge and skills rather than minor or trivial details.
3. Board of Studies focuses on knowledge and skills central to the course topic and discipline.
4. Board of Studies focuses on the learning that results from the course rather than describing activities or lessons in the study.
5. Board of Studies incorporates and reflects the institutional and departmental missions.
6. Board of Studies includes various ways for students to show success (outlining, describing, modelling, depicting, etc.) rather than using a single statement.
7. Board of Studies used keywords to define C.O.s based on Bloom's Taxonomy.

**9. Course Outcomes-Program Outcomes Articulation Matrix Mapping:**

The Articulation Matrix shows the educational relationship (Level of Learning achieved) between Course Outcomes and Program Outcomes for a Course. This matrix strongly indicates whether the students can complete the course learning objectives. The matrix can be used for any course and is an excellent way to evaluate a course syllabus.

Table 1 gives information about the action verbs used in the POs and the nature of POs, stating whether the POs are technical or non-technical. You need to understand the intention of each POs and Bloom's level to which each action verb in the POs correlates. Once you have understood the POs, you can write the COs for a course and see to what extent each of those COs relate to the POs.

**Table 1: Process for mapping the values for CO-PO Matrix**

Type	POs	Action Verb(s) in POs	Bloom's level(s) for POs	Bloom's level(s) for COs
Technical	PO. 1	Apply	L 3	<ul style="list-style-type: none"> <li>• Bloom's L1 to L4 for Theory Courses.</li> <li>• Bloom's L1 to L5 for Laboratory Courses.</li> <li>• Bloom's L1 to L6 for Mini Project and Main Project.</li> </ul>
	PO. 2	Identify	L 2	
		Formulate	L 6	
		Formulate	L 2	
	PO. 3	Design	L 6	
		Develop	L 3 L 6	
	PO. 4	Analyse	L 4	
		Interpret	L 2 L 3	
		Design	L 6	
	PO. 5	Create	L 6	
Select		L 1 L 2 L 6		
Apply		L 3		
Non-technical	PO. 6	<b>THUMB RULE</b> <ul style="list-style-type: none"> <li>• If Bloom's L1 Action Verbs of a CO: Correlates with any of PO. 6 to PO. 12, then assign 1.</li> <li>• If Bloom's L2 to L3 Action Verbs of a CO: Correlates with any of PO. 6 to PO. 12, then assign 2.</li> <li>• If Bloom's L4 to L6 Action Verbs of a CO: Correlates with any of PO. 6 to PO. 12, then assign 3</li> </ul>		
	PO. 7			
	PO. 8			
	PO. 9			
	PO. 10			
	PO. 11			
	PO. 12			

And at the end, the POs can be calculated using various descriptors you may define. The mapping of CO. towards a PO.is evaluated using descriptors such as High, Medium, Low, etc.

**Observations:**

1. The first five POs are purely technical, while the other POs are non-technical.
2. For the theory courses, while writing the COs, you must restrict yourself between Blooms Level 1 and 4. Again, if it is a programming course, limit yourself between Blooms Level 1 to Level 3, but for the other courses, you can go up to Blooms Level 4.
3. For the laboratory courses, while composing COs, you must restrict yourself between Blooms Level 1 and Level 5.
4. Only for Mini-project and Main project, you may extend up to Blooms Level 6 while composing COs.
5. For a given course, the course in charge has to involve all the other Professors who teach it and ask them to come up with the CO-PO mapping. The course incharge must take the average value of all of these CO-PO mappings and finalize the values, or the course incharge can go with what most faculty members prefer. Ensure that none of the professors handling the particular course discuss with each other while marking the CO-PO values.

6. If you want to match your COs with non-technical POs, then correlate the action verbs used in the course COs with the thumb rule given in the table and map the values. (Applies only for mapping COs to non-technical POs).

### **Tips for assigning the values while mapping COs to POs.**

1. Select action verbs for a CO. from different Bloom's levels based on the importance of the particular CO. for the given course.
2. Stick on to single-action verbs while composing COs, but you may go for multiple action verbs if the need arises.
3. You must justify marking the values in the CO-PO articulation matrix. Use a combination of words found in the COs, POs, and your course syllabus for writing the justification. Restrict yourself to one or two lines.
4. Values to CO-PO (technical POs in particular) matrix can be assigned by
  - a. Judging the importance of the particular CO. in relation to the POs. If the CO. matches strongly with a specific criterion of PO.,then assign 3. If it matches moderately, assign 2; if the match is low, assign 1 else mark with the "-" symbol.
  - b. If an action verb used in a CO. is repeated at multiple Bloom's levels, then you must judge which Bloom's level best fits that action verb.

### **Method for Articulation**

1. Identify the key competencies of POs/PSOs to each CO. Make a corresponding mapping table assigning  $\surd$  marks at the corresponding cell. One observation is that the first five POs are purely technical, while the other POs are non-technical.
2. Justify each CO. - PO/PSO mapping with a justification statement and recognize the Number of Key Competencies (K.C.) features mentioned in the justification statement that matches the given Key Attributes for Assessing Program Outcomes. Use a combination of words found in the COs, POs//PSOs, and your course syllabus for writing the justification.
3. Make a table with the number of key competencies for CO. – PO/PSO mapping with reference to the maximum given Key Attributes for Assessing Program Outcomes.
4. Make a table with the percentage of key competencies for CO. – PO/PSO mapping with reference to the maximum given Key Attributes for Assessing Program Outcomes.
5. Finally, Course Articulation Matrix (CO - PO / PSO Mapping) is prepared with COs and POs and COs and PSOs on the scale of 0 to 3, 0 being no correlation (marked with "-"), 1 being the low/slight correlation; 2 being medium/moderate correlation and 3 being substantial/high correlation based on the following strategy
  - 0 –  $0 \leq C \leq 5\%$  – No correlation.
  - 1 –  $5 < C \leq 40\%$  – Low / Slight.
  - 2 –  $40\% < C < 60\%$  – Moderate
  - 3 –  $60\% \leq C < 100\%$  – Substantial / High.

### Key Attributes for Assessing Program Outcomes:

P.O. Number	NBA Statement / Key Competencies Features (KCF)	No. of KCF's
PO. 1	<p>Apply the knowledge of mathematics, science, engineering fundamentals, and an Engineering specialization to solve complex Engineering problems (Engineering Knowledge).</p> <p>Knowledge, understanding, and application of</p> <ol style="list-style-type: none"> <li>1. Scientific principles and methodology</li> <li>2. Mathematical principles</li> <li>3. Own and other engineering disciplines to integrate/support the study of their engineering discipline</li> </ol>	3
PO. 2	<p>Identify, formulate, review research literature, and analyse complex engineering problems reaching substantiated conclusions using the first principles of mathematics, natural sciences, and Engineering Sciences (Problem Analysis).</p> <ol style="list-style-type: none"> <li>1. Problem or opportunity identification</li> <li>2. Problem statement and system definition</li> <li>3. Problem formulation and abstraction</li> <li>4. Information and data collection</li> <li>5. Model translation</li> <li>6. Validation</li> <li>7. Experimental design</li> <li>8. Solution development or experimentation / Implementation</li> <li>9. Interpretation of results</li> <li>10. Documentation</li> </ol>	10
PO. 3	<p>Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety and the cultural, societal, and environmental concerns (Design/Development of Solutions).</p> <ol style="list-style-type: none"> <li>1. Investigate and define a problem and identify constraints, including environmental and sustainability limitations, health and safety, and risk assessment issues;</li> <li>2. Understand customer and user needs and the importance of considerations such as aesthetics;</li> <li>3. Identify and manage cost drivers;</li> <li>4. Use creativity to establish innovative solutions;</li> <li>5. Ensure fitness for purpose for all aspects of the problem, including production, operation, maintenance and disposal;</li> <li>6. Manage the design process and evaluate outcomes.</li> <li>7. Knowledge and understanding of the commercial and economic context of engineering processes;</li> <li>8. Knowledge of management techniques that may be used to achieve engineering objectives within that context;</li> <li>9. Understanding the requirement for engineering activities to promote sustainable development;</li> <li>10. Awareness of the framework of relevant legal requirements governing engineering activities, including personnel, health, safety, and risk (including environmental risk) issues;</li> </ol>	10

PO. 4	<p>Use research-based knowledge and research methods, including design of experiments, analysis, interpretation of data, and synthesis of the information to provide valid conclusions (Conduct Investigations of Complex Problems).</p> <ol style="list-style-type: none"> <li>1. Knowledge of characteristics of particular materials, equipment, processes, or products;</li> <li>2. Workshop and laboratory skills;</li> <li>3. Understanding of contexts in which engineering knowledge can be applied (for example, operations, and management, technology development, etc.);</li> <li>4. Understanding the use of technical literature and other information sources. Awareness of the nature of the intellectual property and contractual issues;</li> <li>5. Understanding appropriate codes of practice and industry standards;</li> <li>6. Awareness of quality issues;</li> <li>7. Ability to work with technical uncertainty.</li> <li>8. Understanding of engineering principles and the ability to apply them to analyse key engineering processes;</li> <li>9. Ability to identify, classify and describe the performance of systems and components through the use of analytical methods and modelling techniques;</li> <li>10. Ability to apply quantitative methods and computer software relevant to their engineering discipline, to solve engineering problems;</li> <li>11. Understanding of and ability to apply a systems approach to engineering problems.</li> </ol>	11
PO. 5	<p>Create, select, and apply appropriate techniques, resources, and modern engineering and I.T. tools, including prediction and modelling to complex engineering activities with an understanding of the limitations (Modern Tool Usage).</p> <ol style="list-style-type: none"> <li>1. Computer software / simulation packages / diagnostic equipment / technical library resources / literature search tools.</li> </ol>	1
PO. 6	<p>Apply to reason informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice (The Engineer and Society).</p> <ol style="list-style-type: none"> <li>1. Knowledge and understanding of the commercial and economic context of engineering processes;</li> <li>2. Knowledge of management techniques that may be used to achieve engineering objectives within that context;</li> <li>3. Understanding the requirement for engineering activities to promote sustainable development;</li> <li>4. Awareness of the framework of relevant legal requirements governing engineering activities, including personnel, health, safety, and risk (including environmental risk) issues;</li> <li>5. Understanding the need for a high level of professional and ethical conduct in engineering.</li> </ol>	5



