SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SAMBHAJI COLLEGE (ARTS AND COMM.) MURUD

LATUR-BARSHI ROAD, MURUD DIST. LATUR (MS)
413510
https://sambhajicollegemurud.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

27-11-2024 09:50:31

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Education for knowledge , character and patriotism accordingly Samaj Jagruti Shikshan Sanstha Murud has been established by Hon. B. S. (Dada) Patade. In 1990 , Sambhaji College (Arts & Commerce), Murud Tq. Dist. Latur has been started .

Since the inception of the college , education has been imparted to the rural masses preferably the girl students . The intension of the Employer to educate the locality where no platform of Higher Education in the locality but with the help of **Late Vilasrao Deshmukh then Minister Of Maharashtra State** , Hon. Shri. B.S. Dada Patade has taken the initiative of starting th**e Higher Education Institute** . According to the parent institute the locality should be sensitized with the **Human Values** such as   to   Inculcate **Spiritual, Moral, Social, Economic Values** Among the college stakeholders . To Contribute towards Social Commitments.

Since scores of the masses become the graduates and post graduates in the institution largely girls . Since last two years new programs have been started to convenient the locality

Vision

The vision of the institute is **"Education for Knowledge, Character and** Patriotism". During the course of teaching-learning and management process the vision has been significantly highlighted.

Mission

To provide higher educational facilities to the rural masses preferably girl students.

To Provide Higher Educational Facilities To The Rural Masses Preferably Girl Students.

 To Inculcate Spiritual, Moral, Social, Economic Values Among The.

 To Contribute Towards Social Commitments.

 To Impart Education For Knowledge, Character And Patriotism.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

3.1 Institutional strength	Institutional straightens

- Eco friendly campus in draught-prone area
- Marginalized first generation learners empowered through higher education
- Good support of top management
- Strong rapport with community through extension activities
- Good relationship among students, teachers, employees and Management

Institutional Weakness

3.2 Institutional weakness	Institutional weakness
	- large section of teachers are temporary for the self-financing courses - less demand for many subjects by the student - Locational disadvantages - Limited ICT application in teaching and learning

Institutional Opportunity

3.3 Institutional opportunities	Institutional opportunities
	- Opportunities for utilization of legacy and Goodwill of the institution for resource mobilisation - Opportunities for creating ICT facilities in teaching, learning and administration - Scope of community engagement in the up liftment of rural population - Scope of exploring tie-ups with institution /NGOs - Scope for organising entrepreneurship and skill development programs

Institutional Challenge

3.4 Institutional challenges	Institutional challenges
	- Increasing proficiency in English language and soft skill - Scaling up placement activity - Working to improve reputation of the institution

	• Increasing research facility and culture • Combating high drop out

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

2.1.1 Curricular planning and Implementation:	• Curriculum prepared by affiliating University • College level monitoring commtties ensure effective implementation of curriculum • Four faculty member are representative in the university BOS
2.1.2 Academic Flexibility:	• CBCS adapted & NEP-2020 • Skill development • Have been be started • Limited academic flexibility
2.1.3 Curriculum Enrichment	• Two new program course and self finance certificate course introduced during last five year • Efforts to integrate cross cutting issues into curriculum evident • Institution has monitored and evaluated the quality of the enrichment programs
2.1.4 Feedback system:	• Feedback system from student intiated • formal feedback system has been collected from other stakeholders • Results of feedback analysis has been formalized

Teaching-learning and Evaluation

Teaching -Learning Evalution :

2.2.1 **Student Enrolment and Profile :**	**Student Enrolment and Profile :** - Admission as per university norms - Government Reservation policy followed - Enrollment to majority of the courses are appreciable
2.2.2 **Catering to Student Diversity**	**Catering to Student Diversity** - Special lecture, seminars and workshops held - Remedial classes organised - orientation /induction programs for fresh learners conducted for classifying the students as advanced and slow
2.2.3 **Teaching Learning Process:**	**Teaching Learning Process:** - Academic plan prepared by college - conventional methods of teaching learning adopted with due use of ICT - Expert lectures, bridge courses ,excursion and field visits undertaken in a limited way
2.2.4 **Teacher Quality:**	**Teacher Quality:** - Out of 21 permanent faculty members, 17 have PhD. ; teachers are temporary for the Self Financing courses - Teachers participate in recharging programmes - Evaluation of teacher by students have been formalized
2.2.5 **Evalution Process and Reforms**	**Evaluation Process and Reforms** - Evaluation process as per university norms with 20% internal marking

