



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**RASHTRIYA SAHAKARI SHIKSHAN PRASARAK  
MANDAL LTD. SANSTHA'S NANASAHEB  
YASHAVANTRAO NARAYANRAO CHAVAN ART'S,  
SCIENCE AND COMMERCE COLLEGE CHALISGAON  
DIST. JALGAON**

**HIRAPUR ROAD CHALISGAON  
424101  
[www.rashtriyacollege.com](http://www.rashtriyacollege.com)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Our College Nanasaheb Yashwantrao Narayanrao Chavan Arts, Science and Commerce College (formerly Rashtriya College) was established in 1983-84 on non-grant basis. The college came under grant-in-aid category in 1989. The college has a permanent affiliation to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. It is under the aegis of The Rashtriya Sahakari Shikshan Prasarak Mandal Ltd. Chalisgaon established in 1953, with the noble goal of advancing higher education in rural area. The founder Chairman, dedicated grassroots social workers, a visionary educationist and freedom fighter committed to establishing educational institutions in underdeveloped and educationally deprived rural areas started this institution along with like-minded people. There are 24 High Schools, 05 Junior Colleges, 03 Primary Schools, 01 Ashramshala (Residential school), 04 Hostels, 01 Girls' School, 01 School for Blind Students and 01 Senior college which now also includes Management studies like BCA, BMS e-commerce.

The college has been progressing academically since its establishment and has secured 'A' grade in the NAAC Re-accreditation with CGPA 3.10 in its 2nd Cycle of Assessment in 2012, and B++ in 3rd cycle in 2019. The college offers 4 PG (Botany, Computer Science, Zoology and Geography) programmes and 18 UG. There are 18 Research guides for Ph. D. guidance. The college also has the 02 University Recognized research laboratories for. Besides, the college runs B. A. and B. Com., M. A. and M. Com. programs under Distance Education Center Yashwantrao Chavan Maharashtra Open University.

For centralized admission for PG our college is recognized as ARC center. We are also recognized center for "Online evaluation" of University examination, for colleges in our Tahasil. We are also recognized IIRS centre for online courses on GPS by ISRO, Deharadun. Aligns with the new National Education Policy (NEP), we lay emphasis to integrate with the Indian Knowledge System. Due thrust is given to Outcome Based Education, incorporating cutting edge learner- centric approaches, ensuring social outreach and participation as well as electoral literacy, strengthening the pillars of democracy. The college also gives immense significance to ensure sustenance of a harmonious ecological balance.

The college carries several extension activities in nearby community through its units of National Service Scheme, Student Development Committee and Yuvati sabha Cell. The college has signed 17 Memorandum of Understanding. To inculcate research culture among students activities like poster presentation, PPT presentation, Avishkar presentation etc. or organized. Faculty has published 170 research papers in recognized journals.

### **Vision**

Imparting instruction in Social Sciences, Humanities, Commerce, Management and Information Technology with humanitarian, national and global outlook.

### **Mission**

- Knowledge that liberates (Sa Vidya Ya Vimuktaye)

- To impart education in the different disciplines of knowledge.
- To develop a sense of responsibility amongst the students as the citizens of the nation.
- To contribute to all round development of the students' personality

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

### Institutional Strength

- Guided by a visionary and proactive Management/Sanstha, demonstrating effective leadership and innovative strategies.
- Situated conveniently near the bus stand and railway station, ensuring easy access and a secure environment for female students.
- Robust Infrastructure: Physical Facilities includes **36** classrooms, **11** laboratories, a playground, a gymnasium, two University-recognized research labs, and a Central library.
- IT Resources: Equipped with **169** computers, printers, scanners, smart boards, LCD projectors and comprehensive Wi-Fi connectivity.
- Research-Oriented Faculty, Academic Credentials: **28** Ph.D. holders, **3** M.Phil. holders, 3 VCRMS Research Projects (MRPs), and **18** research guides. Teachers published **150** research papers/articles, underscoring a strong emphasis on research.
- A hostel with a capacity for 64 female students, featuring recreational facilities.
- Offers approximately 55 Certificate of Proficiency (COP/Add-on) programs in addition to regular undergraduate and postgraduate courses for the last five years.
- Consistently produces merit holders and toppers in the University merit list.
- Recent installation of GIS technology in the Geographical department, enhancing academic and research capabilities.
- Actively engages in social causes such as Yoga, Blood donation, Cleanliness drive, Tree Plantation, Rain Water Harvesting and providing support to families affected by COVID-19.
- Facilities are utilized by various NGOs like the Rotary Club, Rotaract Club, and Rashtra Sewa Dal, as well as governmental bodies including the Election Commission, Zilla Parishad, Tehsil office, B.D.O. office, and local police stations.
- Garnered prestigious recognition and accolades from Rotary Club, Daily News Papers, and International/National Research Institutions. Regularly achieves awards in events such as Gandhi Vichar Sanskar Pariksha, University Yuvarang Festival, Research Convention "Avishkar," and various quizzes and competitions.
- Efficiently conducts YCMOU, Nasik courses at the institution, receiving commendations from the university.

### Institutional Weakness

- The College's location is constrained by government offices and PWD main roads, restricting possibilities for physical expansion.
- There is a lack of exposure to industries, which impacts opportunities for on-job training, internships, and student placements.
- Many guardians have a traditional mindset hence less progression and placement.

- There are few collaborations or Memorandums of Understanding (MOUs) with industries and business firms, limiting practical industry exposure and partnerships.
- Faculty members face extra workload due to involvement in academic, co-curricular, and extra-curricular activities, exacerbated by the government's non-recruitment policy.

### **Institutional Opportunity**

- Seek autonomous status to enhance academic and administrative flexibility.
- Introduce interdisciplinary and innovative courses across humanities, commerce, science, and management streams to diversify educational opportunities.
- Establish and formalize partnerships through collaborations and MOUs with industries, business firms, and NGOs to enhance practical exposure and support of nearby Cities.
- Invest in upgrading and expanding ICT infrastructure to improve technological resources and support modern educational needs.
- Organize short-term courses aimed at developing and augmenting students' soft skills to better prepare them for the job market.
- Encourage and leverage research initiatives to address local, regional, and national issues, fostering a research-oriented culture.
- Organize international seminars, conferences, workshops, and symposia on current and relevant themes to enhance the institution's global presence and academic exchange.
- Increase initiatives and activities focused on the empowerment and advancement of female students.
- Implement green practices and utilize non-conventional energy sources across the campus to promote environmental sustainability.
- Encourage faculty members to enroll in short-term courses offered through MOOCs, Edusat, and Swayam to support their professional growth and development.

### **Institutional Challenge**

- Securing sufficient funds for the upgrading and expansion of ICT facilities remains a significant challenge.
- Addressing and shifting the traditional attitudes of guardians regarding the use of technological tools like mobiles, computers, laptops, and the Internet by female students.
- Motivating and guiding students to pursue professional and job-oriented courses upon completing their graduation.
- Enabling faculty to apply their research findings to address and solve social issues effectively.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- Academic calendar which is synchronized with the university academic calendar, is conveyed to all stakeholders through website.
- Staff and Departmental meetings for planning.
- Annual teaching plan is prepared to keep in view the PSOs, and COs of all programs.
- 06 teachers are BOS members and several participate as subcommittee members for curriculum designing workshops.
- We were host for Syllabus framing workshops for 03 subjects.
- We also hosted implementation of University level CBCS pattern implementation awareness workshop.
  
- Skill and need based 55 Add on courses have been developed by various departments, in which the respective faculty designed the courses.
- The average percentage of students enrolled in certificate / value-added courses is
- The college offers a wide range of programs and courses that provide academic flexibility
- To keep pace with changed scenario during Pandemic teachers were made equipped for online teaching and evaluation by organizing workshops like LMS Moodles, e- content development etc.
- During Pandemic teaching and evaluation was shifted to online mode
- For effective curriculum delivery Teachers conduct student centric methods viz. Seminar, Group Discussion, Project, Study Tour, Industrial visit, Field Visit, Survey.
- Bridge course in Electronics, Geography is conducted for newly admitted students.
- Remedial courses are conducted for slow learners, whereas various activities are conducted for advanced learners.
- Continuous internal Evaluation is done as per schedule and randomly to judge the achievements of POs and PSOs
- Crosscutting issues are integrated in the syllabus as well as conveyed through various co-curricular and extra-curricular activities.
- Cross cutting issues are also incorporated in the self designed courses also
- For curriculum enrichment 14 courses have compulsory Projects/ field visit/ Industrial visit which gives them first-hand experience.
- Percentage of students undertaking project work is 48.56%.
- College regularly conduct feed -back for curriculum, campus facilities and teaching. Analysis report is submitted to the CDC and also to the affiliating University for necessary actions.

### Teaching-learning and Evaluation

- Student enrolment is done in accordance with the reservation policy guidelines provided by State government and affiliating university.
- The average percentage of enrolment is 81.11% percent against sanctioned strength during the last five years.
- The average percentage of reservation admission is 92.61% in the last five years.
- Student and full-time teacher ratio is 53:1 due to no recruitment as per Government policy.
- Student centric methods of teaching like hands on training, science experiments, field trips, training sessions, survey, visits, creation of posters and power point presentations, Group projects, writing for wall magazines, quizzes, debates, group discussions, brain storming.

- Teachers use ICT, provide notes on Google drive or email, few teachers have Youtube channels and blogs
- There are 66.63 % of full-time teachers against sanctioned posts.
- There are 64.63 % of full-time teachers with Ph.D./NET/SET qualified and 02 teachers are pursuing Ph. D.
- Multiple assessment opportunities like home assignments, MCQ tests, Surprise Tests, Unit tests, Open Book tests, projects, seminars, presentations, etc. are conducted actually to tests the PSOs and COs in the classroom, and assessment is done alongside.
- **There is College Examination committee to conduct the internal assessment of the college.**
- Orientation of First year students regarding the University Examination rules, regulation and conduct before the examination.
- Examination committee and HOD deals with the internal examination related grievances.
- For University level examination grievances, Board of Examinations of the University is approached by the students. Now the procedure can be done online.
- For external examination **the online Central Assessment Process (CAP) is conducted by the University**
- The Head of the department discusses the POs and COs in departmental meetings well before the commencement of each semester. The required co-curricular and extracurricular activities are planned accordingly.
- All the departments in our college conduct class orientation activity for making students aware about PO and CO for all the programmes offered.
- Result analysis committee analyses the result submitted for each course taught. The analysis of Internal and external examinations results explains attainment of POs and PSOs.
- Students' participation and achievements in various curricular and co-curricular activities is indirect method of assessing PO PSO attainment.
- There are 06 University merit holders, and the passing percentage on an average is more than 50%

## Research, Innovations and Extension

- The college has created an ecosystem for research, innovation, and transfer of knowledge.
- The college has an active Research Motivation Committee. It encourages and provides necessary guidance to the faculty members for submitting research projects to various funding agencies and for publishing Research papers.
- The Science Association inculcates research attitudes among students through the scheme of research projects for students. Organizes workshops for preparing research projects
- There is Central Instrumentation Centre with sophisticated instruments and is available for research activity for all who need to use it.
- Different departments have organized 75 workshops, and seminars including on research methodology, IPR and entrepreneurship in the last five years. Along with 02 workshops with NIPAM and got Appreciation certificate for initiating Awareness among students
- There are 11 patents granted, out of which Two patent published
- There are 18 Research guides, 02 laboratories are recognized Research laboratories, 08 PhDs awarded and 09 are persueing PhD
- The institution hosted one **International** and Two **national webinars**.
- Students participate in Avishkar and get awards
- Faculty members have published 152 research papers and 72 books and chapters in the books.
- National Science Day, Gandhi Sanskar Examination, International Yoga Day are celebrated

- Department of History organized Exhibition – ‘itihasacya paulkhuna’ and heritage walk to inculcate Indian Knowledge system
- National level Conference – in collaboration with Marathi Vidnyan Parishad
- Various activities and courses are designed to inculcate Indian Knowledge system.
- To inculcate scientific temperament among students various poster exhibition, seminar competitions and workshops are organized.
- Total 21 awards from government, government-recognised organizations and NGO were received for extension and outreach programmes.
- There are 75 extension activities organized. Like COVID- 19 Vaccination drive, Swachha Bharat Summer Camp- Pat-Khadki, Seed ball preparation workshop, Flood relief work by NSS volunteers, Youth Safety Campaign, Fund raising along with Red Ribbon club activity, blood donation camps, cleanliness drives, superstition eradication drives, adopted village activities etc.
- There are 17 active MoUs for student exchange, teacher exchange and social extension work.

### **Infrastructure and Learning Resources**

- The college has 3.84 acres of premises in the heart of Chalisgaon city.
- The total built-up area of college building is 3881.7 sq. meters.
- There are three wings in two storied building.
- Ground floor having Administrative Office, Multipurpose Hall, 03 laboratories, Library, Canteen, Sports room, YCMOU center, Health center, Political Science Department, Store rooms , Botanical garden, Performance outdoor stage and a quadrangle.
- The First floor is having classrooms, IQAC office, 06 Departments, Central Instrumentation Centre, Staff rooms, Examination room, Women’s common room. Conference Hall
- The Second floor comprises of Classrooms, Placement cell, 05 departments, Gymnasium, NSS room
- There are Terrace classrooms to be used in emergency, Solar grid of 20 KV with meter is installed on the terrace.
- Spacious playground with 200m athletic track, Basketball court, Ball Badminton court, Kabbadi mats, Wrestling mat, indoor games facilities.
- Modern gymnasium with music system.
- Multipurpose hall is used for events, and Yoga and Health Centre for well-being
- The college has incurred a total expenditure 41. 74 Lakhs on infrastructure augmentation and 163 Lakhs for maintenance of physical and academic support facilities.
- Wheelchairs, ramps separate sitting arrangement in the Library are available for Divyangjans.
- There is well well-established central library with two study rooms, NRC centre, rare books section.
- It has reprographic services, Book bank facility
- The library is fully automated using the Integrated Library Management System (ILMS). It has subscription of INFLIBNET N-LIST and DELNET for sharing e-resources. Library management software LIBMAN was used earlier, which was replaced by MasterSoft Software in 2021-22.
- There are 41411 books (22071 Textbooks + 19340 Reference Books) there are 43 Rare and , 50 Journals /Periodicals.
- The total expenditure on books and journals in the last five years is 2.4 Lakhs per year.
- The college campus is wi-fi enabled and 170 computers. Every department is equipped with a computer having internet connectivity.
- Regularly updated desktops, laptops, and printers in all department
- Campus network for seamless communication and data sharing

- Wi-Fi access across the campus with bandwidth upgrades in 2021, 2022, and 2023 to ensure high-speed internet connectivity
- Student-computer ratio of 12:1
- The classrooms are equipped with 14 LCD projectors and white screens, 03 LCD TVs, and two interactive smart board. ICT resources have been sufficiently strengthened in the college.