PO. 7	<p>Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of and need for sustainable development (Environment and Sustainability). Impact of the professional Engineering solutions (Not technical)</p> <ol style="list-style-type: none"> <li>1. Socio-economic,</li> <li>2. Political and</li> <li>3. Environmental</li> </ol>	3
PO. 8	<p>Apply ethical principles and commit to professional ethics, responsibilities, and norms of the Engineering practice (Ethics).</p> <ol style="list-style-type: none"> <li>1. Comprises four components: ability to make informed ethical choices, knowledge of professional codes of ethics, evaluates the ethical dimensions of professional practice, and demonstration of ethical behaviour.</li> <li>2. Stood up for what they believed in</li> <li>3. High degree of trust and integrity</li> </ol>	3
PO. 9	<p>Function effectively as an individual and as a member or leader in diverse teams and multidisciplinary settings (Individual and Teamwork).</p> <ol style="list-style-type: none"> <li>1. Independence</li> <li>2. Maturity – requiring only the achievement of goals to drive their performance</li> <li>3. Self-direction (take a vaguely defined problem and systematically work to resolution)</li> <li>4. Teams are used during the classroom, hands-on labs, and design projects.</li> <li>5. Some teams change for the eight-week industry-oriented Mini-Project and the seventeen-week design project.</li> <li>6. Instruction on effective teamwork and project management is provided with an appropriate textbook for reference.</li> <li>7. Teamwork is essential for helping the students know their classmates and completing assignments.</li> <li>8. Students are also responsible for evaluating each other's performance, reflected in the final grade.</li> <li>9. Subjective evidence from senior students shows that the friendships and teamwork extend into the Junior years, and for some of those students, the friendships continue into the workplace after graduation.</li> <li>10. Ability to work with all levels of people in an organization</li> <li>11. Ability to get along with others</li> <li>12. Demonstrated ability to work well with a team</li> </ol>	12
PO. 10	<p>Communicate effectively on complex engineering activities with the Engineering community and society, such as comprehending and writing effective reports and design documentation, making effective presentations, and giving and receiving clear instructions (Communication). “Students should demonstrate the ability to communicate effectively in writing / Orally.”</p> <ol style="list-style-type: none"> <li>1. Clarity (Writing)</li> <li>2. Grammar/Punctuation (Writing)</li> <li>3. References (Writing)</li> <li>4. Speaking Style (Oral)</li> <li>5. Subject Matter (Oral)</li> </ol>	5

PO. 11	Demonstrate knowledge and understanding of the Engineering and management principles and apply these to one's work as a member and leader in a team to manage projects and in multidisciplinary environments (Project Management and Finance). <ol style="list-style-type: none"> <li>1. Scope Statement</li> <li>2. Critical Success Factors</li> <li>3. Deliverables</li> <li>4. Work Breakdown Structure</li> <li>5. Schedule</li> <li>6. Budget</li> <li>7. Quality</li> <li>8. Human Resources Plan</li> <li>9. Stakeholder List</li> <li>10. Communication</li> <li>11. Risk Register</li> <li>12. Procurement Plan</li> </ol>	12
PO. 12	Recognize the need for and have the preparation and ability to engage in independent and lifelong learning in the broadest context of technological change (Life-Long Learning). <ol style="list-style-type: none"> <li>1. Project management professional certification / MBA</li> <li>2. Begin work on an advanced degree</li> <li>3. Keeping current in CSE and advanced engineering concepts</li> <li>4. Personal continuing education efforts</li> <li>5. Ongoing learning – stays up with industry trends/ new technology</li> <li>6. Continued personal development</li> <li>7. Have learned at least 2-3 new significant skills</li> <li>8. Have taken up to 80 hours (2 weeks) of training per year</li> </ol>	8

#### 10. LEARNING OUTCOMES FOR THE COURSE:

Revised syllabi (2019Pattern) for three years F.Y. B. Com. Degree course (CBCS) Semester:

Course Name: I Financial Accounting- I Course Code - 112 No. of Credits: - 03 and for practical

#### Students will try to learn:

1. To impart knowledge of basic accounting concepts
2. To create awareness about the application of these concepts in the business world
3. To impart skills regarding Computerised Accounting
4. To impart knowledge regarding the finalization of accounts of various establishments.
5. To impart knowledge of various software used in accounting
6. To impart knowledge about final accounts of charitable trusts
7. To impart knowledge about the valuation of intangible assets
8. To impart knowledge about accounting for leases

## COURSE OUTCOMES:

After successful completion of the course, students will be able to:

C.O. No	Course Outcomes	Knowledge Level (Bloom's Taxonomy)
CO. 1	Identify the basic knowledge of basic accounting concepts that you encounter in practice.	Remember
CO. 2	Recognize the importance and application of Financial Accounting.	Remember
CO. 3	Explain awareness about the application of the Double Entry Book Keeping concepts in the business world	Understand
CO. 4	The knowledge regarding the finalization of accounts of various establishments	Apply
CO. 5	Apply the skills in Computerised Accounting	Apply
CO. 6	Determine to impart knowledge of various software used in accounting	Apply
CO. 7	Knowledge about various accounting Concepts, Conventions, and Principles.	Analyse
CO. 8	The knowledge about the process of dissolution of the partnership firm.	Analyse
CO. 9	Explain emerging trends in accounting and their effect on accounting Practices.	Understand
CO. 10	Knowledge about single-entry systems, Purpose, advantages of double-entry systems, and Process of conversion of single entry into the double-entry system.	Analyse
CO. 11	Evaluate the specific knowledge about the conceptual framework, and various components of GST	Evaluate
CO. 12	Judge the types of taxes under GST.	Evaluate
CO. 13	Choose the Registration process under GST for business establishments.	Apply

## PROGRAM SPECIFIC OUTCOMES (PSOs)

### Bachelor of Commerce:

.Programme Specific Outcomes.

PSO.1: Students will be able to apply basic skills learned in commerce to analyse various problems in accounting, marketing, business economics, management, and finance.

PSO.2: Students will demonstrate progressive affective domain development of values and the role of accounting in society and business.

PSO.3: Students will be able to demonstrate quantitative and qualitative knowledge in critical areas of organizational behaviour.

PSO.4: Students will be able to evaluate national and international issues and discuss economic, commercial, and business-related topics.

**Identification of key competencies of POs to each CO:**

Course Outcomes (COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)			
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	
CO 1	✓															
CO 2	✓															
CO 3	✓															
CO 4	✓	✓														
CO 5	✓	✓														✓
CO 6	✓	✓														✓
CO 7	✓	✓		✓												
CO 8	✓	✓		✓												✓
CO 9	✓	✓														✓
CO 10	✓	✓		✓												✓
CO 11	✓	✓	✓	✓												✓
CO 12	✓	✓	✓	✓												✓
CO 13	✓	✓	✓	✓												✓

**Justifications for CO-PO Mapping**

Course Outcomes (COs)	POs / PSOs	Justification for mapping (Students will be able to)	No. of KCF
CO.1	Po. 1	Identify (knowledge) the basic properties, various types, and patterns of fluid flow configurations and, to a considerable extent, appreciate (understanding) their importance and applicability (apply) in solving (complex) fluid flow engineering problems by using the principles of mathematics, science.	2
CO.2	Po. 1	Recognize (knowledge) the importance and application (apply) of dimensions, units, and dimensional homogeneity in solving (complex) engineering problems with specific emphasis on fluid mechanics by using the principles of mathematics and engineering fundamentals.	2
CO.3	Po. 1	Explain (understanding) various effects of viscosity, static pressure, and surface tension, such as Newton's law of viscosity, pressure difference (apply) and capillary rise, etc., in solving (complex) fluid flow engineering problems by using the principles of mathematics, science, and engineering fundamentals.	3

CO.4	Po. 1	Calculate (Apply) the viscous forces in solving (complex) fluid flow engineering problems as fluids deform due to the no-slip condition by applying the principles of mathematics, science, and engineering fundamentals	3
	PO 2	Understand the given problem statement and formulate (complex) fluid engineering problems related to viscous forces from the provided information and data in reaching substantiated conclusions by the interpretation of results	4
CO.5	PO 1	Apply the fundamental conservation laws of science for various phenomena of fluid systems and use mathematical principles for deriving (complex) fluid flow engineering equations by understanding the appropriate parametric assumptions and limitations based on engineering fundamentals of fluid mechanics.	3
	PO 2	Understand the given problem statement and formulate (complex) fluid flow engineering phenomena and systems for deriving various governing equations of fluid mechanics from the provided information and substantiate the interpretation of variations in the results.	4
	PSO 3	Make use of computational and experimental tools for creating innovative career paths, to becoming an entrepreneur, and desire for higher studies in the field of fluid mechanics	2
CO.6	PO 1	Determine several scientific/physical/flow properties and parameters of (complex) fluid flow engineering problems by applying fluid flow governing equations related to different core and interdisciplinary engineering practical scenarios	3
	PO 2	Understand the given problem statement and formulate (complex) fluid flow engineering problems related to various governing laws of fluid mechanics from the provided information and data in reaching substantiated conclusions by interpreting results.	4
	PSO 3	Make use of computational and experimental tools for creating innovative career paths to be an entrepreneur and desire higher studies in the field of fluid mechanics.	2
CO.7	PO 1	Relate (knowledge, understand, and apply) the regimes and separation of the boundary layer during external fluid flow (complex) engineering problems using mathematics, science, and fluid engineering fundamentals.	3

	PO 2	Understand the given problem statement and formulate boundary layer phenomena of external fluid flow (complex) engineering problems from the provided information and data in reaching substantiated conclusions by interpreting results.	4
	PO 4	Recognize (knowledge) the characteristics of boundary layer regimes and processes, understand the corresponding context of the engineering knowledge, technical uncertainty of the boundary layer causing the separation, and analyze critical rules of the boundary layer by applying the displacement measures incorporating the systems approach.	5
CO.8	PO 1	Model the entire and hydraulic gradient lines for specific cases of losses in solving (complex) closed conduit fluid flow engineering problems by applying the principles of mathematics, science, and governing equations engineering fundamentals of liquid flow systems.	3
	PO 2	Understand the given problem statement and formulate closed conduit fluid flow (complex) engineering problems from the provided information and data in reaching substantiated conclusions by the interpretation of results	4
	PO 4	Recognize (knowledge) the characteristics of various losses in several types of pipe arrangements and processes, understand the corresponding context of the engineering knowledge, technical uncertainty of the losses causing the variations in the related energy at various locations of the pipes, analyze critical heads of the entire and hydraulic gradient lines by applying the laws of friction by incorporating the systems approach.	5
	PSO 3	Make use of computational and experimental tools for creating innovative career paths, to becoming an entrepreneur, and desire for higher studies in the field of fluid mechanics	2
CO. 9	PO 1	Explain (understanding) the theories, phenomena, and working principles (knowledge) of hydraulic machines and their applicability (apply) in solving (complex) engineering problems related to hydraulic machines by using the principles of fluid flow engineering fundamentals and their integration and support with other engineering disciplines, mathematics, science	3

	PO 2	Understand the given problem statement and formulate the design (complex) engineering problems of hydraulic machines from the provided information and data in reaching substantiated conclusions by interpreting results.	4
	PSO 3	Make use of computational and experimental tools for creating innovative career paths, to becoming an entrepreneur, and desire for higher studies in the field of fluid mechanics	2
CO. 10	PO 1	Illustrate all the variations of the velocity triangles by understanding the knowledge in solving (complex) engineering problems related to analyses of hydraulic machines by applying the principles of fluid flow engineering fundamentals and their integration and support with other engineering disciplines, trigonometry (mathematics), and scientific methodologies	3
	PO 2	Understand the given problem statement and formulate the design (complex) engineering problems of hydraulic machines, translate the information into the illustration of velocity triangles from the provided information and data, develop solutions based on the outlet tip of the vanes, validate the illustrated velocity triangles in reaching substantiated conclusions by the interpretation of results	7
	PO 4	Recognize (knowledge) the characteristics of various kinds of velocity triangles and processes, understand the corresponding context of the engineering knowledge related to the outlet velocity triangle, technical uncertainty of the vane angles, and properties of fluid jet causing the variations in the corresponding velocity triangles, analyze key parameters, curves, flow and whirl components of the velocity triangles by applying the impact of jet principles by incorporating the systems approach.	5
	PSO 3	Make use of computational and experimental tools for creating innovative career paths to be an entrepreneur and desire higher studies in the field of fluid mechanics.	2
CO. 11	PO 1	Evaluate the specific and unit indicators for solving (complex) engineering problems related to the performance of hydraulic machines by applying the principles of fluid flow engineering fundamentals and their integration and support with other engineering disciplines, mathematics, and scientific methodologies.	3