	• Examination reforms awareness ensured • formative and summative evolution initiated
2.2.6 **Student Performance and Learning Outcomes**	**Student Performance and Learning Outcomes** • Earning outcomes analysed through final examination results • Counselling committee interact with students for improving their performance • Institution takes efforts to ensure improvement in academic results

Research, Innovations and Extension

Research, Innovation & Extension:

2.3.1 **Promotion of Research:**	**Promotion of Research:** • 05 recognised research guide with 10 research scholars and 05 got Ph.D. degree • 01 faculty members registered for Ph.D degree • Research culture in majority Departments needs to be strengthened
2.3.2 **Resource Mobilization for Research:**	**Resource Mobilization for Research:** • No provision of financial help for students research • No budgetary provision for faculty research
2.3.3 **Research facilities:**	**Research facilities:** • Inadequate research facilities • Library/laboratories are being up graded for research activities
2.3.4 **Research Publications and Awards:**	**Research Publications and Awards:** • 15 UGC Care Listed Papers, 133 UGC Aprroved Peer Reviewed Journals, 18 Chapters/Papers in ISBN Books and 07 books with ISBN/ISSN during the last academic years. • Most of faculty members presented papers in national level seminars • More faculty members have been encouraged to

	undertake Ph.D work and publish in refereed journals
2.3.5 Consultancy	- Structured consultancy yet to be formalized - Institute-industry interface have been established on small scale
2.3.6 Extension Activities and Institutional Social Responsibility:	**Extension Activities and Institutional Social Responsibility:** - Community oriented activities undertaken - Active NSS units with social, health issues and awareness - Activities institution holding regular camp in village
2.3.7 Collaborations:	- Informal collaboration with NGOs exist - Linkages with industry and Institutions of Higher Learning being done in formal way.

Infrastructure and Learning Resources

Infrastructure and learning resources:

1. **Physical facilities**	**Physical facilities** 5.1 acres of campus with 20343. built up area, 22 classrooms, 05 Laboratories, 01 language Lab & Geography Lab - Playground, canteen, power backup drinking water facility available - No hostels for boys and girls and medical facilities
2.4.2 Library as a learning resource:	**Library as a learning resource:** - Library Advisory Committee exist - Library with 55.74 sq.m. built up area, 9374 books, 25 journals and periodicals, a reading room with 24 capacity the compartment having built up 55.74 sq.feet. - Library equipped with OPAC, SOUL software, internet and INFLIBNET facilities
2.4.3 IT Infrastructure:	**IT Infrastructure:** 30 computers, 3 laptops ,3LCD projectors, LAN facilities exist

	• Limited use of ICT as a learning tools with computer student ratio of 1:26 • College website updated, Wi-Fi in Limited areas on campus
2.4.4 **Maintenance of Campus Facilities:**	**Maintenance of Campus Facilities:** • Maintenance and up keep committee for maintaining Civil works • AMC for computer and equipment and ERP , NLIST • security on campus have been strengthened by installing the CCTV recently

Student Support and Progression

Student support and progression

1. **Student Mentoring and support**	1. **Student Mentoring and support** • More than 36% students enjoy scholarship and freeships as per government norms. • facilities for students with physical disabilities are there • structured mechanism for career guidance and placements
2.5.2 Student Progressions	**Student Progressions** • Progression to PG course is significant • Campus employment has been initiated • Provision for life skill development program have been developed
2.5.3 Student Participation and Activities	**Student Participation and Activities** • Students council and its participation in various bodies evident • Students have been encouraged for community participation, sports and NSS, Culture • Registered alumni Association has been since