## Student Support and Progression

- NYNC college has always maintained an inclusive approach toward student support and progression. It extends support to the students in availing scholarships, skill enhancement, career support and guidance, transparent grievance redressal mechanisms, sports, arts and cultural programmes and alumni activities.
- An unparalleled count ratio of **55.18%** of the students benefited from institutional and Government.
- The college has also supported economically weaker students through the 'Earn and Learn' scheme and Economically Weaker Aid fund in collaboration with affiliating University.
- 653 students have been placed in state government services and private companies and progressed to higher education in the last five years.
- 48 awards/medals for sports and cultural achievements.
- Skill enhancement and capacity building of the learners have always been a top priority for us.
- The college magazine Rashtriyata and theme-based wallpapers on different occasions have encouraged the students to enhance their expression and creativity skills.
- Activities like workshops, Avishkar poster presentations, various competitions, seminars, quizzes, and discussions are organized for the holistic development of the students.
- 61 awards and medals have been bagged in sports and culture during the last five years.
- During the assessment period **1048** students sports and other events have been organized for giving opportunity to students.
- Capacity building and skill enhancement initiatives were conducted by the college, with due emphasis on Soft Skills, Language and Communication skills, Life Skills, and Awareness of trends in technology.
- Alumni serve as resource persons, offering valuable insights in workshops and facilitating internship opportunities.
- Departmental alumni active participation in college events for a vibrant community engagement.
- English department conduct a unique activity as 'Idol of English Department', by felicitating the alumni who have achieved in their profession. Department alumni and students are invited for the event, success story of the alumni is presented in front of the students.
- The institution ensures a transparent mechanism for the timely redressal of student grievances through statutory committees like the Internal Complaints Committee, Grievance Redressal Cell, and Anti-Ragging Committee.

## Governance, Leadership and Management

- Our college works under the Rashtriya Sahakari Shikshan Prasarak Mandal, Ltd. Chalisgaon, a democratic entity. There is College Development Committee (CDC) where teaching and non-teaching representatives are elected. The decisions are made collectively and with a focus on the institution's vision and mission. The CDC and the Principal monitor all day-to-day affairs of the college. IQAC consistently tracks and ensures the implementation of quality measures.
- Our Principal is working as Member of Management Council, and Senate Member, KBC North



- The Perspective plan and different policies related to quality culture drafted by IQAC are in line with the Vision and Mission of the Parent Institute and NEP 2020.
- The College administration follows the principle of decentralization and participation by appointing two Vice Principals and forming several committees with faculties and student representatives for day-to-day smooth functioning of academic and administrative work.
- A comprehensive performance appraisal system, effective welfare measures, and career development opportunities promote faculty empowerment and motivation.
- The IQAC evaluates the performance of teachers through UGC Proforma of Assessment. 10 faculties and 5 non-teaching staff members have been promoted in last five years.
- **47 %** of the college staff participated in Faculty development Programmes (FDP) and Administrative training programmes.
- Keeping in accord to the times, e-Governance has been implemented in planning and administration, finance, admission, attendance, examination, lab, and library enhances good governance.
- The college strategically works for the mobilization and utilization of resources and funds. The college conducts internal and external financial audits regularly.
- To equip students towards participatory management they are given representation in various committees.
- IQAC regularly conducts meetings for planning and Execution of decisions.
- Timely submission of AQAR is carried out.
- Several types of quality audits are conducted such as Internal and external Academic and Administrative, AAA by Affiliating University, Green Audit, Energy Audit, Gender Audit, NIRF participation.
- The IQAC monitors the teaching-learning processes and governs the other quality enhancement through collaborative initiatives of the college.
- It also plays a pivotal role in signing MoUs with various national/international institutions.
- The IQAC institutionalized several quality assurance strategies such as increasing add-on courses, feedback system, strengthening extension activities, availing support services.

### **Institutional Values and Best Practices**

- A gender audit is conducted considering the average male–female ratio during the last five years. The college has adopted several measures to bring gender equity.
- The male-to-female ratio of the college is 40:60.
- The college's proactive "Zero tolerance Policy" permeates all activities, fostering an environment that discourages discrimination and harassment.
- Yuvati sabha and Internal Complaint Committee plays proactive role by taking several initiatives of gender sensitization.
- Student Grievance Redressal Cell, Anti Ragging Committee, Discipline Committee strives for the promotion of gender equity among girls and boys through activities like anniversaries of prominent women icons, laws concerning women, yoga for health, special lectures on legal rights, health awareness activities.
- During pandemic 'Webinar on Virtual Relationship' was organized.
- The college has prioritized facilities for women, implementing security measures and providing hostel facilities.
- The college promotes inclusivity and communal harmony by celebrating various days. It lays prime significance on national integration, electoral engagements, and social outreach. Linguistic diversity and

multiculturalism.

- The college celebrates commemorative days of personalities to acquaint students with their life and work. To sensitize students and teachers towards constitutional obligations, National integration activities like pledge taking on Constitution Day, National Integration Day, World AIDS Day, Preamble Reading, Voter Awareness, Poster Presentation, and Elocution on democracy programs are organized.
- Green audits and energy audits are conducted to measure the impact of green initiatives.
- Green campus is maintained by Campus beautification committee and NSS. A vermicomposting plant processes the organic solid waste and creates manure for the plants.
- College committee also contributed significantly in Green Army and Biodiversity Survey by government of Maharashtra.
- Solar Panel with grid of 20 KV capacity is installed which is appreciated by our Nagarpalika
- Green campus initiatives include no-vehicle day, rain harvesting, paperless office, reuse of one-side used papers, distribution of plants, ICT in teaching learning and evaluation, display of awareness slogans, plastic-free campus etc.
- The college has disabled friendly environment and facilities that include railings and ramps, Help center, wheel chairs, provision of assistance in examination.
- There is a prescribed code of conduct for students, principal, teachers and non-teaching staff.
- The college stands unique in its performance of community service for inculcation of human values among students and teachers is its one of the core values.
- The two best practices identified are 'Welfare of Community', and 'Need based Learning.
- The organization of 'State level Elocution and Debating Competitions' consistently is our distinctiveness.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RASHTRIYA SAHAKARI SHIKSHAN PRASARAK MANDAL LTD. SANSTHA'S NANASAHEB YASHAVANTRAO NARAYANRAO CHAVAN ART'S, SCIENCE AND COMMERCE COLLEGE CHALISGAON DIST. JALGAON
Address	HIRAPUR ROAD CHALISGAON
City	CHALISGAON
State	Maharashtra
Pin	424101
Website	<a href="http://www.rashtriyacollege.com">www.rashtriyacollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SHAMRAO RAMRAO JADHAV	02589-222601	9420111659	-	nynccsn@gmail.com
IQAC / CIQA coordinator	GOVIND DINKARRO DESHMUKH	02589-225282	9403019149	-	deshmukh_govind@rediffmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

**Recognized Minority institution**

If it is a recognized minority institution No

**Establishment Details**

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	<a href="#">View Document</a>
Maharashtra	North Maharashtra University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	21-01-1991	<a href="#">View Document</a>
12B of UGC	03-08-1999	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like  
AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm- yyyy)	Validity in months	Remarks
No contents				

**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence (CPE)? No

Is the College recognized for its performance by any other governmental agency? No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	HIRAPUR ROAD CHALISGAON	Semi-urban	3.84	3881.7

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, English	36	XII PASSED	English	320	16
UG	BA,Hindi,Hindi	36	XII PASSED	Hindi	320	6
UG	BA,Marathi, Marathi	36	XII PASSED	Marathi	320	13
UG	BA,Geography,Geography	36	XII PASSED	Marathi	320	12
UG	BSc,Geography,Geography at General Level	12	XII PASSED	English	120	103
UG	BA,Psychology,Psychology	36	XII PASSED	Marathi	320	10
UG	BA,Economics,Economics	36	XII PASSED	Marathi	320	21
UG	BA,History, History	36	XII PASSED	Marathi	320	27
UG	BA,Political Science,Political Science	36	XII PASSED	Marathi	320	68
UG	BA,Education,Education	36	XII PASSED	Marathi	320	0

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	at General Level					
UG	BSc,Botany, Botany	36	XII PASSED	English	220	0
UG	BSc,Chemist ry,Chemistry	36	XII PASSED	English	220	26
UG	BSc,Comput er Science,C omputer Science	36	XII PASSED	English	220	29
UG	BSc,Electron ics,Electronic s	36	XII PASSED	English	220	0
UG	BSc,Mathem atics,Mathem atics	36	XII PASSED	English	220	5
UG	BSc,Physics, Physics	36	XII PASSED	English	220	3
UG	BSc,Zoology ,Zoology	36	XII PASSED	English	220	14
UG	BSc,Informat ion Technolo gy,Informati on Technology	36	XII PASSED	English	220	9
UG	BSc,Microbi ology,Microb iology	36	XII PASSED	English	220	11
UG	BSc,Statistic s,Statistics at General Level	24	XII PASSED	English	220	9
UG	BCom,Com merce,Comm erce	36	XII PASSED	English + Marathi	220	89
UG	BCA,Manag ement,	36	XII PASSED	English	40	34
UG	BBA,Manag ement,e	36	XII PASSED	English	20	0

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	Commerce					
PG	MA,Geography,Geography	24	BA BSC GEOGRAPHY	English	20	1
PG	MSc,Botany, Botany	24	BSC BOTANY	English	20	1
PG	MSc,Computer Science,Computer Science	24	BSC COMPUTER	English	20	8
PG	MSc,Zoology,Zoology	24	BSC ZOOLOGY	English	20	8

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				13				54			
Recruited	2	0	0	2	10	3	0	13	11	5	0	16
Yet to Recruit	0				0				38			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				94			
Recruited	0	0	0	0	0	0	0	0	21	23	0	44
Yet to Recruit	0				0				50			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				23
Recruited	6	0	0	6
Yet to Recruit				17
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	9	0	0	9
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**



<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	6	3	0	4	3	0	18
M.Phil.	0	0	0	3	0	0	0	0	0	3
PG	0	0	0	3	1	0	5	1	0	10
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	19	22	0	41
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	665	0	0	0	665
	Female	1037	0	0	0	1037
	Others	0	0	0	0	0
PG	Male	4	0	0	0	4
	Female	29	0	0	0	29
	Others	0	0	0	0	0
Diploma	Male	1	0	0	0	1
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Certificate / Awareness	Male	254	0	0	0	254
	Female	766	0	0	0	766
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	66	71	78	42
	Female	87	104	111	82
	Others	0	0	0	0
ST	Male	21	22	37	33
	Female	18	17	21	25
	Others	0	0	0	0
OBC	Male	287	312	308	235
	Female	563	554	628	623
	Others	0	0	0	0
General	Male	216	265	218	176
	Female	339	455	398	367
	Others	0	0	0	0
Others	Male	214	240	262	240
	Female	203	204	228	228
	Others	0	0	0	0
Total		2014	2244	2289	2051

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our college, Nanasaheb Y. N. Chavan Arts, Science, and Commerce College in Chalisgaon, is affiliated with KBC North Maharashtra University, Jalgaon, which has adopted the CBCS pattern as well as NEP at PG level. We adhere to the curricula established by the University while also providing additional avenues for learning and skill development to our students. We offer a range of multidisciplinary Career Oriented Courses such as Communicative English, Electronics Equipment Maintenance, Web Designing, Biotechnology, Horticulture Technology, Accountancy, Human Rights, among others. Additionally, we have introduced interdisciplinary certificate courses our students' skills, ensuring they</p>
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are equipped with relevant competencies upon completing their undergraduate or postgraduate education. In addition to cope up with Skill India we had started 55 Add on courses. Our curriculum framework encompasses various components including Discipline Specific Courses (DSC), Discipline Specific Electives (DSE), Generic Electives (GE), Skill Enhancement Courses (SEC), and Value Additional Courses (VAC), which enable students to acquire new skills and maintain a high standard of learning. In response to students' placement challenges, we are planning to introduce short-term skill-based and B.Voc. courses to better prepare them for diverse job opportunities and foster entrepreneurial endeavors. Our institution offers flexible and innovative curricula, incorporating non-credit based elective audit courses and projects in areas like Physical Education, NSS, Cleanliness, Yoga, and Soft Skills, promoting holistic and multidisciplinary education. We also provide Ability Enhancement Courses covering subjects such as Environmental Studies and General Knowledge, and encourage students to engage in multidisciplinary research projects addressing societal issues. Through activities like NSS, students are encouraged to participate in initiatives for societal upliftment, disaster management, cleanliness drives, tree plantation, and more. Anticipating the implementation of NEP 2020 by our University, we are prepared to align with the regulations and guidelines to continue offering multidisciplinary courses.