	PO 2	Understand the given problem statement and formulate the performance (complex) engineering problems of hydraulic machines, translate the information into the model and prototype systems from the provided information and data, develop solutions based on the performance indicators, and validate the hydraulic machines in reaching substantiated conclusions by the interpretation of results.	7
	PO 3	Understand the customer needs of installing hydraulic machines, identify the cost limitations for the selection of parameters, use creativity in applying the methods of model analyses for innovative solutions, evaluate the outcomes of the model analysis for the performance of hydraulic machines, and understand the economic context of the model analysis.	5
	PO 4	Recognize (knowledge) the characteristics of various kinds of performance indicators and processes of hydraulic machines, understand the corresponding context of the engineering knowledge related to the performance indicators and measures, technical uncertainty of the unit, and specific quantities causing the variations in the performance of hydraulic machines, analyze critical indicators of performance by applying the model analysis by incorporating the systems approach	5
	PSO 3	Make use of computational and experimental tools for creating innovative career paths, to becoming an entrepreneur, and desire for higher studies in the field of fluid mechanics	2
CO. 12	PO 1	Judge the working condition of fluid machines and equipment by solving (complex) engineering problems related to hydraulic machines by applying the principles of fluid flow engineering fundamentals and their integration and support with other engineering disciplines, mathematics, and scientific methodologies.	3
	PO 2	Understand the given problem statement and formulate the (complex) engineering problems of hydraulic machines, translate the information into the model and prototype systems from the provided information and data, develop solutions based on the functionality of the devices and equipment, and validate the hydraulic machines in reaching substantiated conclusions by the interpretation of results.	7



	PO 3	Understand the user needs of hydraulic machines for working, identify the cost limitations for the selection of parameters, use creativity in applying the methods of model analyses for innovative solutions, evaluate the outcomes of the model analysis for the performance of hydraulic machines, and understand the economic context of the model analysis.	5
	PO 4	Recognize (knowledge) the characteristics of various kinds of performance indicators and processes of hydraulic machines, understand the corresponding context of the engineering knowledge related to the performance indicators and measures, technical uncertainty of the unit, and specific quantities causing the variations in the performance of hydraulic machines, analyse critical indicators of performance by applying	5
	PSO 3	Make use of computational and experimental tools for creating innovative career paths, to becoming an entrepreneur, and desire for higher studies in the field of fluid mechanics	2
CO. 13	PO 1	Choose the designing procedure of hydraulic machines for solving (complex) engineering problems related to real-world applications along with enhanced performance and minimized losses by applying the principles of fluid flow engineering fundamentals and their integration and support with other engineering disciplines, mathematics, and scientific methodologies.	3
	PO 2	Understand the given problem statement and formulate the (complex) engineering problems of hydraulic machines, translate the information into the model and prototype systems from the provided information and data, develop solutions based on the functionality of the devices and equipment, and validate the hydraulic machines in reaching substantiated conclusions by the interpretation of results.	7
	PO 3	Understand the user needs of hydraulic machines for working, identify the cost limitations for the selection of parameters, use creativity in applying the methods of model analyses for innovative solutions, evaluate the outcomes of the model analysis for the performance of hydraulic machines, and understand the economic context of the model analysis.	5





Course Articulation Matrix (CO - PO / PSO Mapping): COs and POs and COs and PSOs on a scale of 0 to 3, with 0 being no correlation, 1 being the low correlation, 2 being medium correlation, and 3 being a high correlation.

0 –  $0 \leq C \leq 5\%$  – No correlation; 2 –  $40\% < C < 60\%$  – Moderate.

1 –  $5 < C \leq 40\%$  – Low / Slight; 3 –  $60\% \leq C < 100\%$  – Substantial / High

Course Outcomes (COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
	3	10	10	11	1	5	3	3	12	5	12	12	1	2	2
CO. 1	3														
CO. 2	3														
CO. 3	3														
CO. 4	3														
CO. 3	3														
CO. 4	3	1													
CO. 5	3	1													3
CO. 6	3	1													3
CO. 7	3	1		2											
CO. 8	3	1		2											3
CO. 9	3	1													3
CO. 10	3	3		2											3
CO. 11	3	3	2	2											3
CO. 12	3	3	2	2											3
CO. 13	3	3	2	2											3
total	39	18	6	12											24
Average	3.00	1.8	2.0	2.0											3.0

## 11. Course CO- PO, PSO Attainment

Attainment of Course Outcomes

The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are accomplished through the curriculum.

Course Outcomes (COs) are defined for each course and mapped to POs and PSOs.

A set of performance evaluation criteria is used for the quantitative assessment of COs.

Thus, the attainment of COs provides evidence of the attainment of POs and PSOs.

Procedure for the attainment of COs:

Course outcomes will be attained through direct and indirect methods.

Direct Attainment of COs:

We will consider the following criteria in the direct attainment

Continuous Assessment: COs are assessed through Sessional & Assignment Examinations, Home Assignments, and Lab records. The COs are mapped against each question, and CO analysis is carried out by faculty for each course and documented in Faculty Course Assessment Report (FCAR). The weightage of CIE and SEE is 30% - 70%. Direct assessment of COs is based on students' performance in various components of the performance evaluation. The performance is categorized into four levels: 0 (Not satisfactory), 1 (Low), 2 (Moderate), and 3 (High).

Semester-end Theory Examinations: The questions in semester-end examinations are tested pertaining to all COs in varying Bloom's Taxonomy Levels.

Laboratory Records: Both continuous and semester-end examinations are conducted to test the COs' attainment.

**The setting target for attainment level of performance:**

The target level for attaining COs will be set based on the average marks of that course in the previous academic year. A threshold of 50% marks (or 6 out of 10 point grades) is considered in a direct assessment method

Targets are set for various levels of performance as follows in a direct assessment method:

Level	Average Percentage Level
0 (Not satisfactory)	less than 50% of students attain more than 50% marks (or 6 out of 10-point grades)
1 (Low)	50% or more students attain more than 50% marks (or 6 out of 10-point grades)
2 (Moderate)	60% or more students attain more than 50% marks (or 6 out of 10-point grades)
3 (High)	70% or more students attain more than 50% marks (or 6 out of 10-point grades)

Note: If the target level of attainment is achieved in the current year, the threshold is increased for next year. Moreover, different thresholds may be set for different levels and courses.

Indirect Attainment of COs: In this method, we consider students' feedback (course end survey) on the framed questionnaires after the course. The students are asked to rate the course on a scale of 5

**The components of COs attainment are set as follows:**

Level	Average Percentage Level
0 (Not satisfactory)	< 60% of students (participating) give 3.5 or more points
1 (Low)	≥ 60% to < 65% of students (participating) give 3.5 or more points
2 (Moderate)	≥ 65% to < 70% of students (participating) give 3.5 or more points
3 (High)	≥ 70% of students (participating) give 3.5 (Threshold) or more points

**The mechanism for the Attainments of CO:**

The student performance in continuous Internal Examination is verified in each question.

CO Attainment (Direct) = number of students reached (threshold) in answering the questions

-----  
The number of students who attempted the questions

**In-Direct Attainment of COs:**

**Program-Exit survey:** This survey was taken from the final year students after their B. A. / B. Com. / B. Sc. programs and stood as the comprehensive feedback for the PO/PSO assessment

**Alumni Survey:** This survey is conducted annually through the mail with the Alumni to obtain inputs and suggestions on PO attainment in the real-time societal environment

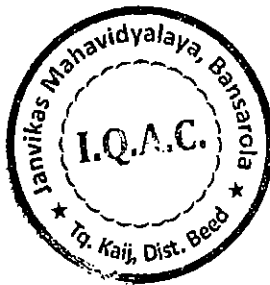
**Employer Survey:** This survey is taken from the employer to measure the PO attainments.

CO attainment in (indirect) =  
 $\frac{\text{Sum of students responses received expected level in answering the survey}}{\text{Number of students responded}}$

-----  
*Number of students responded*

Weightage of Attainment Level Calculation is 80% of the direct level and 20% of the indirect level of that CO.

CO Attainment = 0.8 \* CO Attainment (Direct) + 0.2 \* CO Attainment (indirect)



  
**Principal**  
Janvikas Mahavidyalaya,  
Bansarola, Tq. Kaij Dist. Beed



Krishnal Shikshan Prasarak Mandal Lotur's

# JANVIKAS MAHAVIDYALAYA, BANSAROLA

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**R.A.Tat**  
President

**Dr. B.M. Gore**  
Secretary

**Dr. Babasaheb Gore**  
Principal

Ref. No.

Date :

**Manual for college committees approved by the Principal in the general Staff meeting:**


## INTRODUCTION:

The Manual on College Committees aims to improve the college's working efficiency. Therefore, preparing this Manual for college committees has been a fruitful endeavor.

The Manual is an effort toward decentralizing the college administration. Since this Manual is meant to be a dynamic document, provisions have been made in this Manual for suitably amending the various rules and conditions whenever it is necessary.

The Manual will come into force from the day the Principal signs the 'Declaration of Adoption' contained herein.



  
**Principal**  
Janvikas Mahavidyalaya,  
Bansarola, Tq. Kaj, Dist. Beed  
Dr. Babasaheb Gore







Krishna Shikshan Prasarak Mandal Lotur's

# JANVIKAS MAHAVIDYALAYA, BANSAROLA

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**R.A.Tat**  
President

**Dr. B.M. Gore**  
Secretary

**Dr. Babasaheb Gore**  
Principal


Ref. No.

Date :

## DECLARATION OF ADOPTION:

I declare that this Manual on college Committees is formally adopted for use. The Manual will remain in force from this day until it is amended or replaced by another Manual following the relevant procedures for such purpose. In testimony of this declaration, I place my signature and the college's official seal.



  
**Principal**  
Janvikas Mahavidyalaya,  
Bansarola, Tq. Kaij Dist. Beed  
Dr. Babasaheb Gore



## **COMMITTEES:**

There are three types of committees constituted in the college.

1. Statutory committees.
2. Non-statutory committees.
3. Ad-hoc committees.

Statutory committees are constituted as per the provisions of affiliating University, the Government of Maharashtra, and UGC. The Principal will determine the tenure and constitution of these committees as per rule.

Non-statutory committees are those that the Principal constitutes to strengthen the college teaching-learning process and administration.

Ad-hoc committees are constituted on a purely temporary basis for performing contingency duties. Such Ad-hoc committees will fall outside the purview of this Manual.

The Principal can change the names of the non-satisfactory Committees in consultation with the faculty members, and these committees may be further split for convenience of functioning. In consultation with appropriate bodies, the Head Clerk will finalize the names of non-teaching staff members of non-statutory committees whose functions are primarily administrative.