Governance, Leadership and Management

1. **Governance and Leadership and Management :**

2.6.1 Institutional vision and Leadership	**Institutional vision and Leadership** • College has set up its vision and mission in tune with **Samaj Jagruti Shikshan Sanstha, Murud** • the management has appointed the College Development Committee according to Maharashtra Public University Act-2016 • Decentralized and participative management
2.6.2 Strategy Development and Deployment	**Strategy Development and Deployment** • Institution initiated a perspective plan for development • Various administrative and academic committees take care of internal monitoring • Institution develops effective feedback system involving all the stakeholder
2.6.3 faculty empowerment strategies	**faculty empowerment strategies** • Faculty member are encouraged to attend professional development programme • Performers appraisal is done by the faculty member and taken into consideration during promotion • Effective welfare mechanism for employees and 100% staff availed of the benefit
2.6.4 Financial Management and resource mobilization	**Financial Management and resource mobilization** • Internal and external audits are done • fee collection and grant from the UGC are the financials sources and no State Government Grant received by the college • Optimal utilisation of funds as per financial norms
2.6.5 Internal Quality Assurance system	**5 Internal Quality Assurance system** • IQAC is established • fixing of equality parameters and monitoring system has been systematized • Academic and administrative audit (AAA)has been done for quality culture

Institutional Values and Best Practices

Innovation and practices:

2.7.1 Environment consciousness	1. **nvironment consciousness** • Water recharging programs started • programs on environmental awareness conducted • Green audit has been done locally
2.7.2 Innovations	• • Programs on women empowerment and capacity building program have been quite significant
2.7.3 Best practices	Best practices • Institution has good bandage with society as conducting the Blood Donation & Mass Vaccination Camp for the Locality

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAMBHAJI COLLEGE (ARTS AND COMM.) MURUD
Address	Latur-Barshi Road, Murud Dist. Latur (MS)
City	Murud
State	Maharashtra
Pin	413510
Website	https://sambhajicollegemurud.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Ashok Damodarrao Kalam	02382-222440	9637493871	02382-222440	principalsmmurud.2@gmail.com
IQAC / CIQA coordinator	Mahadeo Babu Gaikwad	02382-270377	9423734513	02382-222440	mbgaikwad1980@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-04-2007	View Document
12B of UGC	14-03-2011	View Document

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

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

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	Latur-Barshi Road, Murud Dist. Latur (MS)	Rural	5.25	1889.92

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,Economics,	36	HSC	Marathi	120	35
UG	BA,English,	36	HSC	Marathi	120	23
UG	BA,Geography,	36	HSC	Marathi	120	44
UG	BA,Hindi,	36	HSC	Marathi	120	19
UG	BA,History,	36	HSC	Marathi	120	47
UG	BA,Marathi,	36	HSC	Marathi	120	26
UG	BA,Political Science,	36	HSC	Marathi	120	48
UG	BA,Public Administration,	36	HSC	Marathi	120	29
UG	BA,Sociology,	36	HSC	Marathi	120	40
UG	BCom,Bcom,	36	HSC	Marathi	120	118
UG	BSc,Botany,	36	HSC	Marathi	120	15
UG	BSc,Chemistry,	36	HSC	Marathi	120	22
UG	BSc,Electronics,	36	HSC	Marathi	120	0
UG	BSc,Mathematics,	36	HSC	Marathi	120	6
UG	BSc,Microbiology,	36	HSC	Marathi	120	3
UG	BSc,Physics,	36	HSC	Marathi	120	6
UG	BSc,Zoology,	36	HSC	Marathi	120	13
PG	MCom,MCom,	24	B.Com	Marathi	80	63
PG	MA,M A Marathi,Marathi	24	B.A.	Marathi	80	18