2. Academic bank of credits (ABC):

The Government of India's Ministry of Education recently introduced the National Education Policy of India 2020 (NEP 2020), aimed at reforming the education system. Among its key provisions is the Academic Bank Credits (ABC), which serves as a digital record portal for students' academic achievements. ABC allows for the transfer of awarded credits between educational institutions, facilitated through the National Academic Depository (NAD), which acts as a repository for students' academic data and awards. While ABC facilitates credit transfer, academic institutions are responsible for overseeing credit improvement, issuance, and maintaining award records via the NAD Platform. Therefore, academic institutions, as the custodians of

academic awards, are mandated to register under ABC via NAD. Our institution has duly registered under this system. As per NEP guidelines, ABC is integral for students pursuing higher education. To ensure compliance, we have outlined specific steps for our students, including registration on the ABC Portal, generating an ABC ID, and submitting the ABC ID hardcopy to the Coordinator. This allows us to maintain records of ABC IDs corresponding to each student's class and stream. However, reaching out to students, particularly those from rural areas near Chalisgaon and neighboring tehsils, who often come from economically disadvantaged backgrounds and lack digital literacy, presents challenges. To address this, we employ various methods, collectively referred to as TOS (Theory-Orally-Social Media), to raise awareness: Theory: Notifying students in every class about the mandatory ABC registration. Orally: Delivering lectures in each classroom to explain the significance of ABC and motivate students to complete the registration process. Social media: Sending instructional YouTube videos on registration and ABC ID generation steps to class WhatsApp groups. By implementing these strategies, we aim to ensure successful completion of our institution's ABC registration drive, ultimately benefiting all our students in their educational advancement.

3. Skill development:

The university offers discipline-specific curricula within the CBCS framework. Additionally, Skill Enhancement Courses (SEC) are integrated into the second and third years, focusing on specific subjects and providing practical training to develop relevant skills. These courses encompass aspects of vocational education, bridging the gap between academic learning and practical application. In tandem with the university's discipline-specific curriculum, the college arranges extracurricular activities to foster holistic and values-based education. The NSS unit of our institution plays a vital role, organizing regular initiatives promoting community responsibility such as cleanliness drives, literacy campaigns, health checkups, blood donation camps, skillbuilding activities, social awareness programs, disaster management training, voter awareness drives, and road safety campaigns. We had signed MoU with Saad Foundation to enhance our extension

	<p>obligations. Furthermore, the institution has adopted a policy of running skill development through Add-on courses in various subjects to address the skills required in the 21st century society. These courses, such as Medicinal Plants, Artificial Pearl manufacturing, and Certificate courses aligned with NEP-2020, complement the institution's offerings of Career Oriented Courses like Communicative English, Electronics Equipment Repairing, Web Designing, Biotechnology, Horticulture Technology, Accountancy, and Human Rights.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Indian Knowledge system stands as the world's oldest heritage of knowledge, embodying the beauty of unity in diversity. India holds the largest repository of knowledge spanning languages, cultures, arts, and more. Knowledge acquired in vernacular languages tends to endure over time, fostering a sense of identity, belonging, and an appreciation for diverse cultures and identities. It's essential for students to develop a strong understanding and appreciation of their cultural history, art, languages, and traditions, thereby fostering positive cultural recognition and self-esteem. In our curriculum, the university has mandated Hindi, Marathi, and English as language studies, with History as one of the subjects. Languages are integrated into all faculties as subsidiary subjects, supplemented by a Communicative English COP course. Despite Science faculty subjects being primarily in English, many teachers employ a bilingual teaching approach, aiding students in better comprehension. The History degree course acquaints students with significant periods of ancient Indian history and notable figures. Literary competitions such as elocution, debates, poetry writing, recitation, and essay writing are organized, and the college magazine, 'Rashtriyata', features sections in Marathi, Hindi, and English. Students are encouraged to contribute based on a given theme. Regular celebrations like Hindi Day, Saint Tulsidas Jayanti, Saint Kabir Jayanti, Marathi Day, and Marathi Day Pakhwada are observed. The college organizes numerous co-curricular programs aimed at disseminating Indian history, culture, and knowledge traditions among students. Our region boasts rich cultural heritage sites like Ajanta, Ellora, Devgiri Fort, Patnadevi (where Bhaskaracharya discovered Zero), Pittalkhora, and Hemadpanthi</p>

	<p>temples. Study tours to these areas are organized by various departments to instil historical knowledge of Indian culture. Students actively participate in cultural activities such as annual gatherings, youth festivals, and various competitions, showcasing regional dances, regional musical instrument performances, rangoli, mehndi, etc. This involvement fosters a sense of belonging to regional knowledge. Additionally, faculty members have undertaken projects like collecting verbal literature in the vernacular language Ahirani. Add-on courses in Marathi Language Skill Development, English for Job, and Home Remedies for Healthy Living (Aajibai cha batwa) offered by the Marathi, English, and Botany departments respectively.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Our institution adheres to the curriculum set forth by the affiliating University, KBCNMU, Jalgaon, with active involvement from our faculty members in its design. Embracing Outcome Based Education (OBE), our University emphasizes a system that equips students with the skills necessary to meet contemporary global challenges. The curriculum is structured around clearly defined Program Outcomes, Program Specific Outcomes, and Course Outcomes, aimed at fostering students' abilities in comprehension, retention, analysis, evaluation, application, and creation. Skill Enhancement Courses are integrated into the curriculum, enabling students to acquire entrepreneurial skills vital for contributing to the economic and social advancement of society. Teachers employ various pedagogical methods to assess learning outcomes, emphasizing OBE in course delivery. Activities such as seminars, group discussions, presentations, and exhibitions are organized to gauge student progress, supplemented by a welldefined feedback mechanism. To effectively evaluate learning outcomes, our institution utilizes a range of assessment tools including regular class tests, tutorials, project reports, and internal evaluations. Additionally, alongside the prescribed curriculum, our college offers Outcome Based Career Oriented Courses and Add-on courses, subject to regular evaluation and enhancement.</p>
<p>6. Distance education/online education:</p>	<p>The distance education system is a realm within the educational sector that caters to students regardless of their physical presence. Our college hosts a distance education center affiliated with Yashwantrao Chavan</p>



Maharashtra Open University, Nasik, offering BA, B.Com., and MA courses. Renowned in the vicinity, this center has received the Best Center for Distance Learning award twice. Equipped with state-of-the-art ICT tools, our college seamlessly transitioned to digital platforms amidst the COVID-19 pandemic, positively impacting distance learning. Platforms such as Google Classroom, Google Meet, Zoom, and YouTube were utilized for syllabus completion, student communication, and faculty engagement. Some faculty members even established their YouTube channels, providing stability and support to students during these challenging times. Evaluation was conducted through online tools like Google Forms, and university examinations were also held online. Various events, including orientation programs, quizzes, departmental meetings, invited lectures, and workshops, were successfully conducted online. Post-pandemic, our institution has embraced a blended mode of education, integrating online and offline resources, which has become the new normal. Aligned with the National Education Policy 2020, we have internalized the online education system and introduced skill-oriented Add-on courses conducted and evaluated online. Furthermore, our college has bolstered its technological infrastructure, including high-speed internet, upgraded Wi-Fi accessibility, and subscriptions to platforms like Zoom cloud meetings, N-LIST, and INFLIBNET, providing e-resources to students, researchers, and faculty. Classrooms are equipped with LCD projectors, with some featuring smart boards for enhanced learning experiences.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. Electoral Literacy Club (ELC) has been set up in the college under the guidance of Election Officer, Chalisgaon. It has been active for the last ten years.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. Every year two Campus Ambassadors from students (a girl &amp; a boy) are appointed to represent the students. Their work is to create awareness about voting amongst the students. They participate in different activities related to creating awareness about voting &amp; Voters' Registration organized by the</p>

	<p>college. A Nodal Officer, who is a teaching faculty in the college, is appointed by the college to conduct various activities regarding creating awareness about voting &amp; for Voters' Registration.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Every year Voters' Registration Programme is conducted in the college. Voters' Form No. 6 is distributed amongst the students and Staff Members and it is filled and submitted to the Nodal Officer with necessary documents. Thus, maximum number of students and staff also register their names in Voters' Register. The Nodal Officer appointed by the college convenes this activity. Voters' Awareness Campaign is also run in the college. Essay Competition, Elocution Competition, Motto Competition, etc. activities are conducted in the college to create awareness amongst the students on the occasion of Voter's Day (25 January) every year in the presence of Tahasildar and Nayab Tahasildar. The students, who are newly registered voters, are given an Oath for voting sincerely and without falling victim to caste, creed, corruption and religious discrimination. 'Hands on Training of Voting Machine' is also given to the students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Nodal Officer appointed by the college for ELC has prepared a video of 21 Minutes to train the students for registering their names in Voters' List through Mobile Phone. It is available in Telegramme Channel admined by the Nodal Officer for Educational Purpose.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Around 800 students enroll in FYBA/B.Com/BSc. every year. Almost all of them remain eligible for registering their names in Voter's List. By taking this fact into consideration, all the students are appealed to register their names. Voters' Form No. 6 is distributed amongst the students. They are helped to fill it and asked to submit it to the Nodal Officer with necessary documents. The forms, then, are handed over to Tahasil Office. However, a video is also prepared by the Nodal Officer and shown to the students for registering their names in Voter's List through Mobile Phone.</p>

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2014	2244	2289	2051	2242
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 53

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	45	50	51	45

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
44.71347	27.09076	41.04	107.16	80.26

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

Effective curriculum delivery is paramount in ensuring that students receive a quality education that equips them with the necessary skills and knowledge for success.

For effective curriculum planning and delivery well planned and documented process is followed. The college develops Academic calendar which is synchronized with the university academic calendar. It is communicated to all, by putting up on college website for wide publicity. It is discussed at the student orientation program.

Our College follows the curriculum designed by the affiliating University. Curriculum of Add on courses and COP are prepared by respective department faculty members. Teaching faculty participate in Syllabus framing workshops organized by the other institutions as BoS members, sub-committee members etc. The institute also organizes workshops on syllabus framing.

Department meetings are conducted at the commencement of the Academic year for evaluation of previous work, planning for commencing year, workload and syllabus distribution, preparing academic calendar of the department for various activities. Time table for Third year and PG classes is prepared by the respective departments while Master time table is prepared by Time table committee. Teachers prepare Teaching plan and maintains Teaching diary.

During the COVID-19 pandemic in 2020-21, IQAC and University conducted workshops for digital teaching- LMS Moodle, e- content development for teachers. Hands on training was given to operate various platforms. IQAC prepared a timetable for online teaching. Accordingly, the departments conducted online classes through platforms like Smart classroom, Google classroom, Zoom platform, YouTube videos, and PPTs etc. and Google forms for conducting evaluation. The college submitted the compliance Report of Online Teaching to KBCNM University, Jalgaon

Teachers consider various instructional strategies and techniques to engage students and facilitate learning. For effective curriculum delivery and for conducting CIE teachers use ICT tools. Classroom teaching is supplemented with student centric methods viz. Seminar, Group Discussion, Project, Study Tour, Industrial visit, Field Visit, Survey. Bridge course in Electronics, Geography is conducted for newly admitted students. Remedial courses are conducted for slow learners, whereas various activities are conducted for advanced learners.

Continuous internal Examination is an integral part of the Academic Calendar and well planned before implementation. It's implemented by Internal Examination Committee. Teachers mention schedule of

formative tests in Teaching plan, and C.I.A. schedule is communicated to students in advance. Formative tests are conducted periodically in the classrooms to have direct feedback on teaching and learning process. Through a series of formative tests, evaluation of COs is carried out. Internal evaluation is carried out by organizing tests, tutorials, home assignments, seminars, pick and speak, and projects.

Examination committee monitors all internal examinations conducted by various departments as per the guidelines and schedule of University. Notices and timetable of internal examinations are displayed on student notice board and also circulated on WhatsApp groups. The record of internal examinations is maintained by the departments.

Periodic assessment of curriculum delivery and implementation of planning is conducted by IQAC.

The college collects the feedback about the syllabus and quality of teaching from the stakeholders and takes necessary action for further improvement.

By review of current year student strength, requirement of infrastructure classroom, laboratory instruments, chemicals, and other facilities are provided.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 32

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1	<a href="#">View Document</a>
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### 1.2.2

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 31.73

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
457	425	2289	127	141

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

## Response:

Integrating crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum is essential for preparing students to navigate complex societal challenges and contribute positively to their communities and the world at large. This helps for holistic understanding of ethical, social, and environmental responsibilities among their students.

**Professional ethics** encompass the moral principles and values that guide individuals' conduct and decision-making within their respective fields. These are in the syllabi of Commerce, BCA and Computer science. They also conduct visit to bank, CA association, quiz, debate, case studies etc. where students develop critical thinking and ethical awareness for their careers. Importance of group work and imbining leadership are taught through Wall Paper publications, Group Projects, Competitions, etc.

**Gender** equality is a critical aspects of social justice and human rights. Integrating this in the curriculum involves examining the social, cultural, and economic factors that influence gender roles and inequalities. In subjects like English, Hindi and Marathi literature on gender biases, by women writers, and social status of various social strata is studied. In subject like History contribution of women in shaping historical events are studied. Role of women in society are studied in Political science, Education. Yuvati sabha and N.S.S. sensitize the students on gender issues viz. Women's rights, Domestic violence, Health and hygiene, Self-defense, save girl child campaign, Female feticide, celebration of Women's day, Essay and poster competition, rallies, street plays etc.

Integrating **human values** into the curriculum involves fostering students' moral and ethical development, as well as their social and emotional intelligence also promote ethical leadership and responsible citizenship. In literature students get to analyze characters' ethical dilemmas and moral growth throughout a story. In Political science, the values underlying different political ideologies and social movements, in Psychology human behavior, stress management, human values are taught. Political science, History and Economics acquaints the students with Human rights, duties and responsibilities. The issue of Cyber security is taught through the syllabi of Computer Science, IT and BCA. IPR study is included at Master degree courses. In addition College is running two courses on Human Rights.