## **DECISION-MAKING:**

A committee's decisions to furtherance its fundamental objectives and goals should be taken preferably by consensus. The consensus decision fosters team spirit and unity of purpose and generates synergy. If agreement cannot be achieved, voting would be required for policymaking; however, two-thirds of the total members must be present to make such decisions valid. The committee may frame its own rules and procedures of functioning. The regulations require the permission of the Principal for enforcement. All deliberations at the committee meeting should be appropriately recorded, and all committee members present at the meeting should attest to them. Two-thirds of the member of the committee will constitute the quorum for an appointment. Suppose the meeting is postponed for want of quorum, and two-thirds of the members do not report at a subsequent date. In that case, the presence of fifty percent of the total membership of the committee will make the meeting and the decision taken thereat valid. All policy guidelines of the committees should be drafted before the commencement of the academic year to provide a sufficient lead-time for the committees to organize tasks for their successful implementation. Each committee should have an annual plan and schedule to achieve its goal. It will help structure its lessons effectively for better coordination and functioning within the committee. The committees should preferably convene their meetings at monthly or bi-monthly intervals.

### **COMMITTEE IN THE COLLEGE CONTEXT:**

Every committee will enjoy the functional autonomy required to attain its objectives but remain accountable to the Principal. Ordinarily, no recommendation of a Committee should be ignored. However, the Principal may ask the committee to review its advice in situations that severely challenge the college's mission. All recommendations must be implemented through the Principal or by developing suitable implementation procedures. All committees are to monitor their performance through periodic reviews of work progress. If there is a gap between the targets set and actual performance, the committee should initiate corrective action to bridge the gap. If this gap cannot be bridged due to reasons beyond the committee's control, then the targets must be revised or reset to make them meaningful.

### **COMMITTEE REPORT:**

Every committee will present its annual report to the Principal by the thirty-first day of March. The report should cover information on targets set for the year, the performance of the committee in the achievement of these targets, problems faced in the implementation of the action plans, the proposal for improved efforts in the implementation of strategies, requisitions, blocks in execution, and policy guidelines for the coming year

### **IQAC Composition:**

As decided by the Principal

Tenure: 3 years

### **Objective:**

To cultivate a quality culture in Teaching Learning functions:

The committee will

- Prepare a plan of action for academic improvement
- Try to implement the projects adopted to monitor the state of progress
- Adopt remedial measures if the gain is halted
- Help teachers in a matter of promotion through CAS.
- Improve the overall academic ambiance of the college

### **COLLEGE PURCHASE COMMITTEE:**

Composition: As determined by the Principal

Tenure: 3years

**Objective:**

To ensure that quality materials are procured and standard purchase procedures are followed in major & minor purchases.

Function: The sub-committee will

- Collect and compile a list of equipment, computers, chemicals, apparatus, glassware, and other miscellaneous items required throughout the year by the office and the departments
- Invite sealed tenders quoting the rates for the supply of items from the manufacturers, suppliers, and dealers
- Open the tenders in the presence of the Principal and scrutinize the validity of the tenders
- Record the resolutions of the meeting
- Recommend the purchase of the items in case of valid tenders
- Have a sub-group who will make a market survey for purchase and sign rate verification certificate

**BUILDING COMMITTEE:**

Composition: As determined by the Principal.

Tenure: 3 years

Objective: To maintain the existing buildings and help construct new buildings departmentally or as deposit work

Function: The committee will

- Arrange for maintenance of the college building
- Adopt schemes for renovation if and when necessary
- Select engineer/architect where technical expertise is required for the execution
- Supervise construction works if done departmentally

**UGC COMMITTEE:**

Composition: The Heads of the departments would be invited members.

Tenure: 5 years

Objective: Proper utilization of UGC grants.

Function: The committee will

- See to it that plan- proposals are submitted to the UGC on time
- Allocate funds received, prioritizing need and necessity
- Ensure proper utilization of funds within the date specified
- Guarantee utilization of fund for the purpose the UGC has released it.
- Submit audited utilization certificate within the date

## **COLLEGE ADMISSION & WEBSITE MANAGEMENT COMMITTEE:**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: To efficiently manage college admission and maintain the College Website

Functions: The committee will

- Formulate and execute the admission criteria to ensure filling up seats according to merit & intake capacity
- Ensure temporary transparency in admission
- Screen applicants for admission to various courses
- Revise and update college prospectus
- Regulate subject and shift changing
- Send admission report to University & Govt.
- Periodically update the information posted on the website

## **TIME-TABLE COMMITTEE**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: To evolve an ideal time-table that incorporates the needs and convenience of students and teachers to process, classify & update all institutional data

Function: The committee will

- Prepare the academic calendar of the college
- Prepare a time-table and allocate classrooms
- Review the occupancy in classrooms and resolve overlapping in lecture timings
- Accommodate tutorials/seminar presentations etc. in the routine
- Maintain a record of all curricular activities organized and conducted in the college
- Keep a history of the events organized in the college and the laurels won by the students, staff, and the college
- Collect data, if possible, of the ex-students both of their employment and further education
- Classify, analyse & file all sorts of data and make it available whenever required

### **COLLEGE LIBRARY COMMITTEE:**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: To enrich Library collection and improve usage Function: The committee will

- Arrange for procuring subject-wise books/magazines/journals
- Recommended measures for upgrading the library facilities
- Look after internet facilities
- Liaison between the library, the student, and the faculty
- Strive for enriching stock with e-resources
- Ensure optimal use of library collection by students & staff
- Cause periodic stock verification as per rule

### **COLLEGE ATTENDANCE COMMITTEE:**

Composition: As preferred by the Principal                      Tenure: 2 years

Objective: To ensure regularity of attendance Function: The committee will

- Process attendance records
- Prepare the list of defaults periodically and bring this to the notice of the students through website posting
- Recommend measures to check absenteeism
- Consider application praying Leave of absence recommend names of students whose shortage of attendance deserves to be condoned

### **COLLEGE EXAMINATION COMMITTEE**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: Smooth conducting of examination

Function: The Committee will

- Collect statistics on various subjects/papers and enrolment therein, including roll numbers of students
- Arrange for paper setting by faculty & printing of QP.
- Prepare examination blocks, requisition invigilators, and support staff
- Allot supervision duties
- Examine as per the schedule
- Calculate allowance due for invigilation/examination duty

### **RESULT COMMITTEE:**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: Timely publication of the flawless result of student performance in Text examination  
Function: The Committee will

- Arrange for distribution of answerbooks to the examiners
- Receive the assessed answerbooks along with the statement of marks
- Enter marks into the merit register/arrange for computerization of marks
- Consolidate markslists and prepare the results
- Recommend to the Principal punitive measures for adoption of unfair means in the examination

### **PLACEMENT AND CAREER COUNSELLING COMMITTEE:**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: To guide students in the matter of career options and also to promote entrepreneurship.  
Function: The committee will

- Help learners explore career options
- Assess student's efficiency & groom them for a job they are fit for
- Provide career guidance to students based on their aptitudes & groom them for the positions they are fitter
- Invite commercial/ industrial organizations to the campus to conduct campus interviews and recruitment
- Promote self-reliance among students
- Select students for participation in recruitment drive organized by other institutions

### **RESEARCH COMMITTEE:**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: Promoting Research activity & output of the college

Function: This committee will

- Motivate faculty to apply for MRP.
- Arrange for publishing
- Identify emerging areas of research
- Arrange to promote consultancy service



**ICT COMMITTEE:**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: Help the administration in deciding IT-related matters

Function: This committee will

- Look after the ICT infrastructure of the college
- Promote ICT-enabled learning culture
- Ensure the connection with other educational institutions
- Promote innovation and opportunities in learning
- Take steps to maintain computers and accessories, arrange for uninterrupted internet service, and see that the Virtual Classroom remains functional.

**DISCIPLINE COMMITTEE**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: To attend to the Students' grievances and recommend suitable redressed measures & ensure overall discipline

Function: This committee will

- Scrutinize, investigate & consider all complaints and grievances of the students
- Maintain a record of the Grievances redressed/reported/referred
- Regulate & enforce discipline among the students of the college
- Take appropriate action wherever necessary

**STUDENT WELFARE COMMITTEE:**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: To work for student-welfare

Function: The committee will

- Consider application for free-studentship
- Select students for awards of scholarships and prizes

### **COMMITTEE FOR CULTURAL AFFAIRS:**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: To create an ambiance for expression and development

Function: This committee will

- Conduct annual cultural competition
- Arrange for cultural presentations on various college occasions
- Prepare the students for cultural competition outside the college
- Select students who represent the college on off-campus platforms
- Ensure healthy participation of students in inter-collegiate events, except sports
- Nominate teacher-advisor for various Students' Union subcommittee
- Arrange prize distribution ceremony
- Recommend names for grant of full/half-free border ship
- Protect the internet of needy students on the brink of dropping out

### **SPORTS & GAMES COMMITTEE:**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: To create scope for the cultivation of skills in games & sports

Function: The committee will

- Arrange physical fitness programs
- Arrange competitive sports programs
- Raise and administer funds for the above purpose
- Prepare sports schedule for the year
- Escort college sports achievers to sports meet outside the college
- Arrange for regular use of multigame cum fitness center

### **NSS ADVISORY COMMITTEE:**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: To help PO in conducting socially relevant programs.

Function: The Committee will

- Provide logistics and advisory support for execution of NSS Programs
- Prepare an annual calendar of NSS activities
- Co-ordinate activities of NSS students
- Conduct periodic review meetings involving program officers and students
- Conduct various programs for the realization of the committee objectives

### **HOSTEL COMMITTEE**

Composition: As preferred by the Principal

Tenure: 2 years

Objective: To look after the hostel affairs

Function: This committee will

- Take decisions regarding hostel administration
- Address problems regarding the running of the mess of each hostel
- Hostel staff discharge duty with responsibility
- Recommend disciplinary measures in case of violation of the rule by staff or students

### **PERSPECTIVE PLAN:**


Composition: As preferred by the Principal

Tenure: 2 years

1. Introduction of a more significant number of PG courses
2. Full digitalization- making the office paperless
3. Signing MOU with foreign institutions & Library
4. Getting a patent for resource generation
5. Introduction to Online exams system
6. Attaining Autonomous status
7. Ensuring employability for all learners through Skill Development
8. Setting up Instrumentation Centre

9. Merging disciplines to bring in interdisciplinary courses
10. Building up a network of alumni
11. Setting up Indoor Sports Complex
12. Publication of Online Journal
13. Blogs for each department
14. Using at least 50% of alternative energy on the campus
15. Creating provision for elevators for the Physically Challenged & for Braille for the visually impaired learners
16. Opening Bank window for providing education loans to admitted students ◊ Roof gardening to control the temperature of the top floor
17. Digitalization of all reference books
18. Designing interactive Website ◊ Computer Literacy for all office staff



  
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## **Policy Documents for Admissions:**

The college follows a meticulous admission policy which is given below.

For admission to each class/year of the course, the admission committee of streams and authorities is to be constituted to facilitate the admission process with one or two members designated as Admission In-Charges.

The admission of courses is to be officially announced on the college notice boards and website along with the name/s of Admission In-charge/s along with their contact numbers with the link for online form filling and submission of admission/merit forms and payment of fees.

The admission committee will be responsible for counselling in the choice of subject selection based on the candidate's performance in the qualifying examination.

Admission to various courses run by the college would be granted on a "First Come, First serve" basis, subject to the availability of vacant seats for the course.

For admission to specific courses, where the number of applicants to the number of seats available is high, merit forms will have to be filled by the desirous candidates up to the last date. After the later date, the admission merit list will be declared on a scheduled date and time.

The merit list will contain the list of candidate names who qualify to secure admission within a scheduled time limit and the names of candidates on the waitlist.