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				4				12			
Recruited	3	0	0	3	3	1	0	4	11	1	0	12
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	3	1	0	7	0	0	14
M.Phil.	0	0	0	2	1	0	6	1	0	10
PG	3	0	0	3	1	0	11	1	0	19
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	8	15	0	23
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	163	0	0	0	163
	Female	346	0	0	0	346
	Others	0	0	0	0	0
PG	Male	38	0	0	0	38
	Female	82	0	0	0	82
	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	36	60	67	60
	Female	64	74	62	74
	Others	0	0	0	0
ST	Male	0	1	0	1
	Female	4	5	3	5
	Others	0	0	0	0
OBC	Male	42	34	34	34
	Female	62	57	54	57
	Others	0	0	0	0
General	Male	210	202	239	202
	Female	374	300	292	300
	Others	0	0	0	0
Others	Male	29	48	38	48
	Female	59	65	55	65
	Others	0	0	0	0
Total		880	846	844	846

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary / interdisciplinary NEP-2020 has envisioned that the higher education system should be multidisciplinary or interdisciplinary one. Since the publication of NEP-2020 there is a wave of implementing thoroughly across the state. in order to have the holistic development of the students the educationist has recommended and prescribed through the Multidisciplinary / interdisciplinary approaches at the higher education level. UGC has guidelined the multiple entry and exit programs in higher education institutions. National higher education qualification framework has sought to facilitate holistic multidisciplinary education and creating new possibilities for lifelong learning. National credit framework has prescribed various levels of graduation and post graduation such as general graduation of three years, integrated graduation program with multiple entry and multiple exit of four year where students can have bachelor degree research program and bachelor degree honour program. Along with the structure of one or two year and five year integrated PG multidisciplinary program with multiple entry and exit options. Our institution has been affiliated to Swami Ramanand Teerth Marathwada University Nanded. Since the publication of NEP-2020 our University has been trying to sensitize NEP-2020 and has been implementing at the PG level programs and about to implement at the UG level programs from the next academic year. Naturally our institution has been atuning with the state, university and other agencies in case of NEP sensitization and implementation.
2. Academic bank of credits (ABC):	NEP-2020 has introduced scores of terms such as Academic Bank of Credits (ABC), academic credit, academic flexibility. Up to the publication of NEP-2020 at the higher education system across the state built with the choice based credit system. Directly or indirectly choice based credit system (CBCS) has been replaced with the academic credit and academic bank of credit. Academic credit in higher institution means a unit by which the course work is measured. Academic Bank of credits of which basic unit of having it is an introduction of multiple entry and multiple exit. ABC is an academic service mechanism as a digital/ virtual and online entity established by and managed by ministry of Higher Education and UGC in order to facilitate the

	students to become its academic account holders and paving the way for students mobility. In our institution to accomplish the academic bank of credits, faculty members trying to help in order to have the account. With the help of multiple entry and multiple exit modules students can have an access of academic flexibility by the certificates and diplomas courses.
3. Skill development:	NEP-2020 has boasting that the existing educational system is not duly providing the employment opportunities to the students. Therefore NEP-2020 has introduced the skill based and employment based education. Across the state there is a dearth of skillled and trained minds. So that NEP-2020 has been focussing on the skill development of the learners. NEP-2020 has taken an initiative of training the teachers as PARAKH where NEP-2020 wants to enrich the students and teachers towards the holistic development. It is imperative on the part of the institution to incorporate the inclusive syllabus where the students can have the skill development courses such as STEM. In our institution since there is an empowerment of the skill development courses such as Skill Enhancement Courses (SEC) & Ability Enhancement Courses (AEC) and after the prescription of the affiliating university surely our institution is going to focusing on structured skill development programs through structured module multiple entry and multiple exit.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Vocal for local is a national agenda has been incorporated in NEP-2020 the object of incorporation is to bring the Indian great legacy of language and culture. India has a great legacy about of five thousand years rich and prosperous. According to the NEP-2020 panelist the existing educational system doesn't have a due room for the Indian knowledge system dissemination. Therefore NEP-2020 has introduced the Indian Knowledge system.It is generic phrase that covers practically everything about India in case of language, literature, culture, dance, music, math, chemistry, physics, philosophy, Geography, History, Economics, Pharmacy, Health and Yoga etc. For e.g. Bharata's Natya Shastra theory of Rasa, Panini's Grammar, Aryabhatta and Varah miriha's Brithat Sanhita and plannetary movements, solar centric world, shape and diameter of the earth for astronomy , Shushruta's Sushruta Sanhita, surgical