To inculcate human values among students, the institution celebrates Independence Day, Republic Day, Gandhi Jayanti, Teacher's Day, Constitution day and Human rights day. N.S.S. organizes blood donation camp, social and cultural activities in the campus.

Integrating **environment and Sustainability** into the curriculum involves fostering students' understanding of ecological principles, environmental challenges along with fosters awareness, responsibility and sustainable solutions. Botany, Zoology, Microbiology subject students learn concept of ecosystems. In Physics, Electronics, Chemistry they learn renewable energy technologies. In Geography they learn climate change impacts and issues like water scarcity, crop patterns, rainfall and global warming. NSS unit with Botany department conducts tree plantation, cleanliness drive. College committee actively completed Biodiversity survey project of 10 villages for Government of Maharashtra. Study tour by department of Botany, Zoology makes students aware about the environment and its conservation. There is a compulsory subject entitled 'Environmental Studies' at First year level which includes project work. As a part of Green campus policy institution conducts rallies and celebrates environment and Geography day to create awareness among the students to protect environment.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 47.57

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 958

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 77.4

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
786	915	872	879	960

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

2022-23	2021-22	2020-21	2019-20	2018-19
1140	1140	1140	1140	1140

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 68.47

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
479	455	504	493	486

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

2022-23	2021-22	2020-21	2019-20	2018-19
706	706	706	706	706

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

**2.2 Student Teacher Ratio**

**2.2.1**

**Student – Full time Teacher Ratio  
(Data for the latest completed academic year)**

**Response:** 53

**2.3 Teaching- Learning Process**

**2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Student centric methods are valued for their effectiveness in enhancing learning experiences.

Teachers facilitate direct experiences and structured reflections to enhance students' knowledge, skills, and values through **experiential learning**. Students are given real experience to apply theoretical knowledge through science experiments, field trips, training sessions, visit to various establishments', creation of posters and presentations for competitions or exhibitions etc. Students are encouraged to reflect on their experiences, identify lessons learned, and connect them to theoretical concepts by writing first hand reports. This reflection deepens understanding and promotes metacognitive skills. They are given projects to research, analyze, and solve authentic problems. This fosters collaboration, critical thinking and creativity. NSS and Student Development Department provide a chance to experiments and experiences to understand the society and system.

**Participative Learning** method empowers students to achieve specific objectives and desired outcomes through participative involvement in activities. Group discussions and seminars are conducted where students share perspectives, ask questions, and construct meaning collaboratively. This approach encourages critical thinking, communication skills, and empathy. Writing for wall magazines, quizzes and debates where students collaborate to achieve common goals. Initiatives like Swachha Bharat Abhiyaan. Role-playing and street performances, teamwork and rallies are organized through NSS; Institutional social responsibility initiatives, including collaborations with the Red Cross Society, village adoption programs, and tree plantation drives; Certificate courses for developing employability skills. Hands-on training workshops on advanced topics etc. promotes teamwork, negotiation skills, and appreciation for diverse viewpoints.

**Problem-Solving Methods:** Problem solving methodologies are intended to make the students take responsibilities, solve problems, resolve conflicts and find alternatives. It promotes critical thinking, creativity and scientific temperament. Departments like **Physics, Chemistry, Botany, Geography, Zoology, Mathematics, and Statistics** are using this method successfully for enhancing the learning experiences of the students. The Environment Studies and General Knowledge Course incorporates problem solving methods. Students are given projects or problems to analyze and solve them through guided questioning. This approach is used by various departments of Education, Marathi, Political science etc. This approach promotes logical reasoning, and deepens understanding of complex concepts. In department of Psychology presenting case studies that challenge students to analyze, synthesize information, develop analytical skills, decision-making abilities, and application of theoretical knowledge in practical contexts and propose solutions is done. University level Youth Parliament was organized to give experience of proceedings of Parliament. These multifaceted methods provide a dynamic and engaging educational environment, fostering holistic student development and empowering them with a broad range of skills and knowledge.

In the COVID-19 pandemic the college used the ICT extensively. After the resume of the offline classes our college continues the practice of ICT use in the teaching learning. Webinars for students were conducted. Google Classrooms were used to provide the teaching material, text books and references. YouTube is used to create the content of the related syllabi. Some of our faculties have their own YouTube channels.

The institution's library have educational CDs, subscriptions to INFLIBNET N-LIST, and access to e-resources from the National Digital Library (NDL) through Shodhganga to enrich learning processes.

By incorporating these approaches into teaching practices, we create dynamic learning environments that

cater to diverse learning styles and foster a deeper understanding of subject matter.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 66.38

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
69	69	69	69	69

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 64.63

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
27	31	32	32	26

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

The assessment of the students is an integral part of the teaching learning process. The qualitative dimension of evaluation is used for enhancing the competence of students and is to gauge the knowledge and skills acquired at various levels of their study program. The assessment process is designed by the affiliating KBCNM University to which the college is affiliated. To assert student performance, clear and well-defined assessment criteria are outlined and communicated to students at the beginning of the assessment task to ensure transparency. The college has an examination committee (CEC) consisting of members from all faculties, to conduct all examination related activities.

There is University (External) Assessment (60% Weightage) and College (Internal) Assessment (40% Weightage) respectively for the theory and practical papers of each subject.

Continuous Internal Examination and its grievances are carried out as per the Teaching and Evaluation plan of the teachers. Multiple assessment opportunities like home assignments, MCQ tests, Surprise Tests, Unit tests, Open Book tests, projects, seminars, presentations, etc. are conducted actually to tests the PSOs and COs in the classroom, and assessment is done alongside. Immediate feedback is given to students on the evaluation.

**Internal Assessment:** As per University rules the Internal Assessment consists of two test (10 and 20 marks), behavior (05 marks) and attendance (05 marks) total of 40 marks for each semester. Ensuring transparency and robustness in the mechanism of internal assessment timely and constructive feedback is given to the students on their performance in assessments. This helps students and teachers to identify areas for improvement and make necessary adjustments. The CEC publishes the internal examination time table well in advance on the notice board and through WhatsApp groups of the respective classes. After the tests the result is declared by the subject teachers in the classroom as well as on the respective

WhatsApp groups. Mathematics department conducts remedial teaching for students to improve their performance in examination.

During Pandemic period the Internal as well as external examinations were conducted through Technology platforms such as Google forms, Zoom platform and telephonic talk tools etc. During Pandemic period for guidance to students to appear for online examination a special committee was formed, they established Telegram group, where various instructions were given. Webinar was conducted. And a 'war room' was formed during conduct of examination.

For **External examinations** schedule is published by the University well in advance. Our college conducts orientation of First year students regarding the University Examination rules, regulation and conduct during the examination. We had conducted 'Copy free and stress free drive' for all the students'.

To foster accountability and trust in the assessment process, students are given access to their assessments and explanations for the assigned marks. Examination committee and HOD deals with the internal examination related grievances. Students submit their grievances to respective teachers, if not resolved they are forwarded to Exam committee through HOD. Students are allowed re-examination on absentee or poor marks by proper application to the HOD. The time of one week is given to raise the grievances after the declaration of the result and it is also time bound to the teachers to resolve it.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

**Response:**

**Role of college in designing POs, PSOs and COs**

- The affiliating University, Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon provides the detailed outcome based curricula with clearly mentioned Program outcomes, program specific outcomes and Course outcome and is available on the University website.
- Along with University courses, COP courses' and Add on courses- Program outcomes, program specific outcomes and Course outcomes are stated in the syllabus framing meetings by the respective department teachers in consultation with IQAC.
- Some of our college teachers are members of BOS who contribute to framing curriculum and its objectives and learning outcomes. Two of our students were also selected as student representative in BOS Ms. Sarika Shitole in BOS of English and Ms. Harshada Sangale in BOS of Psychology.

- Our college has organized three university level Revised Syllabus framing workshops (FYBSc. - Physics, SYBSc.- Electronics and FYBSc.- Computer Science and Information Technology) in which valuable suggestions on PSOs are provided by the college teachers. Students were also encouraged to attend them so that they can understand the objectives of syllabus explained by the subject experts.
- Teachers are also encouraged to attend workshops on Revised Syllabus organized by the university and participate in the discussion, providing inputs on objectives and outcomes of program. Some of our Teachers worked as Chairman of the subject committee or sub-committee members and also worked as session chairman during the University level Syllabus framing workshops.
- Teachers are deputed for orientation and refresher programs and FDP to equip themselves, which is useful for communication of POs, PSOs and COs.
- Feedback mechanism ensures the communication of feedback by various stakeholders on the current curriculum, envisioning changes in the upcoming curriculum.

### Communication of POs, PSOs and Cos

- Displaying and communicating programme and course outcomes is essential for ensuring alignment between educational objectives, curriculum design, and assessment practices. Program outcomes, program specific outcomes and Course outcomes enables students to understand the scope, career opportunities and overview of their programme.
- The Head of the department discusses the POs and COs in departmental meetings well before the commencement of each semester. The required co-curricular and extracurricular activities are planned accordingly. These activities are later shared with the students.
- By understanding the intended learning objectives Teachers align their teaching strategies and assessment methods accordingly. Similarly, students understand what they're supposed to learn, and expect from each course right from the start.
- All the departments in our college conduct class orientation activity for making students aware about PO and CO for all the programmes offered. Also those are stated and displayed on college websites and communicated to teachers and students.
- The Course Outcomes are explained by the teachers in their respective classes at the commencement of each academic year.
- Students' participation in practical, hands-on training, field visits, industrial visits, study tours, students' projects, poster exhibition, report writing, seminars etc. is an effective way of comprehension of learning outcomes.

College organizes career counseling sessions in which the students come to know POs, PSOs, and COs in their discussions with teachers.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2



*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Evaluating the attainment of programme outcomes and course outcomes is essential for assessing the effectiveness of the educational programs offered by the college. Also evaluating POs and COs ensures that the education provided in the institution meets high standards of quality and is reflected in the student performance in the examination. Systematic assessment identifies strengths and areas for improvement in both teaching methods and curriculum design. Regular evaluation holds the institution accountable to its stakeholders and demonstrates a commitment to delivering value and meeting educational promises. **The evaluation of POs and COs is a critical process that ensures the continuous improvement and relevance of educational programs, ultimately leading to better outcomes for students and the institution.**

The assessment tools and processes used for measuring the attainment of each PO's, PSO's and CO's are direct and indirect methods.

**Direct Evaluation:**

As a part of continuous evaluation the formative assessment of students' Performance is conducted aligned with the programme and course outcomes. This includes: home assignments, unit tests, surprise tests, seminars, projects, group discussions, pick and speak, viva voce, presentations etc. The subject teacher maintains the records of the performance of each student using the above-mentioned performance indicators within that course. **The course outcome of each student is measured both in relation to the specific components of the course and the totality of the course towards the end of the course.**

These assessments measure students' mastery of specific knowledge, skills, and competencies outlined in the outcomes. The college evaluates the level of attainment of POs and COs by analysis of marks scored in the above activities as well as in the formative examination conducted by the University as an external examination.

The Result analysis committee collects result analysis of each department for all the courses taught. Then analyses the result, which is submitted to the parent management through IQAC. The IQAC and CDC uses this analyzed course-wise results to instruct faculties to initiate measures to improve students' performance in the examination accordingly.

The ranking of students in the University merit list is a strong indicator of attainment of Program outcomes. Placement of the graduates and post graduates also indicates the attainment of program specific outcomes. The students' progression is also considered while evaluating the program specific outcomes.

To measure the COs and POs, feedback on curriculum is collected from stakeholders. It is analyzed and reported to affiliating University through Principal.

**Indirect Evaluation**

- Involvement of students in various activities like classroom, department level, intro-college, inter-college and university-level.
- Regular attendance and interactions of students in regular classes.
- Participation of students during student-centric teaching methods.
- Involvement of students in debate, quiz, and guest lecture on cross cutting issues.
- Students' voluntary involvement in organizing departmental activities.
- Contribution to organizing the college levels programs such as teachers' day, celebration of National and International Days, Republic and Independence Day, Science exhibitions etc.
- Intercollege and University level activities such as *Avishkar* competition, Debate, Elocution, Quiz, Exhibitions etc.
- Participation in capacity enhancement initiatives
- Regular use of the departmental library and college library
- Contribution in college magazine, *Rashtriyata*.
- Showing involvement in extension activities and programs organized by NSS unit, Yuvati sabha and Student Council Activities

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 71.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
298	446	467	566	348

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

2022-23	2021-22	2020-21	2019-20	2018-19
593	586	561	667	572

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.72

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 5.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.90	0	0	0	3.35

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

Institutional development and progress depends on fostering **innovation ecosystem** and promoting creation and transfer of knowledge. For this institutions catalyze economic growth, societal development and sustainable innovation ecosystems. These efforts have contributed to the institution's reputation, impact, and ability to address global challenges in a rapidly changing world.

**Ecosystem through initiatives for creation and transfer of Knowledge:**

- The **CDC and IQAC**, consisting of members with industrial and academic backgrounds, drive research and innovation.

- The **Research Motivation Committee** also function as an **IPR cell** supports faculty and student research and innovation.

- The **Science Association** promotes research among students.
- There is **Central Instrument Laboratory** provided with sophisticated instruments
- The college has 18 **research guides**, under their guidance 08 were awarded **Ph.D.** and 09 ongoing Ph.D.
- Staff and students are encouraged to attend training programs and workshops for upskilling.
- **Add-on** and **career-oriented courses** are introduced to enhance employment skills.
- 17 **MoUs**, linkages, and collaborations are established.
- The institution hosted one **International** and two **national conferences/seminars** on research.
- The **library** is automated, and online learning platforms like INFLIBNET-N-List are available.
- There are active **Placement Cell, Competitive examination cell**
- **Career guidance** is provided through motivational speeches by successful alumni and eminent personalities.
- Computer and internet facilities are provided for all faculty members and students.