If the candidate whose name has appeared on the merit list fails to secure admission within the scheduled time frame, the seat will be allotted to other candidates on the waiting list as per the wait list number in the second merit list. No correspondence or coercion later for grant of admission from candidates who fail to secure access within the stipulated time frame will be entertained.

Admission to courses affiliated with the University will be granted the eligibility criteria prescribed by the University.

The reservation policy of the state government and the norms of the affiliating University will be applicable as furnished in the below table




**Reservation for various categories in Maharashtra:**

Sr. No.	Category	Percentage
1	SC	13
2	ST	7
3	VJ-A	3
4	NT-B	2.5
5	NT-C	3.5
6	NT-D	2
7	O.B.C.	19
8	S.B.C.	2
9	E.W.S. (Economical Weaker Section)	10

11. For students with disabilities (Divyangjan), 3% of the seats will be reserved.
12. Admission granted to the candidates by the college would be purely provisional. It will be confirmed after the due process of eligibility is completed by the candidate with the assistance of the college eligibility section and the affiliating University verifying and granting eligibility approval to each candidate for each course.
13. Admission to certificate/short-term courses which are autonomous will be granted based on eligibility criteria fixed by the college.
14. The rules for cancellation of admission/refund of fees would be as per the rules prescribed by the affiliating University.
15. The college would grant any course admission only after paying prescribed course fees.
16. However, if the candidate cannot pay the total fees, they will have to apply for the installment facility with the assistance of the admission committee, which will recommend the instalment amounts with their due dates to the Principal/Vice-Principal, who will finally approve the instalment request.
17. The original fee receipts /transaction details of the admission fee paid will have to be preserved by the candidate till they entirely pass out the concerned course.
18. Admission to students who are children/wards of the college staff would be granted concession fees per the staff welfare measures currently in force.



  
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## **Policy Documents for Certificate / Add-On Courses**

The college provides additional courses to the students to acquire employability skills for employment. The details are furnished below.

### **Objective:**

The objective of these courses is to provide an opportunity to do employment-oriented and skill-based courses.

### **Course Content:**

The interested students will provide the detailed course content along with the admission form for the payment course.

### **Eligibility:**

To be notified by the organizing Departments.

### **Evaluation:**

The students will be evaluated continuously. The students must submit assignments, present seminars, and answer surprise tests regularly.

They will also have to answer a Final Examination where an external examiner will set the question paper.

### **Duration**

To be notified by the organizing Department.



**Venue:**


The classes will be on the college premises.

**Fee Structure.**

The students can contact the organizing departments for details.

During the last five years following add-on- courses have been introduced in the college.

1. Certificate course in Geographical Information System (GIS)
2. Certificate course in Fundamental Communication Skill (FCS)
3. Certificate course in Travel, Tourism, and Importance of Historical places
4. Certificate course in Tally
5. Certificate course in MS Office (MSO)



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## Policy Documents for Gender Equality:

1. As per the principle of gender equality enshrined in the Indian Constitution, granting equality to women, and empowering the state to adopt measures of positive discrimination against women, the college is committed to being sensitive to the issues of gender.
2. The college gender policy is framed as a commitment toward this objective in conformity with the Supreme Court guidelines in this matter.
3. 1. The college strives to guarantee the rights and safety of all women on the college premises, including students, faculty, support staff, administration, stakeholders, and visitors.
4. The gender sensitization initiatives apply to all community sections - students, faculty in all disciplines, support staff, and administration- and are not limited exclusively to students.
5. The intrinsic ingredients of the college gender policy would be equality, dignity, and the ability to live, work and study without fear of harassment. It has to be written and approved to guarantee the rights and safety of women employed in the institution.
6. The inequity in the staff pattern in the college is to be addressed by giving more chances to female employees to get associated with the cause of the organization.
7. The college implements effective measures for the safety and security of all gender.
8. An accessible, active, and unbiased grievance redressal cell to function in the college.
9. The college shall provide equal opportunity for all genders without discrimination.
10. The presence of women in all sections, namely faculty and support staff, is ensured, imparting a feeling of security and confidence in the girl students.
11. Signboards and posters to prevent eve-teasing will be fixed at focal locations on the college premises.
12. Talks and discussions on gender issues are regularly organized, and a certified consultant is invited for counseling and guidance on gender issues.
13. The various college bodies such as IQAC, anti-ragging cell, a discipline committee, and grievance redressal cell work syncretic ally for gender issues by creating social awareness about gender discrimination.



  
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## **Policy Documents for Anti-Ragging:**

- 1) The college policy agrees with the UGC regulations on curbing the menace of ragging in higher educational institutions in 2009 and is committed to keeping the campus ragging free.
- 2) As per the UGC ragging regulations, 2009, state and central government directives, anti-ragging undertakings from students and parents are to be collected at the admission entry level, making them aware of the consequences of its violation.
- 3) Considering ragging as a cognizable offense, all the provisions of central and state government acts must be carefully followed.
- 4) The Anti-ragging cell must be constituted by the college principal, who has to work under their direct supervision.
- 5) Upon receipt of a ragging complaint by the Anti-ragging cell, the college has to seriously deal with such cases as per the university regulations, which may include reporting and registering it at the nearest law and order department.
- 6) Strict vigilance on student activities, especially during the admission period at the beginning of the academic year, must be stringently maintained.
- 7) Counseling facility to be provided by the Anti-ragging cell, in-house counselors, or professional counselors, if necessary. Their reports are to be submitted to the college principal regularly.
- 8) The faculty must also be directed to identify potential violators and susceptible victims by visible stress and palpable tension. Such cases should be communicated to the college anti-ragging cell for quick solution disposal.
- 9) On receipt of ragging-related instructions/information from central, state, UGC and court orders, the college anti-ragging cell updates the stakeholders regularly.
- 10) During the first few weeks or months of the academic year, special sessions may be arranged for new college entrants to prepare them for their socio-academic life on campus.
- 11) All the locations on the college campus with a higher possibility of ragging are to be identified by the college anti-ragging cell. Such areas must be under constant vigil and watch.





- 12) The college has to ensure active participation of maximum students in cultural festivals and activities so that the distinction of senior or junior is automatically erased.
- 13) The anti-ragging policy of the college is to be prominently displayed on the college website, included in the college prospectus, and mentioned in the admission-related documents, in addition to the display of anti-ragging slogans using electronic and print media available on the campus.
- 14) The college anti-ragging cell may be supplemented with a faculty squad, if need be, for deputation at vulnerable locations and times.
- 15) The anti-ragging cell has to ensure sensitization of parents about the rights and safety of their children/wards by leveraging the opportunities when they are likely to meet and interact. If needed, special sessions may be conducted.



  
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## Mentor-mentee policy:

### A) Introduction:

- a) We have high aspirations for all of our students and want to help them achieve and surpass their expectations and those of the people who teach and care for them.
- b) The policy aims to identify the strategies deployed to ensure outstanding levels of mentoring and guidance.
- c) Student mentoring in college is a one-to-one relationship between a student and the mentor that occurs over a prolonged period.
- d) The mentor provides consistent support, advice, and concrete help to a student to provide them with a positive role model.
- e) Some students involved in the mentoring program may be going through a complex and challenging situation, a period of life in which they need extra support, or they may need to have another significant adult present in their life.
- f) The goal of student mentoring is to help all students involved in the mentoring program gain the skills and confidence to be responsible for their futures and develop to their total academic and personal potential.
- g) The college will ensure that all learners receive the care, guidance, and support necessary to maintain and extend their personal development and academic progress.

### B) Guidance

- a) All students must receive regular and informed guidance, have a wide range of experiences, and understand where to get further information and advice. It will be evident through several initiatives, including;
  - b) Citizenship lessons
  - c) Individual learning reviews and target setting
  - d) Career guidance
  - e) Further and Higher Education guidance
  - f) Workplace learning experiences offered
  - g) Regular internal communications with students
  - h) Community involvement opportunities



- i) the relationship between the mentor and the mentee may be the only stability student knows and the only time anyone spends quality time with them.
- j) Therefore, the Institute stipulates that a student mentor spends a minimum of one hour every month with their mentee.

**C) Responsibilities of Mentor:**

- a) Maintain Mentor-Mentee Booklet.
- b) Maintain batch-wise student roll call list
- c) Keep contact details of students & parents
- d) Record of previous semester result
- e) Record of Mentor-Student meeting
- f) Provide information about students to each teacher whenever required.
- g) Student counselling should be done whenever required.
- h) Maintain a record of the monthly defaulter list
- i) Send letters to parents for parents to meet.
- j) Telephonic call records of defaulter students should be maintained.
- k) Leave application form of students along with necessary documents should be kept
- l) Maintain a record of monthly undertakings of defaulter students
- m) Maintain data of students' achievements
- n) Maintain discipline among students.

**D) Important notes about conduct and support:**

- a) Avoid making negative comments about instructors, assignments, or texts.
- b) Be clear about expectations for academic honesty and integrity.
- c) Draw a clear line between friendship and mentoring.
- d) Encourage students to communicate with professors and use campus services.
- e) Seek advice from the Academic Mentoring Program student assistants to your role.

**E) Peer Mentor**

- a) Peer mentors can be defined as; 'A body of students who have volunteered to undertake training so that they can offer support to other students experiencing particular problems, and help to reduce the amount of bullying in the college. The actual role of these students will be agreed upon between the students and the member of staff who coordinates them but could include the following aims;
- b) To reduce the amount of bullying in the Institute by supporting those involved
- c) To be a 'port of call' for students with problems
- d) To act as an additional service to that provided by staff - complementing rather than competing with it
- e) To be accessible to students of any age, sex, and background, Any adult in the college learning community who becomes a student mentor must be someone who will positively influence a mentee's life.
- f) The most crucial role for a student mentor is to be an adult who has time for a mentee person, cares about them, believes in them, and is committed to a long-term relationship with them.

#### **F) Requirements to be a Peer Mentor**

- a) An overall average of 55%
- b) A mark of 60% in a specific course for mentoring

#### **G) Characteristics of a Good Student Mentor**

- a) A good student mentor engages in a positive relationship with the student and gives them attention.
- b) The mentor needs positive self-esteem, reacts well to stressful situations, and tolerates frustrating conditions.
- c) They need to listen well and communicate on a level the student can understand and not be judgmental.
- d) The mentor must provide leadership and guidance and be a positive role model, nurturing relationships that respect the student's dignity.
- e) The mentor must always show up on time for sessions, be committed and accept their responsibilities.
- f) A good mentor will reinforce the student's successes and challenge them to do better, and be willing to give them a fresh start if there are any lapses.
- g) They will not break the trust they have established

#### **H) Benefits of a Student Mentoring Programme**

- a) Students benefit from the support and guidance of a caring adult or supportive peer and assistance with their academic studies.
- b) Students will experience greater self-esteem and be motivated to succeed.
- c) They will also receive encouragement to stay in education, progress to further and higher education, and receive assistance in choosing a career path.
- d) Mentored students will be encouraged to avoid using drugs and alcohol.
- e) The student will also improve interpersonal relationships with the college teaching staff and the student's family.

#### **I) Benefits to peer mentors**

- a) Adults who volunteer to mentor students increase their involvement in the learning community and recognize they can make a difference.
- b) They will gain new experience and knowledge about young people and the Institute community and contribute to the broader aims of community cohesion and regeneration

#### **F) Benefits to the Institute**

- a) A student mentoring scheme helps foster good community relations and contributes to the local and area targets for economic growth.
- b) Students will be more motivated and aspirational, improving morale amongst the learning community.
- c) Mentoring will maximize the achievements of individual students and groups of students at risk of underperforming and remove barriers to achievement for vulnerable groups of students.
- d) Mentoring enhances the skills of staff and students, improves student attendance, and increases student retention.