	procedure, health and well being, plants and herbs in Ayurveda as well as Koutilya's Arthashastra and Nagarjun's Surgical Operandi. Indian Knowledge system highlights the courses on the constitution of India and Environment Science. Department of Sanskrit should conduct teaching and outstanding interdisciplinary research on Sanskrit and Sanskrit Knowledge System.
5. Focus on Outcome based education (OBE):	OBE means outcome based education is a trend introduced by the NEP-2020. The fundamental premise underlined the learning outcomes based approach to curriculum planning and development is that higher education qualification suchn as Bachelor's Degree programs are awarded on the basis of demonstrated achievement of outcomes. The object of introducing such approach is to enrich the learners the basic and fundamental knowledge of the disciplines. Therefore the learning outcomes based curriculum framework is intended to allow for flexibility and innovation in program designed and syllabi development, teaching learning process, assessment of students learning levels, periodic review within a broad framework of agreed expected graduate attributes. Our institution has clearly published the outcome based approach covering the disciplined objectives and intended objectives for the sake of college stakeholders. Even our institution has introduced the value added courses with the objective and intended objectives clearly.
6. Distance education/online education:	NEP-2020 has revised the existing distance education policy by introducing the ODL learning system as open and online distance education. It is flexible online learning platform observing the due quality measurements. It is a kind of approach which has been intended for those who were deprived of face to face, interactive and participative learning system. UGC and Ministry of Education has laid down a few standardization of awarding online education degrees with introduction of SWAYAM an online platform would access the learning tools and techniques in order to have periodic credit systems such as quadrians. NPTEL is impating the ODL e-Pathshala, MOOCs. In addition each state university may access indivudual Massive Open Online Courses by students outside the University for a fee to be decided by the university. These MOOCs must be developed as perpadegogy.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	In response to the letter from the District collector cum District Election Officer, Latur regarding the establishment of the college In response to the letter from the District collector cum District Election Officer, Latur regarding the establishment of the College Electoral Literacy Club(ELC) under the steer ship of the nodal officer covering two faculty members.
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?	Accordingly ,students' co-coordinator and co-coordinating faculty members are appointed by the College. Mr. Narayan Vyankat Panchal , B.A. II student has been appointed as the Students Coordinator . Our College Electoral Literacy Club(ELC) has been functional as well as ELC representative are in character
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.	On receipt of the letter directing to incorporate the college students during the two days special camp for the registration of the National Electoral list. On 28.11.2022 the electoral Literacy Club coordination committee meet under the guidance of the nodal officer regarding the action of program to register for the electoral list. In response to the letter from the District collector cum District Election Officer, Latur regarding the arrangement of the different contests such as Essay, Drawings, Sloganeering & Rangoli on the eve of eve of the National Voters Day(NVD) to sensitize the college stake holders. ELC has redeemed the Voters Pledge to cast vote as the Nation First
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.	Our institution through the ELC has taken a strange Awareness Drive as Campaign & Mass Voters' Pledge at the Marriage Ceremony in order to cover the cent percent Voting in all respects.
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.	Eighteen plus College stakeholders have been encouraged to register their names in National Electoral List to strengthen the National Democracy since ELC establishment.

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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
729	822	840	880	771
File Description			Document	
Upload Supporting Document			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

2 Teachers

2.1

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

Response: 31

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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
19	20	20	20	20

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
8.12233	21.00414	23.36239	39.91133	19.42749

File Description	Document
Upload Supporting Document	View Document

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:

Our Institution has the mechanism for well planned curriculum delivery and documentation. In each academic year, in the beginning, the head of the institution in consultation with the faculty prepares the **academic calendar** in which he indirectly plans in order to implement the curriculumn & co-curriculum delivery and documentation. Well planning is half accomplishment. At the beginning of the each academic year head of the institutions in consultation with the staff designs **various committees** covering curricular, co-curricular and extracurricular activities to implement the academic calendar as preparing the faculty-wise **time table**, **seeking faculty-wise, department-wise in cooperating departmental and individual.** As a result of curriculum and **extra curriculum delivery and documentation** become easy. Now a days in our institution, **Internal Quality Assurance Cell (IQAC) h**as been playing a vital role in terms of curriculum delivery and documentation. During the course ofteaching learning and evaluation, plan of action of Internal Quality Assurance Cell (IQAC) monitoring well through the **students attendance** register, **daily teaching report, feedbacks from** different stakeholders, class-wise or paperwise result preparation just after the declaration of semester-wise results.