### **Indian Knowledge System (IKS):**

- NEP-2020 guidelines to incorporate **Indian Knowledge System (IKS)** has been implemented at I year PG, in 2024-25 will be introduced at First year of UG.
- Curriculum and extracurricular activities introduce to rich heritage of Indian thought, philosophy, values, and scientific achievements.
- National Science Day, Gandhi Sanskar Examination, International Yoga Day are celebrated.
- Department of History organized Exhibition – ‘itihasacya paulkhuna’ and heritage walk.
- Study tour to fort and Fortresses along with Ajanta, Ellora caves around our place are organized.
- National level Conference – in collaboration with Marathi Vidnyan Parishad.

### **Outcomes of the Innovation Ecosystem:**

- Over the last five years, 159 **research papers** and 11 patents.
- Workshop on **“Preparing projects and posters”**.

- Students achieved selection for the **Research Festival 'Avishkar'** competition at the university level through District level.
- Events include the **'Sciboon'** poster/model competition on National Science Day,
- Pi Day poster exhibition,
- State-level Seminar competition.
- FlyerK19 was organized.
- Online Quiz competitions.
- Workshop on Instrument handling
- Several workshops for capacity enhancement initiatives to professional skills and personality development.
- Workshops and seminars on Intellectual Property Rights, patent filing, and copyright are organized.
- **Awards** for teachers and students for contributions in research and academics.
- Department of Education conducted a webinar and add-on course on **NEP-2020**.
- **The Botany Department offered an add-on course 'Ajji Bai cha Batwa'** (Grandmother's Medicinal Pouch)
- Exhibition of **'Ran Bhajya'** (wild vegetables).
- A **yoga sensitization drive**
- The Department of Commerce conducted expert lectures on **entrepreneurship**.
- Organization of employment fairs (**Rojgar Melava**)
- **Student development workshops**.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response: 74**

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	19	08	09	11

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3 Research Publications and Awards**

**3.3.1**

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response: 2.85**

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	23	29	66

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 1.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	08	16	13	24

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and**



**sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

Extension activities are integral component of the holistic development of students. Community extension activities at the college engage students through which students gain a deeper understanding of various social issues and develop a sense of social responsibility, empathy and learn to reach out and help the underprivileged in society. In the last five years, different extension programs on several social, environmental and health oriented issues had been organized by various committees, departments and specially NSS unit. All these programs have the main aim to sensitize both the community members and students about social issues.

**Health and Hygiene Awareness Programme:** The activities have an immense impact on spreading awareness among the students to understand the reasons behind the health issues and they also get an idea about the impact and mitigation process.

1. International Yoga day. Yoga training for students 15/03/2022
2. COVID- 19 Vaccination drive -
3. Red ribbon club activities
4. Blood donation camps

**Swaccha Bharat Abhiyan:**

1. Swachha Bharat Summer Camp- Pat-Khadki in Taluka Chalisgaon
2. Mahatma Gandhi Jayanti- Cleanliness drive
3. Swaccha Bharat Mission and Plastic free India Abhiyan

**Patriotism awareness:**

1. Bhartiya Swatantracha Amrut mohtsav
2. Tiranga Rally
3. Meri mati mera Desh- Panch Pran oath

**Environmental Awareness:** Activities for this issue foster a sense of responsibility in students and encourage community involvement.

1. Maharashtra Krishi (Agriculture) Day
2. Tree Plantation, Vruksha dindi
3. Water Foundation Workshop
4. Seed ball preparation workshop
5. Flood relief work by NSS volunteers
6. Disaster Management, Aid, and Rehabilitation Camp

**Gender Sensitization:** Lectures, Competitions- like essay, rangoli, elocation etc. were organized

1. Beti bacho beti padhao abhiyan
2. Women empowerment- Personality development, Swayam siddha,
3. Lectures on- Health and hygiene, Laws for women, Self -employment,

4. Yuva Suraksha Abhiyan- "Youth Safety Campaign"

**People Awareness programs:** Social awareness also inculcated through conducted programs for local community. During Pandemic Corona Vaccination drive was conducted in collaboration with Rural Hospital. The activities conducted are as follows

- 1.Run for unity- Sardar Vallabhbhai Patel jayanti
- 2.Constitution Day
- 3.Voter’s awareness
- 4.Road safety week
- 5.Awareness drive about Covid -19
- 6.University Level "Youth Parliament" Workshop
- 7.Competitive examination guidance and rojgar meleva

**Fund raising:** Students are encouraged to raise funds for flood impacted communities, for underprivileged etc. This inculcates value of compassion and strengthens community bonds.

- 1.Keral Flood relief fund- Rs. 4871/-
- 2.National Foundation for Communal Harmony (NFCH)- 2957/-
- 3.CM fund raising for Flood relief at Kolhapur, Sangli; - Rs. 10150/-
- 4.Ek muth dhyany’ (a handful of grain) drive was run during the Special winter camp
- 5.Donation for Late Ganesh Fadatare’s family - 22600/-
- 6.Armed forces Flag fund- 42,100/-
- 7.Indian Association for Blind Rs. 1127/-

**Activities in the Adopted village:** During Special Winter camp at Lonje and Jamda NSS work for the various issues of the village. The villagers participate in the activities.

- 1.Yoga practice
- 2.Village cleaning
- 3.Labour work as – building bunds on nala, digging and filling foundation
- 4.AIDS awareness drive- Blood testing, and donation
- 5.Eradication of superstition
- 6.Rally- for Blood donation, Organ donation
- 7.Street plays on various social issues

File Description	Document
Upload Additional information	<a href="#">View Document</a>

3.4.2

**Awards and recognitions received for extension activities from government / government recognised bodies**

**Response:**

Our institution Nanasaheb Y. N. Chavan Arts, Sc. and Commerce College, Chalisgaon is committed to community engagement and social impact and our extension activities like Flood affected rehabilitation, Blood donation, environment awareness, and conservation, fund raising have received significant recognition from the University, Government, NGOs, society and individual organizations through a series of prestigious awards and appreciations. These accomplishments highlight our college's dedication to making a meaningful difference beyond the classroom and its impressive contributions to societal betterment.

Two NSS volunteers have been selected for participating in the **Avhan, Disaster Management camp**, at Aurangabad during 25/05 to 03/06/2018. Mr. Adarsh Misal secured 5th position in **National Youth Parliament festival** 2019, organized by Ministry of Youth Affairs and Sports, Government of India at Jalgaon on 28/01/2019.

NSS unit carried out **Flood relief and rehabilitation** work during 04-07/09/2021. They cleaned the area helped the inhabitants to re-establish their abode. Distributed food and cloth. Our affiliating University gave **Appreciation letter** for this humanitarian work.

Mr. Akash Gosavi received **Best Volunteer** in National Integration camp at Rashtra Sant Tuukdoji Maharaj University, Nagpur, which is also appreciated by our University.

Our Principal Dr. S. R. Jadhav is felicitated for **Paryavaran Doot**, as our college students and staff actively participated in 'Mazi Vasundhara 2.0 ani swacha survekshan 2022', by Chalisgaon Nagarparishad, Chalisgaon

Dr. S. R. Jadhav our Principal received **Environment Doot** Appreciation Award by Chalisgaon Nagarparishad, Chalisgaon on 15/08/2022

Dr. R. P. Nikam, Programm officer of NSS received **Swacchata Mitra** Chalisgaon Nagarparishad, Chalisgaon on 26/01/2022

For contribution in **Environment Protection and Conservation** by installing Solar Energy Panel for electricity generation Nagar Parishad, Chalisgaon gave **Gaurav Patra** for 2022-23.

Our three students were also given **Awareness appreciation certificates** on 21/01/2022 for actively participating in Environment awareness drive.

Our students are also enthusiastic in fund raising for a noble cause to help **Indian Association for Blind**, which is also appreciated by the Association.

Jeevan Surbhi Blood Bank, Chalisgaon awarded our college with a Memento. We organize **Blood donation camps** in the college and during Special winter camp, our students and teacher's voluntarily donate blood. Our college students participate in **State level Gandhi Sanskar Examination** organized by Gandhi Research Foundation, Jalgaon and secure merit positions. This activity is appreciated by the organizers and awarded letter of Appreciation to the Coordinator Prof. K. P. Rameshwarkar and also to college.

NIPAM, Govt. of India, Ministry of Commerce and Industry, Office of the Controller General of Patents, Designs and Trade Marks gave **Appreciation certificate** for organizing **awareness workshop for IPR**

on 02/03/2022

During COVID 19 a team of our Teachers helped the students for problems they faced during **Online University Examination**, our University KBCNMU, Jalgaon appreciated their work by felicitating with Appreciation Certificates.

Our campus and our resources are also always made available for various activities of Government through Tahasildar, who has given Appreciation letter to college. For conducting various Voter awareness activities Tahasildar conferred Appreciation letter to the college as well as the Coordinator Dr. V. P. Shirsath by given Appreciation letter.

Our Principal is conferred with **Gaurav Kartutwacha Award**, for his contribution in the field of Education

Senior Scientist Award for his commendable contribution in **Science Popularization**.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 81

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	22	11	15	17

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 22

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

#### **Response:**

The college is equipped with a comprehensive physical and technical infrastructure to support effective teaching and learning across various disciplines.

The campus features 27 well-ventilated and adequately lit classrooms, along with a terrace shed and a multipurpose hall, creating a conducive environment for learning.

The college boasts 12 ICT-equipped laboratories, including a language lab for undergraduate and postgraduate courses, two of which are provided with smart boards. The laboratories are designed with essential facilities such as power backup, LPG gas systems, and ceasefire equipment.

Physics and Electronics departments have a staff room, a darkroom, and two practical halls. Chemistry department includes a staff room, a physical chemistry lab, a storeroom, and a practical hall. Zoology and Microbiology departments include a staff room, two working labs, an instrument room, and a museum. Botany department is equipped with a staff room, a laboratory, an instrument-storeroom, and a research room. It also maintains a botanical garden with a green shed. Geography department has a staff room, a laboratory, and a geospatial lab equipped with GIS software. Computer, Information Technology, and Management departments feature six computer labs with LAN connections, smart boards. Mathematics and Statistics Laboratories are equipped with computers and LCD projectors. Language Laboratory is well-equipped with specialized language software and smart TVs.

The college ensures that all departments are equipped with computing equipment.

The college library is a spacious facility with separate reading halls for faculty, male, and female students. The library is automated, and some departments also maintain their own specialized libraries for subject-specific books and magazines. There is Network Resource Centre (NRC).

There is three-story ladies' hostel, equipped with amenities such as a dining room, mess, storeroom, rector room, recreation room, magazines, newspapers, and indoor sports facilities.

The college offers an ICT-enabled multipurpose hall for guest lectures, seminars, and other activities. The girls' common room, staff room, Conference hall and IQAC office can be converted into ICT-enabled seminar halls. To accommodate differently-abled students, ramps are provided at the entrance of

the college and library building. The college also has spaces for the NSS unit, a health center, a canteen with adequate infrastructure, parking facilities, CCTV cameras, a 40 KV Generator, on grid solar system, inverters, ensuring the infrastructure grows in tandem with the academic development of the institution.

The college supports physical and athletic development through its Department of Physical Education, which provides coaching, a playground, equipment, sports kits, and sportswear. Outdoor facilities include a 6,282.30 sq. m. playground with a 200-meter track, and amenities for various sports such as volleyball, cricket, and basketball. Indoor facilities include a gymnasium with weightlifting, bodybuilding, wrestling, judo, and boxing equipment.

The playground and multipurpose hall are utilized for workshops on yoga, meditation, organized by college and NGOs.

Various committees, like Arts Circle, Literary Association, and Debating and Elocution Committee, work for nurturing student's cultural and artistic talents. Musical instruments such as the harmonium, dholki, dhol, flute, and lazim are available to students. The college also has a performance stage with an open quadrangle for cultural activities, annual gatherings, debates, elocution, and poetry recitation competitions. College multipurpose hall is also used for cultural activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 7.39

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
4.39	1.91	0.49	13.88	1.53

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

#### Response:

**Library** is located on the **ground floor**. It has a **digital library** and **reading room**. **Separate** Reading hall for girls and boys and staff and a **New Arrival display facility** has been provided.

Automating the library using an Integrated Library Management System (ILMS) brings numerous benefits in terms of efficiency, accessibility, and user experience.

The college has a rich library with a vast collection of books, journals, e-journals, magazines and encyclopedia which cater to the academic and research needs of the faculty and students. The library has an Online access to INFLIBNET e- resources. The college has been a member of INFLIBNET-N-LIST consortia since 2011-12. It provides web- based services like access to e- books, e- journals and research databases. Teachers are provided with login id to access the services of INFLIBNET-N-LIST.

The library has been partially automated with Integrated Learning Management system version ‘SOUL 2.0’ (Software for University Library). This system operates for generation of access register, stock maintenance, exchange of books and journals, Bar coding, I- Card generation and user record of Library resources.

#### Library Software and services:

1. The library serves as a ‘**knowledge information center**’ and is partially automated owing to an **Integrated Library Management System**. Library management features are integrated into LIBMAN MasterSoft **ERP**. Library Category Master, Item Management, Subscription Management, Bill Management, Library Membership, Issue Item, Return Item, etc. are just a few of the modules available in the ILMS. This software offers the ability to create, browse, and print records of the following categories: transaction reports, bill reports, membership reports, and subscription lists. The software provides the capability to create student and staff Identity cards from the records. The ILMS offers OPAC (Online Public Access Catalogue) service for status of books like availability. The users retrieve books and journals by the title, author, publisher,



accession number, entering 'Free text. Books are recorded according to category (Text, Reference, or Other), subject (Physics, Marathi, Accountancy, Botany, Chemistry,...), and accession number. This system also generates user data and membership data. The software's issue and return components are used for book issue, renewal, and overdue notices. To maintain track of this service for students, a subscription to **Book Bank** is provided. With the aid of this software, **barcode labels** are created for circulation of books via barcode system and OPAC, and their accession register data.