### **K) Peer Mentoring Coordinator**

- a) A member of the Institute staff will act as a coordinator for peer mentors.
- b) The person will be someone who wants to take on this role and is approved of by the group, not just a staff member who is just given the role as part of a job description. The role of the coordinator will be to provide guidance and advice for group members and to look after the emotional welfare of the students involved in the scheme.
- c) They will ensure that students involved in the project can cope with their academic commitments.
- d) They will organize and provide appropriate training in confidentiality, boundaries, listening skills, issues that can and cannot be dealt with by the students, and when to refer.
- e) The coordinator will help the group maintain a flow of new volunteers, assist general administration, and access a budget.
- f) They will act as a mediator within the group when problems arise and deal with complex issues,

### **L) Benefits of peer mentoring**

- a) Peer mentoring is voluntary, and therefore the students involved are motivated.
- b) It also helps to boost the self-esteem of those involved.
- c) Peer mentoring provides realistic role models for other students and enables the volunteers to learn new and transferrable skills.
- d) It can form part of community service/citizenship activities and is of benefit to the whole Institute community



  
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## Policy Documents on Code of Ethics:

1. The college's human values and professional ethics policy focuses on providing quality education to all students in the classroom without favouritism or discrimination, treating them equally with love, care, and affection, and a commitment to teach good values.
2. All teachers must show a particular concern for students by motivating them wherever possible to be acknowledged as role models by the students.
3. The teachers should exercise absolute fairness in assigning marks/grades during their internal and external assessments.
4. All teachers must respect the rights and dignity of the students in expressing /her opinion.
5. The student community has varying aptitude and capabilities, with each student different from every other student.
6. The teachers must recognize these differences and try to meet the needs and aspirations at the individual level to the extent of possibility
7. Human values and ethics play a distinctive role in moulding a student's psyche. These need to be touched upon by the teacher utilizing presenting the importance of values by linking them to the subject being taught at any stage of student interactions, whether in classroom teaching or practical sessions. It will have higher acceptability than dedicated sessions for the same.
8. Blood donation camps and visits to hospitals, nursing homes, and orphanages can effectively inculcate the spirit of generosity and sacrifice towards fellow humans. Hence such events are highly encouraged.
9. The college is committed to providing Divyangjan or differently abled students' equal opportunities for accessing all the facilities available on the campus as per the mandate under the Rights for Persons with Disabilities (RPWD) Act, 2016 and "Suganya Bharat Abhiyan" of the Government.
10. Convenient locations of classrooms and examination rooms for the differently abled students are to be allotted.
11. Additional time during examinations and service of scribes is to be provided for physically challenged students as per the Government rules and affiliating university.
12. For easy access to college buildings, ramps are provided for convenience.
13. A unique toilet with additional fixtures is provided for the use of disabled students.



  
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## **Policy Documents on Environment Sustainability, Waste Management, and Green Initiatives**

1. The college is dedicated to implementing, maintaining, and improving environmental management processes on the campus to reduce its carbon and environmental footprint. Consciousness about ecological balance and the impact of its disorder on sustainability is deep-rooted in the ethical framework of the institution.
2. The college is committed to improving the natural environment through pollution prevention and control, eco-friendly disposal of waste (specifically electronic waste), and green initiatives for sustainability and survival. Any biodegradable, recyclable enterprise has to be encouraged, giving utmost priority.
3. As per the directives of the central and state government in environment-related matters, all government policies and procedures must be carefully followed.
4. Wherever possible, using toxic, hazardous, and environmentally unfriendly substances is to be avoided or reduced to minimal, whereas using sustainable resources is to be maximized.
5. The campus's biodiversity must be protected and improved by all available means.
6. The development and implementation of sustainability-related research and teaching initiatives should involve practicality.
7. The college is committed to maintaining a rigorous and eco-friendly waste management mechanism and abiding by the principle of the green protocol.
8. The college acknowledges its responsibilities and obligations to contribute its share in resolving local and global environmental issues by minimizing its environmental impact.
9. The college subscribes to Reduce, Reuse and Recycle initiatives and encourages all its stakeholders to reduce individual waste generation as an ethical commitment.
10. All institutional activities have to revolve around the principles of plastic reduction and lesser waste generation.
11. The waste management measures introduced by government departments and scientific agencies will be implemented in the campus wherever possible.
12. Efforts must be made to ensure all the college stakeholders know the college waste management strategy policy.
13. Wherever possible, waste items are to be identified for reuse either internally or in association with third parties.



14. Programs that nurture the environment quality and biodiversity protection throughout the region are encouraged to be introduced.
15. Targets of achieving environmental performance are to be set in the areas of green initiatives.
16. Efforts must be made to make the campus plastic free to a maximum extent. Use alternative items instead of plastic to be promoted and earn the institution to abide by the principle of the green protocol.
17. Steps to be taken for harnessing solar energy to its maximum by installing solar energy panel as an alternative energy source in the open areas of campus.
18. Minimal use of paper to be practiced using electronic platforms for academic and administrative purposes.
19. Composting, bio-manure, and other onsite treatment options will be implemented on the campus wherever possible. Construction of compost pit to utilize the dry waste generated due to fallen leaves, etc., and vermicomposting to avoid chemical fertilizers.
20. Rainwater harvesting plant to be installed for collection and use of rainwater in an efficient manner.
21. Design and implement horticulture and medicinal plant gardens to add to the college green cover. Plantation of plants that release a higher amount of oxygen in the atmosphere, thereby helping in air purification.
22. No Vehicle Day is to be practiced at least once a month to reduce air pollution.
23. Implement energy efficiency by decreasing greenhouse gas emissions and carrying out low carbon activities/methods on the campus.
24. Identify and replace equipment/gadgets such as printers, scanners, etc., which are old, outdated, and heavy power consuming.
25. Replace incandescent bulbs and tube lights with energy-efficient light bulbs and tubes which consume very little electrical power, thereby helping keep energy efficient campus.
26. Continuously track and monitor energy usage on the campus by conducting an energy audit and implementing ways to increase energy efficiency wherever possible.



  
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## **Policy on Advanced and Slow Learners**

This policy paper is recognized as the "Policy on Advanced and Slow Learners" of the college. Through this policy, the college pronounces its assurance to the vital facilitation and prop up to the advanced learners to be excellent achievers and slow learners to be better performing and achieving students in the academic and personal life.

The policy also persuades the teaching departments to develop robust strategies and scientific implementations to benefit the advanced and slow learners in the college education system without forgetting the average performers.

### **1. Introduction:**

- a) The college is an academic institution for higher knowledge generation and dissemination through practical research and teaching programs.
- b) The college is offering graduate programs to students from the rural area.
- c) Most students are from rural backgrounds and represent the middle or lower middle-class social environment.
- d) The college is government funded and a self-financed institute that caters to the needs of the students from SC/ ST/ OBC/ EWS and the minority communities.
- e) Admission to all the programs is through a comprehensive policy and reservation rules, and students can get admitted to any program from any discipline.
- f) The ultimate aim of the programs in the college is to make all students admitted to the college equipped and competent to face the challenges of life and contribute to social development through critical reflection and academic achievements.
- g) It is possible by making the academics more exigent and capable for the advanced learners.
- h) Some students can do well in every educational program and learn more with comprehension capacity, retention ability, and hardworking practice.
- i) On the other side, some students may find disadvantages in their learning process due to various personal or systemic reasons.
- j) In both these situations, the students need special attention and interventions to make their learning activity more enriching and practical.



## **2. The Concepts:**

### **A) Advanced Learners:**

- a) The term advanced learner in this policy refers to the students who can engage in learning activities faster than the other students in the class, achieve high scores, and make significant achievements in their life.
- b) They are more potential with their comprehension, retention, memory, critical thinking, creativity, and contextualization practices.
- c) They also may have hardworking behaviors and usually achieve more than most classmates.
- d) These students are, to a great extent, more gifted and talented than the others in the class, and these students can take up higher level learning and academic responsibilities.
- e) They can bring some new concepts and strategies and take the lead in the teaching-learning activities.

### **B) Slow Learners:**

- a) The slow learners are always the poor achievers and lag with academic life.
- b) They may fail exams or will score only poor grades.
- c) They will find it challenging to understand the lessons and may have difficulties in their comprehension, retention, reproduction, and integration.
- d) They may fail in articulations and critical reflections. Their motivation levels may also be poor, and they may find it difficult to adjust to the teaching-learning process and can drop out or fail the program.
- e) The poor performance may not be a sign of insufficient capacity or talent. Still, it may be due to inappropriate teaching methods, low-income family situations, inadequate motivations and support, unscientific learning practices, or even the inability to converse in an unfamiliar language.

### **C) Methods of assessment:**

- a) The students can be assessed to identify their learning levels by different mechanisms.
- b) The merit in the qualifying examinations, Competitive entrance examinations, and the performance in the initial stage of the program, including the bridge program and orientations assessed through the qualitative methods, can be taken as indicators of their achievement as they get admitted to the program in the college.
- c) This level can be set as the benchmark for the student. Subsequently, they can be assessed continuously through the examination results at various levels and stages, their performances in the extracurricular and co-curricular activities throughout the program.
- d) The assessment procedure can be a statistical process of making the three levels High, Average and Low based on the central tendencies.
- e) The change in the students and the levels of achievements can also be compared with the previous semester so that the advancements can be assessed and appropriate interventions can be made.



#### **D) Policy Guidelines for Advanced learners**

- a) Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher-level competitive examinations
- b) Motivating them to involve in research projects to teach research orientation and higher studies aspirations
- c) Helping them to participate in group discussions and technical quizzes to develop analytical and problem-solving abilities and improve their presentation skills. Encouraging them to participate in National International Conferences and also to make presentations
- d) Stirring the advanced learners to make quality publications and creative contributions to the academic as well as to the practical world
- e) They are given special prizes and special facilities like digital library laptops and unique scholarships for making their ideas visible.
- f) Start-ups are offered to advanced learners, and seed money can be provided to implement their innovative proposals.
- g) The mentors give higher goals and make the advanced learners get higher levels of personality development and stress management training.
- h) They are made the supporters of the average and the slow learners.


#### **E) Policy Guidelines for Slow learners:**

- a) The slow learners are not labelled as poor achievers or problem students in the class or department, so their motivation and interest are not negatively affected. It can also make them more stressed and introverted in class.
- b) They should be treated like any other student in the class but can be provided extra classes for improvement and achievement.
- c) The department and individual teachers help the slow learners by giving proper guidance and support to them.
- d) Organize bridge classes and remedial programs for them.
- e) Conduct extra classes for the problematic subjects (based on the previous university results) in the curriculum.
- f) Special attention is given to the students in the tutorial classes, who are identified as slow learners.
- g) Slow learners are advised and counselled by a teacher, guardian, and subject expert.
- h) Corrective classes are conducted for the weaker students based on the results of class tests.
- i) The students are given training on communication skills, personality development, time management, and motivational sessions.
- j) Design special coaching sessions or tutorial sessions to bridge the gap between slow learners and advanced learners are provided.
- k) The tutor, mentor, and the counselling cell give academic and personal counseling to the slow learners.
- l) Bilingual explanations and discussions are imparted to the slow learners after the class hours for better understanding.
- m) Provision of simple and standard lecture notes/course materials and excellent exam preparation will be good.