At the end of academic year, Internal Quality Assurance Cell (IQAC) seeks the academic calendar's audit which would help the head of the institution suggestion cum. With which the head of the institution or the management would analyse the institutional strength, weakness, opportunity & threats.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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: 02

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

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: 2.42

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
34	64	00	00	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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:

Our institution used to mind the institutional values and the professional ethics during the teaching, learning and evaluation process as well as used to accomplish the cross cutting issues such as gender sensitization programmes during the academic years during which he tried to sensitize the college campus with the gender sinsibility. In order to maintain the eco balance gender sensitization also plays an important role as highlighting the gender deficit by inciting the public sloganeering as save the girl child etc. The department of Geography had tried to sensitize the college campus with the environmental values and sustainability by observing the **World Population Day** and the **World Environmental Day** on the eve the department had conducted the online **QuizContest** for the students.As well as our faculty members had attended the Faculty development programmes on the gender sensitization etc., Our institution used to mind the cross cutting issues such as the environmental imbalance in case of the **waste management and water managemen**t. During the academic and administrative operation our institution used to mind the eco-friendliness such as using dust bins, LED lights, water conservation, tree plantation, Napkin Vending machine etc. In order to redeem the professional values in our institution comprising the **natiional Anthem** , **Preamble of the Constitution of Indi**a

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 27.85

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

Response: 203

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 71.04

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
359	369	359	430	401

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

2022-23	2021-22	2020-21	2019-20	2018-19
620	520	520	520	520

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 41.41

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
86	82	88	109	71

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
241	203	203	203	203

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
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)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 38.37

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, 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.

Student centric methods in case of teaching-learning and evaluation process is mentioned in our internal quality assurance cell's plan of action it means that our institution used to emphasis upon the student centricness. Our affiliating University has guided us while imposing the choice based credit system that institutions should interact the college stakeholders during the course of academic, administrative and managerial process. According to the choice based credit system guidelines in each semester the institution has to conduct the continuous internal evalution through various parametres. In order to accomplish the CBCS guidelines stating the Summative and Formative Evaluation . In each course there would be due weightage of internal asessment comprising Unit tests, Tuorials , Group discussion , seminars projects as well as the Practicum and Experiential learning, Participative learning , and problem soving methodologies etc.The prime object of the Choice Based Credit System is to promote and encourage the students . While going through the system our university tried to enrich the personality of the students . It is expected that students should interact with the teachers as a result of interacting the system would promote the research culture among them. In this way our institution used to maintain the students friendly methodolodies .

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99

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
20	20	20	20	20

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

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: 72.73

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
14	14	14	14	16

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.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

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:

There is an institutional mechanism of the internal assessment and evaluation. The said section has been chaired by one of the faculty members who has been stuffed with the required amenities and the staff. Accordingly the section has conducted the internal assessment transparently in terms of frequency and mode. Continuous internal evaluation has been carried out subject to the affiliating university programmewise. Our affiliating university has provided the guidelines in case of conducting the internal

assessment

semesterwise having an appointed time and duration as due weightage for e.g. during the single semester there should be two unit test and tutorials covering the entire semester syllabus enrichment through the submetrics group discussion, seminars, assignment,

project report etc. The said section would maintain the record neatly

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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:

 During the course of the teaching, learning and evaluation process our institution tries to evaluate the attainment of POS & COS. POS would be evaluated on the basis and scale provided by NEP -2020. During the course our institution evaluate the aspirancy of the students, NEP-2020 seeks the holistic development of the students as in case of the

POS & Cos are built upon the Seven Sustainable Goals (SDGs)