- 2.N- LIST: This provides e- resources including **6000+ e-journals and 31,35,000 e- books** from the website [www.nlist.inflibnet.ac.in](http://www.nlist.inflibnet.ac.in)
- 3.As part of National Education Mission envisaged by the Government of India the BSNL has provided Broadband connection for browsing e-resources through the UGC. INFONET Digital Library Consortium.
- 4.The library also has an Invertor, Cease Fire and First Aid box.

The college provides free Internet facility to the faculty and the students in the library and on the campus.

**Library IT Infrastructure:** The library has the IT, infrastructure like server, 08 desktop computers (3-NRC, 2- Faculty, 2- OPAC, 1- Server), scanners, printers, Bar coding machine and LAN

Automated library operations with an Integrated Library Management System (ILMS), libraries can streamline workflows, improve user experience, and maximize the value of their collections and services. This technological investment supports the mission of the library in providing equitable access to information, fostering research and learning, and enhancing the academic experience for users.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

Frequently updating IT facilities, including Wi-Fi infrastructure, is essential for ensuring that the institution remains technologically competitive and capable of meeting the evolving needs of students and faculty.

The college has adequate IT facilities including Wi-Fi. Every department has been provided computers with Wi-Fi Internet facilities along with required software and routers. Technical up gradation of

machines, software's and antiviruses is undertaken regularly under Annual Maintenance Contract (AMC).

Regular assessments of IT facilities tools are upgraded in accordance with the changes in syllabi, new practical prescribed, introduction of new technology, student enrolment and outdated of computers, printers, scanners and software including Wi-Fi networks is conducted to identify areas for improvement, capacity constraints, and emerging technology trends. As per assessment and permission for new division of BCA we have purchased 10 upgraded computers. Feedback from students, faculty, and staff about their Wi-Fi experience, satisfaction levels, and suggestions for improvement is solicited. This enhanced the user experience by providing seamless, high-speed Wi-Fi connectivity that supports bandwidth-intensive activities, such as multimedia streaming, video conferencing, and online collaboration. We have

1. Wi- Fi of BSNL Fiber Basic plan of 60 mbps (01/11/2021) and
2. BSNL Fiber TB Plan of 100 mbps, (08/12/2021)
3. GPTL of 50 mbps (15/10/2022) specially for Administrative office and computer Science department.

Some outdated equipment are replaced to enhance performance, and maintain compatibility with new devices and applications. Wi-Fi access points, routers, switches, and other network infrastructure components were also upgraded.

Software like Windows, MS Office, Tally, Visual studio are available as licensed copies. While some freeware software's are used by teachers for their respective teachings

The college updated version of Microsoft ERP software, which is helpful in administrative office and Library.

The ICT infrastructure and IT facilities are monitored and maintained by the Computer department with the assistance of a technician appointed or hired.

Prioritizing the frequent updating and optimization of IT facilities, including Wi-Fi networks, institutions ensure that their technology infrastructure remains reliable, secure, and capable of supporting the evolving needs of the academic community. This proactive approach enhances teaching, learning, research, and administrative operations, contributing to the overall success and competitiveness of the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 12.67

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 159

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure**

**4.4.1**

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

**Response:** 54.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
32.6169	19.7297	20.6441	52.1791	38.3127

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 55.18

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
887	1152	1165	1274	1504

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

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

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

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 51.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
1470	1088	567	1371	1049

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

**Response:** B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 5.41

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
20	25	23	26	21

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
298	446	467	566	348

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 0.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	1	1	0	4

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 60**

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	08	04	15	23

**File Description**

**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

**5.3.2**

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

**Response: 25.4**

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
32	24	1	21	49

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

**5.4 Alumni Engagement**

**5.4.1**

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



**Response:**

Alumni can mentor current students, offering guidance, advice, and support in academic, career, and personal development. Every department have their groups of alumni who visit the department voluntarily or on invitation and encourage students. Establishing an active and engaged Alumni Association can greatly contribute to the development and success of an institution through various forms of support, including financial contributions, mentorship, networking opportunities, and advocacy. The registration of our Alumni Association is in process. We had applied for registration to Charity Commissioner of Jalgaon.

Every department have their groups of alumni who visit the department voluntarily or on invitation and encourage students. Department of English conducts 'Best student of the Department Felicitation program' and invite distinguished alumni of the department as a chief guest. Testimonial of such alumni help as path finder for the current students.

The alumni of our college contribute to the development of the college in various ways. Many of our alumni are representatives elected by the voters to the bodies like Zilla Parishad, Panchayat Samiti, Municipal Council and Educational Institutes. Some of our alumni belong to the field of industry and social work. The NSS unit of the college receives the help of the alumni in organizing Special winter camp. They also participate in functions like Independence Day celebration, Republic Day celebration and Annual Gathering cultural programme.

Some of our alumni assist the college in the process of student's placement and guide us about the employee requirements of industries. Some departments invite the alumni who have interactions with students about the pursuance of professional courses and career prospects. Some of our alumni residing abroad visit the college and enlighten our students about the recent developments in their respective subjects. Their interactions motivate our students and acquaint them with opportunities in the field of employment as well as research.

Some of our alumni are in regular contact with the faculty and the Principal. They provide us valuable suggestions regarding the use of technological devices in teaching- learning process. Some alumni contributed by donating books, fans and solar electrical panels for the development of college. They contribute in policy making by their representation on the statutory and academic committees like IQAC and CDC. The alumni who are experienced and expert in their respective fields are invited to deliver lectures for the guidance of our students.

The alumni associated with the social work service are invited in NSS camp to motivate our NSS volunteers undertake social service. The alumni of sports extend their active cooperation in organization of sports tournaments of the University, State and National level. They also contribute in the running and maintenance of Gymnasium.

Some of our alumni contribute in the organization of substantially significant activities like moot court, Late Sandip Chavan General Knowledge State level Competition, Yuvati Sabha activities and cultural programme.

Alumni associations help preserve the institution's legacy, traditions, and heritage by fostering a sense of pride across generations. Felicitation of our alumni Mr. Vijay Chaudhari was organized in our institution who represented Indian Police in event at Canada and won Gold medal. This has boosted our students to

participate in sports events.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

The governance of the institution is reflective of and in tune with its vision and mission. It is essential for driving strategic direction, fostering institutional values, and achieving organizational goals. Our institution management leaders are committed to upholding the institution's mission, and values. They demonstrate integrity, ethical conduct, and a deep understanding of the institution's purpose and goals.

In tune with our vision, as per guidelines of **NEP implementation** we established ABC-ID committee in 2020-21. A NEP preparedness committee has been formed in the college for the smooth implementation of NEP 2020. Students were encouraged and given guidance through YouTube videos for registration on the portal. During student orientations they were informed about NEP 2020, importance of ABC-ID. The institute offered a one-day workshop for all staff on introducing and discussing draft of NEP 2020 with in-house resource persons. Webinar for students and teachers was organized. Department of Education conducted Add- on course on NEP 2020 in regional language. Guidance workshop was also conducted. Our Affiliating University has decided to implement NEP 2020 from Academic year 2023-24 at First year PG courses. As a compliance of the drive many of our Teachers successfully completed FDP on NEP 2020.

As per our mission, for **sustained institutional growth**, our institution is visualizing growth in light of NEP 2020. Knowing that the NEP focus on skills-based education, IQAC invited our faculty to start skill based Add- on courses. Guidance to participate in research activities like Avishkar is provided. During COVID-19 Pandemic our institution worked as torch bearer by conducting various extension activities for the society. Like COVID 19 awareness, Add on course for students on COVID, Vaccination drives etc. During this trying situation for education IT infrastructure has been enhanced. The teachers are adapting to the skills-based teaching methods and techniques through various faculty interaction programs.

IQAC develops a strategic plan that articulates the institution's vision, mission, strategic objectives and feedback from stakeholders, and is approved by CDC. To implement these plans faculty, non-teaching staff, students, alumni are involved. The **institutional governance and leadership is decentralized and participative**. For administrative purpose CDC appoints Vice Principals and HOD to assist Principal. Allocation of resources, including financial, human, and physical assets, in alignment with the institution's strategic priorities is done by CDC. IQAC is formed by appointing representatives of teachers, office staff, alumni and students. Monitoring mechanisms by IQAC for evaluation and reporting on the institution's performance is done regularly.

Decentralization is brought about by forming hierarchy as Principal, Vice Principal, Head of the

Department, Faculty members. *In the administrative office it is Office Superintendent and Clerks etc.* For implementation of plans various committees are formed with Committee Chairmen, members, non-teaching staff member and student representatives. HOD, Committee Chairmen, OS are given decentralized leadership. Faculty play active roles as conveners/ coordinators and organizing secretaries, for organization of various activities such as conferences, seminars, workshops, guest lectures, awareness programs, competitions etc. Prominent examples of decentralized and participatory administration are Late Sandeep Chavan State-level GK Quiz, Late Nanasahab Yashwantrao N. Chavan State level Debating and Elocution Competition, College Annual Gathering, Student Development Department

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### **Response:**

Effective organizational performance and progress is achieved by deploying the institutional strategic or perspective plan. IQAC has prepared yearly strategic plan considering the perspective plan, the stakeholders' feedback, and recommendations by previous NAAC Peer Team. The plan constitutes institutional goal and objectives in light of vision and mission and deployed into actionable initiatives, programs and projects.

**The effective functioning of institutional bodies is essential for ensuring governance, decision-making, and operational efficiency within an organization.**

**Policies:** The policies and perspective plans, strategic plans are designed and recommended for implementation to assure excellence in every outcome by IQAC with respective committees. Policy documents provide operational procedures. These policy documents are open to revision as and when required.

**Administrative setup and functioning:** For effective and efficient functioning of the college Administrative setup is hierarchical. i. e. decentralized and participative governance. The higher authority issues instructions to the subordinate levels. The subordinates report their compliances to the higher authority. The subordinates in the hierarchy have freedom to give their opinion or dissatisfaction and the issues get resolved.

**The Management:** The R. S. S. P. Mandal Ltd. Chalisgaon is the governing body, and it functions through the Executive board of directors and college development committee. The effectiveness and

efficiency of these are crucial in making decisions, setting policies, etc.

**The College Development Committee** acts as a link between the management and the college. The meetings of CDC are held periodically to approve quality initiative steps taken by IQAC. It approves the Annual Budget and Audit Report, permits the promotion of staff and approves the purchase of materials and equipment. It discusses academic progress of college, and gives recommendations for overall development of the college.

CDC, IQAC Internal Complaint Committee, Student Grievances Redressal Cell, Anti-ragging Cell, Equal Opportunity Centre are the statutory committees constituted as per the Maharashtra Public Private University Act-2016.

**Principal** functions as an Administrative and Academic Head. Principal forms the various academic and administrative committees ensuring adequate representation of stakeholders for decentralization and participatory management. Principal supervises the academic, extra-curricular, sports, research, administrative and cultural activities of the college along with the utilization of funds for students, staff and maintenance of accounts thereof.

Office superintendent looks after the administrative work distributing duties and responsibilities to the supporting staff under guidance of Principal.

#### **Appointment, service rules, and procedures:**

(a) The **appointment and the service rules** of teaching and nonteaching staff is carried out as per the rules and regulations laid down and stipulated from time to time by the U.G.C., the Government of Maharashtra, Affiliating University and The R. S. S. P. Mandal Ltd. Chalisgaon.

(b) **Promotions** of teachers and non- teaching staff are as per the career advancement scheme setup by the UGC and the Government of Maharashtra.

#### **(c) Procedures:**

- College reports the vacancies to the parent institute for permanent, temporary teaching and non-teaching staff. The Management scrutinizes the reports and gives approval.
- The college seeks the necessary approval from State Government and University for the advertisement.
- Transparency and Rules of Reservation are strictly followed in selection.
- Parent Institute completes the entire recruitment procedure as per rules and regulations of UGC and State Government.
- Recruitment of Non-teaching staff is also done as per the State Government rules.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

### 6.2.2

#### *Institution implements e-governance in its operations*

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

Implementing a **performance appraisal system** for teaching and non-teaching staff is essential for assessing employee performance, providing feedback, identifying areas for improvement, and recognizing achievements.

College follows guidelines and procedures laid down by UGC and adopted by University for Assessment of performance of teachers.

Every teaching faculty member submits Performance Appraisal Form developed by the college. This

form is reviewed by the Head of the Department and forwarded to the Principal through IQAC for further assessment.

For Career Advancement under CAS, PBAS formats submitted to the **Principal**.

- The Principal forward such forms to **Internal Scrutiny Committee**.
- The committee assesses forms considering valid documentation.
- Valid applications are forwarded to the University for Further Procedure.
- University announces the placement program.
- Further validation is performed there and the promotions are declared.
- During last five years successful outcomes of promotions are – 04 Professor (**NAP, GBS, KBB, SVS**), 02 Associate Professors, 08 higher scale Assistant professor.