- n) Getting the support of the advanced learners to the slow learners makes their learning process more participatory and exciting.
- o) Peer education strategies are effectively used
- p) Encouraging group learning activities and practices will be helpful for slow learners. The support of the alumni is also effectively used to motivate and mentor slow learners.

Giving additional inputs to the advanced and slow learners is not an effort to make the students average achievers but to make everyone better achievers. Even if the students are identified as slow or advanced learners in the class, they should not be labelled as extraordinary or poor. Still, they need to be treated equally in the class with supportive care and appropriate pedagogical systems so that the talented can achieve more achievements and the less capable also achieve their goals in life. The mentoring and facilitating efforts of the teachers and the university administrative system will be a significant investment in achieving the best result and performance for the students.



  
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Krishnai Shikshan Prasarak Mandal Lotur's

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**R.A.Tat**  
President

**Dr. B.M. Gore**  
Secretary

**Dr. Babasaheb Gore**  
Principal


Ref. No.

Date :

## Policy Documents on Study Tours:

1. Study tours are an excellent source of enhancing the experiential learning of students. The college adopts the following procedures in organizing study tour programs and guidance to faculty and students.
2. The government rules, directives, and policies in study tours must be given the highest precedence, ensuring they are carefully followed.
3. Before organizing study tours, the proposed study tour's purpose and specific educational objectives must be identified for development.
4. During the study tour, the participants must be compulsorily oriented to help them achieve appropriate personal, social, and academic development.
5. The staff/student ratio and involvement of staff competent to deal with contingencies must be adequately identified and considered before delegating the team for study tours. The staff members qualified to supervise, control, and guide the participants during the study tours must be handpicked for deputation.
6. Before embarking on the study tours, the necessary arrangements (such as transportation, accommodation, food, finances, etc.) and other support services should be well planned and brought to the information of college authorities. The green signal for proceeding on the study tour will be given after it is effectively done.



  
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## Policy Documents of NSS

### NSS GUIDELINES

#### BASIC CONCEPT OF NSS:

**Motto** : "Not me But you."

**Aim** : Personality Development of Volunteers through community service.

#### **Objective:**

- I) Understanding the community in which they work.
- II) Understand their community.
- III) Identify the needs and problems of the community and involve in Problem solving process
- IV) Develop among them a sense of civic and social responsibility
- V) Utilize their knowledge in finding practical solutions to individual and community problems
- VI) Develop competence required for group-living and sharing of Responsibilities
- VII) Gain skills in mobilizing community participation
- VIII) Acquire leadership quality and a democratic attitude
- IX) Develop the capacity to meet emergencies and natural disasters
- X) Practice National Integration and Social Harmony.

NSS Symbol is based on the chariot wheel of the Konark Sun Temple situated in Orissa. These giant wheels of the Sun Temple portray the cycle of creation, preservation, and release and signify the movement in life across time and space.

The symbol's design, a simplified form of the sun-chariot wheel, stands for continuity and change and implies the continuous striving of NSS for social transformation and upliftment.



**NSS Badge:**

The NSS symbol is embossed on the NSS badge.

The NSS volunteers wear it. While undertaking any community service program, the Konark wheel in the symbol has eight bars representing the 24 hours of the Day. Hence, the badge reminds the wearer to be in readiness for service of the nation round the clock, i.e., for 24 hours. The Red colour in the badge indicates that the NSS volunteers are full of blood, i.e., lively, active, energetic, and full of high spirit. The Navy Blue colour indicates the cosmos of which the NSS is a tiny part, ready to contribute its share for the welfare of humankind.

**NSS Day:**

NSS was formally launched on 24th September 1969, the birth centenary year of Father of the Nation. Therefore, 24th September is celebrated annually as NSS Day with appropriate programs and activities.

**NSS Song:****NSS Unit:**

One Programme Officer & 50 male or female students volunteer under their supervision.

**NSS Advisory Committee :**

One NSS Advisory Committee should be formed to guide the Programme Officer. The member of the committee as follows:-

- Chairperson – Principal
- Senior Teaching Faculty Members/ Ex- NSS Programme Officer- Member
- Two NSS volunteers – Member
- Representative of Development Deptt. – Member
- Representative from an adopted place – Member
- Programme Officer - Member Secretary

The Programme Officer should convene the College NSS Advisory Committee's meeting at the beginning of the academic session to plan the NSS regular activities and special camping program. Programme Officer should prepare the calendar of NSS activities and forward the same to the Programme Co-ordinator, State Liaison Officer, and NSS Regional Centre.

**Classification of NSS Programmes:**

**NSS activities have been classified into two major groups:-**

**A) Regular NSS Activities:**

Students undertake various activities in the Adopted villages, college/ School campus, and urban slums during weekends or after college hours.



## **B) Special Camping Programme:**

Camps of 7 days are organized in adopted villages/urban slums during vacations with some specific project involving the local community. 50% enrollment of NSS volunteers is expected to participate in these camps.

### **NSS Regular Activities :**

The volunteers undertake various activities in adopted villages and urban slums for community service.

### **They should put in 120 hours of service, such as:**

- i) Orientation of NSS volunteers - 20 hours. (Lectures, discussions, field visits, audio-visuals)
- ii) Campus work/ project involved in the projects for the benefit of institution and college students - 30 hours
- iii) Community service is adopted in villages/ urban slums – 70 hours

### **Adoption of villages :**

- a) Village adoption Programme should ensure continuity of work.
- b) Concentrate the work in one village for development.
- c) Select a village where "Leadership" is well established.
- d) Take the help of the District Level Development Officer to select the village.
- e) Selected village should be within a short distance from the college so that constant contact can easily be made

### **Special Camping Program:**

The special camping program provides a unique opportunity to the students for group living, collective experience sharing, and constant interaction with the community. Special camping is organized generally on National Importance Issues. Every year, 50% of such NSS Unit volunteers are expected to participate in special camps that are of 7 days duration.

### **Special Camping Preparation at the Unit level:**

Program Officers will consult relevant departments, panchayat, local bodies, and concerned officials while preparing the project. They will ensure tools and types of equipment required for the projects in the camp are available in sufficient number. PO should make the pre-camp visit to the area for making proper board and lodging arrangements. He/she must ensure sufficient facilities of latrines and bath are available. Care must be taken to see that necessary facilities are available to girl students to maintain their privacy and meet their needs. The PO should impart training to the NSS volunteers in which all the details of the project should be given.

**Administration of the camp:**

- All NSS volunteers participating in the camp should be divided into two groups. Each one will undertake activities according to one's aptitude, educational qualifications and skills.
- The management of the camps may be done through committees, which take care of various aspects of camp life: such as mess committee, Programme committee, project committee, cultural Programme committee, general discipline committee, reception and guest committee, health and sanitation committee, Documentation and publicity committee etc.

**Lodging arrangement:**

- i. The lodging arrangements of the camp should be made in a building of the village or Panchayat School.
- ii. In case of non-availability of a community building like Panchayat house etc. other place in village should be utilized for such purpose with the consent of the influential peoples of the village.
- iii. No camp should be held in the premises of the college/ school. The NSS volunteers must reside in the adopted area where the camp is being held.

**Board arrangement:**

Simple, nutritious, and balanced food should be provided in the camp with locally available materials

**Suggestive Model Schedule:**

Morning assembly and Physical Exercises 06.00 a.m... to 06.30 a.m.

Breakfast and collection of tools etc. 06.30 a.m. to 07.15 a.m.

Project work 07.30 a.m. to 12.30 a.m.

Personal hygiene 12.30 p.m to 01.00 p.m.

Lunch 01.00 p.m. to 02.00 p.m

Rest 02.00 p.m. to 03.00 p.m.

Talks by eminent visitors Followed by discussion 03.00 p.m. to 05.00 p.m.

Community visit 05.00 p.m. to 06.00 p.m..

Recreation and Cultural programme. 06.00 p.m. to 08.00 p.m.

Dinner 08.00 p.m. to 09.30 p.m.

Review of Day's work 09.30 p.m. to 10.00 p.m.

Light off 10.00 p.m.

The schedule may be changed according to situation.

**Publicity :**

Adequate attention should be given for proper publicity of the camp through press, radio, television , local newspapers and documentaries.

**Reports and accounts:**

The Programme Officer has to submit a detailed report of the camp with accounts to the Programme Co-ordinator of the concerned University/Council/SLO and Regional Centre within fifteen days after completion of the camp

**Follow up action:**

The follow up of the camp in the adopted villages/slums should be undertaken as one of the regular activities of the NSS Unit. The adopted village/slum which are located nearer to the college should be adopted by the college which is easy for follow up the special camps projects through local community

**Evaluation:**

Co-ordinator TOC; Programme Co-ordinator of University/Council State & Regional functionaries should visit the camp and encourage the students and guide them whenever necessary.

Programme could be evaluated by independent organization. Camp evaluation may be done on the last Day of the camp by questionnaire duly filled up by the participants. Evaluation will help to get feedback for future camps.

**Financial pattern of expenditure for special camping programme**

At present the permissible expenditure for a 7 days special camp is Rs. 450/- per camper. (450 x 25 = Rs.11, 250/- )Rs. 65/- approximately per camper per Day for board, lodging and transport and contingency expenses etc

The expenditure on day camp on food, transport and incidentals etc. will not exceed Rs. 12/- per camper per Day. The expenditure on 25 volunteers in a 7 days camp should be limited to Rs. 3000.00

**Audit and Inspection of Reports:**

Accounts are liable for inspection and audit. Proper care should be taken to maintain proper records of expenditure in the camp. The records and accounts will be produced before the concerned University/Council, AG and Local Fund Audit Authorities, Chartered Accountant for inspection and audit whenever demanded.

**Planning at Institution Level:**

PO is responsible for implementation of NSS programme in the college. PO plans the activity in such a way that the inter-action of different sections of the community are favourable, encouraging and satisfactory. Each unit consists of 50 NSS volunteers and functions under a member of teaching faculty who is known as Programme Officer.

## **Suggestive calendar of Activities :**

### **1. July**

- (a) Submission of Quarterly Report to the NSS Programme Coordinators.
- (b) Drive for Enrolment of NSS volunteers.
- (c) Plan for Vanmahotsasva Week 1st to 7th July.

### **2. August**

- (a) Completion of Enrolment
- (b) Constitution of College / +2 Level NSS Advisory Committee.
- (c) NSS Advisory Committee Meeting
- (d) Beginning of the Regular activities
- (e) Orientation of NSS volunteers.
- (f) Plan Environment Enrichment & Tree Plantation
- (g) Talk on Disaster Management with NSS volunteers.
- (h) Adoption of villages by NSS Unit.
- (i) Plan for literacy in adopted village.
- (j) Health service & Awareness.

### **3. September**

- (a) Submission of Quarterly Report
- (b) Celebration of NSS Day.
- (c) International Literacy Day and Week (8th September)

### **4. October**

- (a) Enrolment Report to Programme Co-ordinator.
- (b) Organisation of Special Camp.