Confidential Reports are used to evaluate performance of nonteaching staff as per the norms of govt. of Maharashtra. The Principal assesses the performance and communicate the same to parent institution each year with his observations and recommendations. --- **members of non-teaching staff have been promoted in last five years.**

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

- Financial assistance/loans for various reasons and Fixed Deposit facility available from Rashtriya Employees' Credit Cooperative Society Ltd. Chalisgaon, Jalgaon District Teaching and Nonteaching Cooperative Society, Jalgaon and Government
- Deputing the faculty for orientation programmes, refresher courses, training programmes and faculty development programmes.
- Financial assistance and duty leave sanctioned to participate in seminar, conferences, workshops etc.
- Group Insurance facility.
- Felicitation by the management for achievements of the employees.
- Send-off ceremony is organized for teaching and non -teaching staff.
- Lectures on Health awareness, Yoga practices etc. of eminent persons are arranged.
- No membership fee for utilizing the gymnasium.
- Wi-fi facility is provided.
- Motivation to the non teaching faculty to upgrade their educational qualification.
- Facilities for Stationary and Xerox within the campus for both teaching and non teaching staff.
- Fund raising drive for the employee or their family affected by an unforeseen calamity.
- Uniform and washing allowance for non-teaching staff.

**Statutory benefits** are prescribed by the Government of Maharashtra and Government of India.

- **Provident fund** for all the employees.
- Employees can avail **maternity or paternity leaves**.

- **Medical reimbursement Scheme:** refunds the medical expenditure of employees and their dependents.
- **Leave Travel Concession:** The travelling expenditure of the employees to visit their home place in India is refunded subject to rules and regulations.
- The non- teaching staff members avail **Earned leave Encashment.**

**Avenue for Career Development/Progress:**

- The staff members are encouraged to enroll in higher education.
- The teaching staff can takes advantage of FIP and completes their PhD program.
- Nonteaching staff are allowed to complete their higher education

As an outcome of this assessment period, 05 (NAP, NPG, KCD, NTS, VPS) teaching staff member completed PhD degree program. One non-teaching staff qualified SET examination.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 34.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	1	0	33	35



File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>

### 6.3.3

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 34.12

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
19	23	65	8	1

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	20	23	25	26

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

The college offers both granted and non-granted programs and courses affiliated with Kavayitri Bahinabai Chaudhary North Maharashtra University, Jalgaon. The college has developed its own strategies and policy for mobilization and utilization of resources and funds. The policies are-

- To make funds available for non-granted programs by designing fee structures in consultation with the University to meet the salary and non-salary requirements.
- About 60 percent of the college students are scholarship and free-ship holders, the reimbursement of tuition fees is paid to college directly.
- Funds are sought from the Parent Institution as and when required.
- To approach Government agencies for academic and research support.
- To approach NGOs, and philanthropists.
- To offer self-financed programs and courses.
- To approach the affiliating university for funding for various activities.

**Main sources of Fund received:**

- Salary grants from government

- Student fees
- Research projects
- Fees collected by conduct of conferences, workshops etc.
- Philanthropists
- The affiliating University partly contributes funds for Earn and Learn Scheme, Yuvvati Sabha and NSS.

### **Strategies for mobilization and optimal utilization of resources:**

In consultation with Heads of Department and Coordinators, Principal and administrative staff prepares budget allocation at the end of previous academic year by considering requirements of all departments, new programs, and courses and activities. The budget is put forth in the College Development Committee meeting where it undergoes scrutiny and receives sanction. Rigorous monitoring accompanies the utilization of budgeted amounts. This comprehensive approach reflects the college's commitment to financial prudence and effective resource management.

The Optimal utilization of funds Policy ensure optimal use of these funds. A detailed approach is employed during the procurement process. e.g. The Purchase Committee follows a clearly defined procedure as

- Calls for quotations, minimum three quotations
- Carefully evaluate vendor quotations
- Make comparative chart of Quality and Quantity
- Submits the comparison to the authority
- Makes informed purchase decisions through a thorough comparative analysis.
- Financial transactions are done in Nationalized Bank Accounts by cheque and through NEFT and RTGS mode.
- There are separate bank accounts for Salary, and Non-Salary accounts – Research grants, NSS, University examination etc.

Infrastructure development and the establishment of permanent structures are overseen by the governing body. This body ensures that campus expansion is conducted strategically and in alignment with the institution's long-term goals.

### **Regular financial audits (internal and external)**

Both Internal and External audits are done regularly.

1. Internal audit by Internal auditor appointed by parent institute.

2. External audit by Chartered Accountant Firm.

3. Government audit is carried out by Joint Director of Higher Education, Senior Auditor, and Accountant General of State periodically.

**Funds are utilized:**

- 1. For effective teaching-learning practices for the development and maintenance of infrastructure.
- 2. For Enhancement of library facilities needs to augment learning practices.
- 3. For social service activities as part of social responsibilities through NSS.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

The Internal Quality Assurance Cell plays a pivotal role in enhancing and institutionalizing quality assurance strategies within educational institutions. By systematically reviewing and refining the teaching-learning processes, operational structures, and learning outcomes, the IQAC ensures continuous improvement and adherence to high standards.

**Institutionalization of quality assurance strategies and processes:**

- IQAC periodically review teaching-learning processes to evaluate the effectiveness of teaching methodologies, course content, and pedagogical approaches. During Pandemic IQAC conducted workshops to face the challenges of online teaching and evaluation. Like LMS Moodles, e- content Development etc. Teaching -Learning process is also assessed through Syllabus Planning, Lectures, Notes and Syllabus Completion Reports. Teachers are now prepared for hybrid mode of teaching and evaluation.
- The IQAC gathers feedback from students, faculty, alumni and employers to identify strengths and areas for improvement. This feedback is then analyzed to make data-driven decisions that enhance the quality of teaching and learning. For effectively curriculum delivery and evaluation IQAC suggested to increase the supplied bandwidth of Internet.

This helps to analysis of learning outcomes. It also helps to track progression of students and teachers. Accordingly recommendations and suggestions are given to teachers.

- The cell also ensures that modern teaching practices and technological advancements are incorporated into the curriculum to keep it relevant and engaging. The ICT infrastructure is been increased

### **Recording the incremental improvement in various activities:**

Our College has seen a series of incremental improvements aimed at enhancing the overall educational experience for both students and faculty.

- On the basis of feedback of students and in view of NEP- 2020, IQAC suggested to introduce skill based Add- on courses to enhance entrepreneurial abilities and employability among the students.

- To encourage and guide the students for competitive examinations in various sectors 'Career Katta' has been established. For Motivational lectures and guidance for these examinations newly appointed government officers are invited. IAS, IPS officers of our area also has established 'UPSC vari' to motivate students of our rural area.

- Placement cell also conducts 'Student Development program' aiding in their career aspirations. In collaboration with NGO 'placement drive' was also organized for our students and youth of our area.

- To inculcate patriotism 'Azadika Amrut mohatsav ' was celebrated enthusiastically.

- Previous MoU are renewed and new ones are signed for student and teacher exchange as well as extension activates for commitment to community services.

- During the natural calamity of Flood in our place, NSS volunteers extended helping hand along with teachers by actually working for rehabilitation of affected families which is highly appreciated by the locales, MLA and our University.

- Vaccination drive during Covid-19 pandemic was organized for local people, and other needs are also fulfilled through Rahat Kosh established with collaborating NGO 'Saad foundation.'

Our Girls hostel was made available for the 'COVID Centre.'

- Projects like Green Army for plantation 50 coror and Biodiversity survey of surrounding villages were completed with help of students inculcating environment awareness.

- Infrastructure is augmented

- IQAC is approaching adopting paperless documentation.

- The institution has adopted e-governance through the use of MasterSoft, Tally Software, etc. to streamline administrative tasks.

- Regular Administrative and Academic audits have been conducted along with Green audit, Energy audit and Gender audit.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**6.5.2**

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Promotion of gender equity is crucial for fostering an inclusive learning environment in educational institutions. At our college, several committees, including the Yuvati Sabha, Internal Complaint Committee (ICC), Grievance Redressal Committee, Student Welfare and Anti-Ragging Committee, and Discipline Committee, actively work to ensure this. These committees are constituted in accordance with state government rules and affiliating university regulations. The ICC, for instance, was established under the Maharashtra Government's 2013 Act to prevent and prohibit sexual harassment. These bodies focus on raising awareness and addressing gender sensitivity issues by implementing gender-sensitive policies, guidelines, and codes of conduct that promote equal opportunities and treatment for all genders.

Our institution has adopted a Zero Tolerance Policy against any form of misconduct. During student orientation programs, new students are educated about the Code of Conduct and the Zero Tolerance Policy, essential for a coeducational institute. The college curriculum integrates gender equity and sensitivity, particularly through literature courses and a Human Rights Certificate of Proficiency (COP) course. The Department of Education has conducted seminars by students on women's issues. Moreover, the Yuvati Sabha, ICC, and National Service Scheme (NSS) individually and collaboratively organize programs on topics like women's health and hygiene, welfare schemes, protective laws, and rights to increase awareness among female students about their rights and responsibilities.

The Yuvati Sabha also conducts personality development programs and the Swamsiddya Abhiyan (Self-Defense Awareness Camp) under the guidelines of the affiliating university. During the pandemic, a one-day webinar on "Virtual Relationships" was organized to help students navigate social media relationships safely. Additionally, yoga workshops are conducted to promote mental and physical health for both boys and girls, as it is crucial for the well-being of families and society. There is Equal opportunity cell in the college who makes students aware about government facilities and schemes for education.

#### **Measures taken-**

- Strict implementation of Zero Tolerance Policy, Anti ragging policy guarantees a secure and safe environment for all.
- Gender audit is done.
- Annual gender sensitization plan for organization of activities.
- Celebration of commemoration days like Savitribai Phule birth anniversary, Rajmata Jijabai Birth anniversary, Ahilyabai Holkar Jayanti for recognition of their sacrifices and dedication for their

respective work.

- Celebration of International Women’s Day for acknowledging respect for womanhood.
- Organization of programs on cyber security to awaken the students for conscious use of social media for personal use and how to safeguard them from cyber-crimes.
- Girls are given preference in Earn and Learn scheme to make them financially self-reliant to meet their educational needs.
- Girls are encouraged to participate in sports and cultural activities, departmental activities aiming the holistic personality development.
- There is Counseling cell where teachers provide counseling for issues like career, mental issues, family issues etc.

**Facilities available-**

- For safety and security, there are CCTV cameras and Security guards.
- Police Patrolling Vans of Nirbhaya pathak visit the campus frequently, they had installed complaint box in the campus.
- Suggestion and complaint box are available near the administrative office.
- Women’s common room with washroom, vending machine is there.
- We have three storied building of Girls Hostel with CCTV surveillance and security guard.

There are separate study halls in the library for boys and girls

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**7.1.2**

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

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

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>



### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

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

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

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

A nation of youth who are noble in their attitude and moral responsible is our vision. To promote inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity the college organizes various activities for the students and staff. Motivational lectures of eminent persons of the field are arranged for all round development of the students for their personality development and make them responsible citizens, following the national values, communal harmony and national integration.

**The college builds an inclusive environment with the following steps:**

- The institution adheres to Code of conduct for staff and students.

- There is Zero tolerance policy and its implementation
- Policy on disabled-friendly environment for inclusion of the disabled in education mainstream.
- There is active Equal Opportunity cell, Yuvati sabha, Student Welfare Committee, NSS.
- Admissions are as given as per Reservation policy of government.
- Birth and Death Anniversaries of National Heroes are celebrated.
- Representation of NSS volunteers in National Integration camps.
- In annual gathering students present folk dances and introduces various cultures of India for cultural harmony.
- College organizes blood donation camps every year. Neighborhood community, students, and teachers participate voluntarily. This initiative teaches the human blood as common factor of unity in diversity.
- During pandemic Vaccination drive was organized for local community
- Rahat fund was generated to help needy during Pandemic
- Marathi Rajya Bhasha din, National Hindi Day and fortnights are celebrated.
- Sant Kabirdas, Sant Tusidas jayanti are also celebrated.
- Presentation of poems of Kavayitri Bahinabai Chaudhari by students was organized on the occasion of University naming ceremony by Department of Marathi.
- Celebration of Regional, National and International Days develops unity in local, regional, and world diversity.
- Fundraising for the Armed Forces Flag Day, Indian Association of blind, Flood affected areas etc. shows solidarity and togetherness.

### **Sensitization to the Constitutional Obligations:**

We believe in providing a holistic, well-rounded education to our students. One of the primary focuses of our institute is to educate students about their constitutional rights, values, duties, and responsibilities through various methods. Both students and employees are sensitized to the obligations of the Constitution through the curriculum and extracurricular activities.

Regular programs are organized by the Student Development Cell, Internal Complaints Committee (ICC), National Service Scheme (NSS), and Cultural Department to educate students about their rights, duties, and responsibilities.

- Celebration of Maharashtra din
- Swami vivekanand Jayanti
- Shivji Maharaj jayanti
- Shivrajyabhishek sohala
- Celebration Independence day- Azadika amrut Mohatsava was celebrated very enthusiastically in the college as well as in the NSS adopted village
- Mahatma Gandhi jayanti- Lectures, cleanliness drive
- Mahatma Gandhi Examination
- Sardar Vallabhbhai Patel jayanti for Unity run
- Constitution day celebration- Awareness drive
- *National Voters' Day* to make aware students of voters' duties and responsibilities.
- The activity of Mock Parliament is arranged to make students understand the functioning of legislatures on-----.
- Department of History organizes heritage walk, exhibition.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**1. Title: Learning with Purpose: A Need-Based Approach**

**Aim:**

The aim of our need and skill-based add-on courses is to provide targeted, practical training that addresses specific industry needs and enhances participants' professional skills, enabling them to excel in their careers and stay current with evolving trends.

**Objectives:**

- To address specific skills as emerging needs
- To make aware with current trends and demands
- To promote professional development
- To equip them for self-employment

**The Context**

Students from rural areas often feel uncertain about their career options due to a lack of practical and professional knowledge. Many show little interest in entrepreneurship, often influenced by their family or social background. In feedback, students expressed a desire for practical knowledge that aligns with real-world demands. While regular courses provide foundational knowledge, they may not fully meet the requirements of the Skill India initiative. To address this gap and better prepare students for the job market, we aim to introduce need-based and skill-oriented add-on courses that enhance their employability and encourage entrepreneurial thinking.

**The practice:**

Initially, we were conducting COP (Career Oriented Programme) courses that lasted a year, which many found to be quite lengthy. To address this, the IQAC (Internal Quality Assurance Cell) encouraged all faculty members to design 30-contact hour add-on courses in their respective subjects. The response from the faculty was enthusiastic, and many departments submitted their course proposals to the IQAC through the Principal.

Upon final approval, the departments informed students about the course content and commencement details. Students enrolled in the courses through the proper channels, and the classes began soon after. Since these add-on courses were a new initiative, the faculty volunteered to teach them, allowing us to keep the fees minimal. When the pandemic struck, we quickly adapted to online teaching methods. Some of the courses were interdisciplinary, necessitating a revised timetable. However, the courses ran smoothly without disrupting the regular college schedule. This shift to online learning proved particularly beneficial for girls from rural areas.

Evaluation was conducted either online or offline, and the results were submitted to the IQAC. During the pandemic, we also developed specific add-on courses to address the challenges of the time. These courses were made compulsory for all students, ensuring that everyone had the necessary knowledge to navigate the pandemic's difficulties.

Certificates of successful completion with grades were issued to students, who greatly benefited from the courses.

**The evidence of success:**

- In last five years the number of Add on courses reached to 55
- More than 50% of students participate in these courses
- Increasing participation of girls
- After completion of one course students demand to enter another course
- Some students wish to take up 2-3 courses simultaneously.
- The experience gained is shared by students with new comers so the enrollment is increasing.
- For almost everyone online mode is convenient

**Problems encountered:**

- Few students do not have android mobile some have internet connectivity problem
- Teachers get overloaded by this additional work

- Time constrain.

## **2. Title of the practice-** "United for Good: Enhancing Community Welfare"

### **Aim:**

To improve community well-being by collaboration among stakeholders, use resources effectively, and implementing targeted initiatives that address key social challenges.

### **Objectives:**

- To aware student regarding social, economic, environmental issues
- Facilitate partnerships between NGO and college to create a united effort towards addressing community needs and implementing welfare initiatives.
- Optimize the use of available resources and support services community welfare.
- Encourage active participation and involvement from community

### **The Context**

An NGO Saad foundation has been working for students, women and economically weaker section people by reaching out to them. They used to approach our students to be volunteers at certain events. So as an institution working with same goal to reach to deprived through education even we felt to enhance our extension work approach. So we mutually signed an MOU with Saad Foundation. It is Saad who designs the activity, approaches the resources while we participate with our students in such activity either as volunteer, resource person, care taker.

### **The practice:**

The Saad Foundation is committed to enhancing community welfare through a diverse range of initiatives. The foundation's committee regularly surveys the community to identify areas that need attention and support. Based on these findings, the committee, in collaboration with our college, decides on various activities to be organized, including workshops, seminars, lectures, and the distribution of aid or relief.

To maximize participation, the foundation schedules most of these activities on holidays or after college hours. This timing ensures that students, who are a significant focus of the foundation's initiatives, do not face any time constraints and can fully engage in the events. The foundation actively promotes these activities among students, creating awareness and encouraging them to take part in meaningful community service.

The collaborative efforts of the foundation are not only beneficial for the immediate community but also play a significant role in inculcating a strong value system among students. Through active participation, students learn about empathy, teamwork, and the importance of civic engagement. Several successful initiatives illustrate the impact of the foundation's work. For example, the "Author at Your Step" program brings writers and poets to interact with students and community members, promoting literacy and a love for reading. The "Constitution Awareness Drive" educates citizens about their rights and responsibilities.

**The evidence of success:**

- Awareness has created recognition so the needy approach the foundation
- Increased Student Participation and Engagement
- Feedback from the community members who benefited from these activities has been positive e.g. after the "Constitution Awareness Drive," 85% of the participants expressed that they gained valuable knowledge about their rights and responsibilities as citizens, similar positive response after, the "Women Awareness About Menstrual Cycle" .
- Teachers and parents have observed a significant change in students' attitudes toward social responsibility.

**Problems encountered:**

- Financial Constraints
- Collaborating with different stakeholders, such as community members, teachers, and external experts, can present coordination challenges
- Sometimes students are not serious about their involvement.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness**

### 7.3.1

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

##### **Response:**

One of our missions is- To promote all round development of student's personality in tune with this presenting ones views boldly in public is one of the Personality aspect. Our college decided to start '**State level Elocution Competition**' for students in 2017- 18 in collaboration with Rashtriya Jr. College and our Management. We appreciate the contribution of philanthropist to donate substantial amount as awards. This is organized in the memory of our founder Chairman Hon. Shikshanmaharshi Nanasaheb Y. N. Chavan on his Birth date 07 January every year. We make sure to invite a distinguished personality as an inaugurator. Even the judges invited are renowned personalities who are good orators. Every year burning social or political issues are given as subject for presentation in 05+02 minutes. It is a feast to ears and heart to listen to the participants enthusiastically presenting their views on the given topic. Even the awards are attractive a handsome trophy and Rs. 15000 as First Prize. There is another Elocution Competition on special subject on Nanasaheb Y. N. Chavan and award of Rs. 5000 with attractive trophy. A unique feature of our Elocution Competition is that winners are not allowed to participate in the following year's competition. This rule encourages a wider pool of participants and prevents repeat victories, ensuring a fresh and competitive spirit each year. Many students, when asked for their feedback, express their enthusiasm for the competition. They frequently mention their eagerness to return, citing the variety and challenge of the topics, the impartiality of the judges, and the attractiveness of the awards as key reasons for their positive experiences. The event has become a significant tradition, attracting participants from all over Maharashtra. As the date is fixed all participants all over Maharashtra wait for the subjects of Elocution. We send broacher well in advance.

The competition itself centers on pressing social or political issues, with topics chosen that reflect current affairs or significant societal debates. Each participant is given five + two minutes to present their views. This format encourages students to think critically, articulate their thoughts clearly, and deliver their opinions with confidence and passion.

Building on the success of the Elocution Competition, we introduced the Debating Competition in the academic year 2022-23. This new addition also focuses on burning issues of the time, providing students with yet another platform to express their studied opinions and showcase their skills as future debaters, orators, and social leaders. The introduction of the debating competition has been met with enthusiasm, as it offers a different dynamic requiring participants to not only present their views but also to engage directly with opposing arguments, sharpening their critical thinking and public speaking skills even further.

Both competitions have distinct goals but are united in their mission to enhance students' abilities in public speaking and critical analysis. The Elocution Competition emphasizes clear and persuasive speech on predefined topics, allowing students to develop their ability to construct and deliver a coherent argument within a limited time frame. On the other hand, the Debating Competition challenges participants to think on their feet, anticipate counterarguments, and engage in direct dialogue with their peers. Together, these events provide comprehensive training in public speaking, promoting intellectual rigor and encouraging a diversity of viewpoints.

Over the years, these competitions have become more than just events; they are now integral parts of our college culture. They foster a sense of community among participants, encouraging them to learn from each other and build confidence in their public speaking abilities. The topics chosen each year reflect relevant social, political, and cultural issues, ensuring that the discussions are not only intellectually stimulating but also socially meaningful. Through these competitions, students are given the opportunity to step into the shoes of future leaders, developing the skills and confidence they will need to engage in public discourse, influence public opinion, and contribute positively to society.

Both the Elocution and Debating Competitions align with our mission to promote the all-around development of students' personalities. By providing these platforms, we encourage students to step out of their comfort zones, develop their public speaking skills, and learn to present their views boldly and confidently in public. These are essential skills for personal and professional success, and we are proud to support our students in this development journey.

In conclusion, the State Level Elocution Competition and the newly introduced Debating Competition have become cornerstones of our efforts to promote student development. Held in memory of our founder, Hon. Shikshanmaharshi Nanasaheb Y. N. Chavan, these events are more than just competitions; they are opportunities for growth, learning, and community building. By challenging students to think critically and speak confidently, we are preparing them to be the leaders, orators, and social activists of the future. The positive feedback from participants, the increasing number of entrants, and the high level of engagement all testify to the success and impact of these initiatives. We look forward to continuing this tradition and expanding its reach in the years to come.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

In summary, Nanasaheb Yashwantrao Narayanrao Chavan Arts, Science and Commerce College stands out as a dynamic institution dedicated to advancing higher education and community engagement. Established in 1983-84 and transitioning to grant-in-aid status in 1989, the college has a strong affiliation with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, and operates under The Rashtriya Sahakari Shikshan Prasarak Mandal Ltd.

The college offers a comprehensive range of academic programs, including 18 undergraduate courses and 4 postgraduate programs in Botany, Zoology, Computer Science, and Geography. It has also expanded its curriculum to include management studies with courses like BCA, BBA, and BMS e-commerce. This diversification aligns with contemporary educational needs and industry trends.

A key strength of the college is its well-developed IT infrastructure, which supports both traditional and online learning methods. The college is recognized as an ARC center for centralized PG admissions, an NRC center for online courses, and an IIRS center for GPS training by ISRO. These designations reflect its commitment to integrating modern educational technologies and providing flexible learning opportunities.

The campus is equipped with essential facilities, including a 20 kV solar generator, kabaddi and wrestling mats, and a multipurpose hall for various activities. Additionally, there is a dedicated common room for female students, underscoring the college's focus on creating a supportive and inclusive environment.

Management support at the college is robust, contributing significantly to its growth and success. Through its extensive extension activities, strong research culture, and active community engagement, the college continues to play a vital role in enhancing educational and social development in the region.

### **Concluding Remarks :**

In summary, Nanasaheb Yashwantrao Narayanrao Chavan Arts, Science and Commerce College, founded in 1983-84, has evolved into a prominent educational institution dedicated to fostering academic excellence and community development. Initially established on a non-grant basis, the college transitioned to a grant-in-aid category in 1989 and has since become a cornerstone of higher education in the rural region of Chalisgaon. Affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, and managed by The Rashtriya Sahakari Shikshan Prasarak Mandal Ltd., the college reflects a rich legacy of educational commitment initiated by visionary leaders and grassroots social workers.

The institution's growth is evidenced by its diverse academic programs, which include 18 undergraduate and 4 postgraduate courses in fields such as Botany, Computer Science, Zoology, and Geography. It also offers management studies like BCA and BMS e-commerce, aligning with contemporary educational trends. The college has earned recognition for its quality education, achieving an 'A' grade with a CGPA of 3.10 in the NAAC's second cycle of assessment in 2012 and a B++ grade in the third cycle in 2019. Additionally, it is a recognized center for centralized PG admissions, online university evaluations, and specialized online courses on GPS offered by ISRO.

Embracing the National Education Policy (NEP), the college integrates the Indian Knowledge System and emphasizes Outcome-Based Education, ensuring a learner-centric approach. It underscores the importance of social outreach, democratic participation, and ecological sustainability. Through its extension activities via the National Service Scheme, Student Development Committee, and Yuvati Sabha Cell, the college engages actively with the community. With 17 MOUs and significant research output, including 170 published papers, the institution continues to foster a vibrant academic environment, contributing substantially to the region's educational and social advancement.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :32</p> <p>Remark : As per clarification received from HEI, and exclude Diploma course and Repetition of Add on/Certificate/Value added programs, thus DVV input is recommended.</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>465</td> <td>418</td> <td>4574</td> <td>158</td> <td>194</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>457</td> <td>425</td> <td>2289</td> <td>127</td> <td>141</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1 and number of students enrolled in Certificate/ Value added courses should not be more than total number of enrolled students in any of the years, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	465	418	4574	158	194	2022-23	2021-22	2020-21	2019-20	2018-19	457	425	2289	127	141
2022-23	2021-22	2020-21	2019-20	2018-19																	
465	418	4574	158	194																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
457	425	2289	127	141																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 978</p> <p>Answer after DVV Verification: 958</p> <p>Remark : As per clarification received from HEI, so based on that DVV input is recommended.</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
844	969	910	896	1004

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
786	915	872	879	960

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1140	1140	1140	1140	1140

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1140	1140	1140	1140	1140

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**

**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
662	582	659	683	683

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
479	455	504	493	486

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
706	706	706	706	706

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
706	706	706	706	706

Remark : As per clarification received from HEI, and as per SOP, Filled seats not to exceed the earmarked one, thus DVV input is recommended.

**2.6.3 Pass percentage of Students during last five years (excluding backlog students)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
302	446	467	566	348

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
298	446	467	566	348

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
585	586	561	667	572

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
593	586	561	667	572

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

Answer before DVV Verification :

Answer After DVV Verification :22

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**

**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.43679	1.9152	0.52411	28.4521	6.41765

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.39	1.91	0.49	13.88	1.53

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
92	189	218	75	79

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	25	23	26	21

**5.2.1.2. Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
585	586	561	667	672

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
298	446	467	566	348

Remark : For metric Id 5.2.1.1, the values be according to the proofs provided by HEI and for metric Id 5.2.1.2, the values should be same as metric Id 2.6.3.1, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	04	15	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	08	04	15	23

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3 **Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	28	59	49	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	23	65	8	1

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	20	23	25	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	20	23	25	26

Remark : As per clarification received from HEI, and excluding less than 5 days FDPs and Multiple participation of the faculty, thus DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27.09076</td> <td>44.71347</td> <td>41.04</td> <td>107.16</td> <td>80.26</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>44.71347</td> <td>27.09076</td> <td>41.04</td> <td>107.16</td> <td>80.26</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	27.09076	44.71347	41.04	107.16	80.26	2022-23	2021-22	2020-21	2019-20	2018-19	44.71347	27.09076	41.04	107.16	80.26
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