### **5. November Ekta Week may be observed from 19th to 25th November**

- (a) 19th November: National Integration Day
- (b) 20th November: Welfare of Minorities Day
- (c) 21st & 22nd Nov. : Weaker Section Day
- (d) 23rd November: Cultural Unity Day (e) 25th November: Conservation Day

## **6. December**

- (a) 1st December: World AIDS Day
- (b) Organisation of Special Camp

## **7. January**

- (a) Submission of quarterly reports.
- (b) National Youth Week
- (c) 12th January: National Youth Day (Birthday of Swami Vivekananda)
- (d) Republic Day

## **8. February & March**

- (a) List of the senior volunteers who completed the required 240 service hours may be prepared for certificate.
- (b) Women's Day (8th March)
- (c) IInd Advisory Committee Meeting

## **9. April**

Accounts / quarterly report (January to March), submitted to the Programme Co-ordinator.

## **10. May & June**

- (a) Continuation of Literacy Campaign.
- (b) World Environment Day (5th June)

### **Organization and Administration of NSS Unit:**

- NSS Unit - Unit should have a strength of 50 volunteers at College campus.
- NSS Programme Officer should create the environment of NSS in the colleges and encourage the students of minority community, SC/ST, foreign students and girls' students to participate in NSS activities.
- Students having NCC not to be allowed to join NSS.
- One NSS Programme Officer will be in charge for one unit and he should be from teaching faculty. Programme Officer is responsible for planning and implementing the NSS activities under the supervision and direction of the principal of the college. He will carry out the instructions issued by Programme Co-ordinator, SLO and NSS Regional Centre as per the NSS Manual.
- The approach of the NSS Programme is to prepare the NSS volunteers for democratic, self-discipline and self-reliant way of life.
- It is expected that authorities from institution would provide a separate room along with furniture and other services

- The institution also facilitate for the storage of NSS materials and equipment.

i) The articles purchased out of NSS funds will be stored separately and use for NSS purpose only.

ii) The articles purchased by NSS will be entered in the stock registers as per the financial rules.

iii) The charge of NSS stores and materials is properly handed over at the time of change of Programme Officer.

### **Records and Registers:**

1. Cash Book & Pass book – Separate NSS Cashbook & Pass book for each unit should be maintained. Saving Bank account should be opened in any Nationalised Bank in favour of Principal & Programme Officer jointly to run NSS fund.

2. Enrolment Register:-Enrolments register should have information of the students enrolled in NSS in a Unit such as name, sex, SC/ST, class, interest, experience in NSS and other service activity.

3. Project Register:-This register will be maintained with the help of students by the PO. A list of project undertaken during the year with complete information of each project such as dates, places, areas, institutions, target group, no. of students involved (their name, roll no. and signature), outcome of the activity, beneficiaries in a particular project, other agency collaborated and financial allotment.

4. Stock Register:-The Stock Register may be maintained listing separately consumable and non-consumable items. An issue register may be maintained for verification and periodic spot checking.

5. Attendance Register: - Attendance of student volunteers at the various sessions/ camps of NSS must be recorded with their signature.

6. Minutes Book: - PO should record the minutes of the meeting of the Advisory Committee and other meetings held periodically.

7. Work Register:- The detail activities to be recorded in this register.

8. Notice file – To keep all notices.

9. Press clipping file.

10. Photo / CD Album.

11. Dead Register.

12. Voucher file.

13. Work diary of Programme Officer.

14. Work diary of Volunteer.

## **Programme Officer –**

Appointment, duties and functions: The Programme Officer is expected to motivate student youth to understand the values and philosophy of NSS. The overall function of Programme Officer is to help the students, to plan, implement, and evaluate the activities of NSS under his/her charge and give proper guidance and directions to the student volunteers. To discharge his/her obligations under NSS the Programme Officer plays the role of an organizer, an educator, a co-ordinator, a supervisor, an administrator and public relation officer to improve the quality and magnitude of NSS programme in his/her institution.

### **Selection of the Programme Officer**

The selection of the Programme Officer will be made by the principal of the institution in consultation with the Programme Co-ordinator of the respective university/ +2 level.

### **Qualifications**

- i) Programme Officer will be selected from the members of teaching faculty only.
- ii) NCC Officers and Physical Education Directors should not be appointed as NSS Programme Officers.
- iii) In women college/girls schools a lady teacher should be appointed as Programme Officer.
- iv) A teacher who has high level of motivation, inclination and aptitude for community work and above all very good rapport with students should be preferred as Programme Officer.

### **Tenure**

The maximum period for which a teacher is appointed as Programme Officer will be 3 years in the first instance. However, this period is extendable up to 6th years, on the basis of the review of his/her performance by the Principal and Programme Co-ordinator

### **Training/Orientation**

The Programme Officer will be sent for orientation course within 3 months of his/her selection. The Programme Officer must undergo the orientation training within one year of the date of his/her selection. In case the orientation is not conducted in the stipulated period of 3 months. The principal of the institution will intimate to the Programme Co-ordinator,

### **Functions of Programme Officer**

#### **The Programme Officer will perform the following functions:-**

- a) He/she will plan the NSS regular activities and special camping programme as per Programme guidelines issued by the Government of India and Programme Coordinator of the concerned University
- b) The Programme Officer will ensure that NSS volunteers complete the prescribed hours in regular activities and participate in special camping programme as per requirements. The orientation of the NSS volunteers should be conducted in a befitting manner and 20 hours should be devoted to orient the NSS volunteers.

c) He/she will divide the NSS Unit into different groups and assign the definite task and targets and projects to each group.

d) He/she will supervise the working of NSS volunteers. e) He/she will ensure that the basic aim of NSS programme i.e. personality development of NSS volunteers, interaction of the different classes of society take place harmoniously and the NSS volunteers and community are benefited from the activities of NSS unit.

f) He/she will maintain the necessary records and registers prescribed by Government of India and Programme Coordinator of the University.

g) He/she will be responsible for the equipment and stores purchased out of NSS funds. He/she will hand over the charge of NSS equipment and stores to his/her successor at the end to his/her tenure. h) He/she will spend the NSS grants as per administrative and financial directives of the Government of India and NSS Programme Co-ordinator.

i) He/she will depute NSS volunteers for participation in various programmes sponsored by the Ministry of Youth Affairs & Sports, Government of India such as National Integration Camps, Adventure Programmes, Republic Day Parade and any other function organized by the NSS Regional Centre and concerned university.

j) He/she will submit the reports to the NSS Regional Centre Programme Co-ordinator, NSS State Liaison Officer and TORC/TOC periodically.

k) He/she will ensure the submission of accounts in time. The accounts may be audited from a chartered accountant or departmental auditor along with the utilization certificate.

l) He/she will liaise with the officials of the department for NSS projects and activities. He/she will also coordinate with the voluntary organizations working in the field of community development in general and youth work in particular.

m) He/she will convene the meeting of the college advisory committee in consultation with the principal of the institution as laid-down in the NSS Manual.

#### **Out of Pocket Allowances:**

The Programme Officer, NSS conducts and supervises the NSS activities and for that he/she has to incur expenditure on meeting people, placement of students and travel within municipal limits and adopted villages. This expenditure is reimbursed in the form of out of pocket allowance. The Ministry of Youth Affairs & Sports, New Delhi has revised the out of Rs. 400/- per month in case of a full unit of 100 NSS volunteers. The admissible out of pocket allowance to the Programme Officer in case of smaller units of 75/50 volunteers will, be @ Rs. 200/- per month.

N.B. : Out of pocket allowance admissible to the Programme Officer is exempted from the payment of Income tax as per circular No. 1-12/77/SY dated 27th July, 1977.

#### **Financial Pattern :**

Each NSS Unit should get Rs. 172/- or Rs. 177/- per volunteer per year from the Regular grant of Rs. 250/- from the Programme Co-ordinator of the concerned university / +2 council for the implementation of NSS regular activities i.e. university/ +2 council having full time



programme condition NSS will deduct Rs. 30/- towards administrative expenditure per volunteers whereas university/ +2 council having part time programme condition will deduct Rs. 25/- per volunteer. Out of this grant an expenditure of Rs. 172/- or Rs. 177/- per volunteer per annum is incurred on the college/school level expenditure for a unit of 50 NSS volunteers. The establishment expenditure at college/school level is suggested as under;-

Sr. No.	Head	Amount
1	Refreshment 60%	Rs.5160/-
2	Travel -25% (15% for P.O. & 10% for Volunteers)	Rs. 1290 for P.O. & Rs.860/- for Volunteers.
3	Purchase of Implements – 10%	Rs.860/-
4	Miscellaneous – 05%	Rs. 430/
	Total	Rs.8600/-

#### **Financial pattern of NSS special camping program:**

The admissible expenditure on annual special camping programme will be Rs. 450/- per campers for 7 days.

Total amount for a unit is Rs.11250/-

#### **Banned/Non-permissible Expenditure:**

- a) Purchase of luxury items and costly audio-visual aids like VCR, TV etc.
- b) Cash Awards/cash incentives to NSS volunteers or others out of NSS grants are not permissible.
- c) Expenditure on celebrating formal ceremonies or giving costly gifts and awards out of NSS grants is not permissible.
- d) Purchase of vehicle out of NSS grants is not admissible.

#### **Pattern of Financial Expenditure on Special Camping Program:**

##### **a) Day & Night Camp :**

- i) Under the Special Camping Programme, camps of 7 days are organized during the vacations.
- ii) Only 50 percent of the NSS strength in a university/ college/ school participates in these camps during a year.
- iii) An expenditure approximate up to Rs. 450/- per Day, per camper is to incur on board and lodging of campers, transportation of campers to the venue of camp and back and some miscellaneous expenditure. The total expenditure per volunteer for 7 days camp should not exceed Rs. 11250/-.

##### **b) Day Camps under Special Camping Program:**

- i) The general policy is that day camps under special camping should not be organized as it is not in the spirit of group living and collective experience sharing in a special camps.

ii) However, in the exceptional cases, where night stay is extremely difficult, the University may permit a college to organize day camps.

iii) An expenditure of Rs. 12 /- per volunteer per Day will be permissible in the exceptional cases

### **Submission of Special Camping Programme**

#### **Accounts:**

a) The NSS Units/Colleges/Schools will submit the accounts of NSS funds received for organizing the annual special camp of 7 days, to the Programme Co-ordinator of the respective University/ +2 level school within 15 days after the completion of the camp.

b) The accounts will get audited by the officials of the Accountant General/Local fund or a Chartered Accountant.

c) The statement of the audited accounts duly certified by the auditing authority along with utilization certificate will be furnished to the Programme Co-ordinator within the stipulated period.

### **Submission of Accounts of Regular Activities**

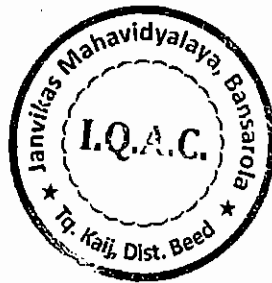
#### **Grants:**


a) The NSS Unit of the college/school will submit the accounts of the funds received for NSS Regular activities to the Programme Co-ordinator with in the stipulated time.

b) All the provisions regarding the audit, statement of accounts and utilization certificate applicable to the accounts of special camping will be applicable to the regular activities accounts. A copy of is to be endorsed to the NSS Regional Centre concerned.

#### **Production of Financial Records:**

The records and registers pertaining to NSS accounts are open for inspection by the officials of the Accountant General, Local Fund Audit, State Liaison Officer and the NSS Regional Centre concerned. These records will be produced before these officials of demand in discharge of their official duties.



  
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