POS 1 Critical Thinking where our institution seek the richness of the students regarding the Critical thinking. It would be judged and evaluated by encouraging and promoting the curricular & extracurricular activities such as Debating , Group Discussion, Communication as elocution ,quiz contest etc.,

POS2: Effective communication would be judged on the basis of the students' outstanding performance on the basis of communication skills through the traditional and electronic media in any language especially in English

POS3: Social Interaction would be judged on the basis of the community engagement program as sports , Cultural and NSS Residential Camp on and off campus as well tours, Surveys etc.,

POS4: Effective Citizenship would be managed through various activities such as redeeming the National Anthem, Mass reading of the Preamble of the Constitution of India , Working with the ELC or Electoral Literacy Club, maintaining the Tolerance towards , and respecting the national emblems etc.,

POS5: Ethics: During the course of the program our institution tries to imbibe the Human Values

as college stakeholders, Professional as students and teachers.

POS6: **Environment & Sustainability**, our institution tries to imbibe the principle of self-sustain by respecting the Environment for example Green Audits , Green Club Foundation etc.,

POS7: Self Directed and Lifelong Learning , Our students will be enabled to acquire the ability to engage in independent and lifelong learning in the broadest context socio-technological changes in order to shrug off the dependency in all respects

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of POs and COs are evaluated by institution at the end of the course and program.

During the course of the teaching, learning and evaluation process our institution tries to evaluate the attainment of POS & COS. POS would be evaluated on the basis and scale provided by NEP -2020. During the course our institution evaluate the aspirancy of the students, NEP-2020 seeks the holistic development of the students as in case of the

POS & Cos are built upon the Seven Sustainable Goals (SDGs)

POS 1 Critical Thinking where our institution seek the richness of the students regarding the Critical thinking. It would be judged and evaluated by encouraging and promoting the curricular & extracurricular activities such as Debating , Group Discussion, Communication as elocution ,quiz contest etc.,

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POS7: Self Directed and Lifelong Learning , Our students will be enabled to acquire the ability to engage in independent and lifelong learning in the broadest context socio-technological changes in order to shrug off the dependency in all respects .

COs means the unique performance of the students in the respective papers and courses such as the termand semester wise results according to the university Gradation System

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 78.74

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
128	155	235	192	168

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
198	242	244	219	212

File Description	Document
Institutional data in the prescribed format	[View Document](#)
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.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.42

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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
00	00	00	00	00

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:

  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.

in our institution there is no IPR cell and incubation centres still in order to promote the Quality culture & Research Promotion , our institution would attend the workshops, FDPs, seminar and organising the the conferences on the campus as during the last academic year 2023-24 National E-seminar on the IPR sucessfully and Conferene on NEP-2020 .

Even our institution would attend and publish papers regarding the NEP-2020 in case of the Indian Knowledge System (IKS) or etc.,

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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: 2

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
00	02	00	00	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 0.45

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
00	04	02	08	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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: 0.52

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
02	05	04	01	04

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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:

During the last academic year our institution had carried out scores of Extentation activities in association with theneighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year through the different sections or departments such as NSS, Cultural, Sports & Shikshansphurti Savitribai Phule Yuvati Manch. During the course of the academic year NSS did a great deal of extension activities such as Campus Sanitation, Lectures series , Health camp , Yoga Exercise , Gram Sanitation, Social Work, **Youth Electoral Registration** , Essay Competition .

NSS has conducted the Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development as the **Plantation , Blood Donation , Mass Vaccination, Health Camp , Soaking Pits ,**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

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

During the 2019-20 year our institution has been appreciated by the various agencies as our college student have participated at the inter governmental community initiative as the **Yuva Mahitidoot (Youth Information Ambassador)** where 200 hundred students participated and 08 students have ben awarded .

During the academic year our institution has partipipated in the Intercollegeiate **Vilas Youth Mahostav organised by the Affiliating University and Late Venkatrao Deshmukh College in the cultural events 'Group Dance ' and the cultural event has been awarded the Third.**

During the year academic Year 2020-21 our faculty members(02) have been awarded with the International Awards in the field of Extension activities , while our four   faculty members havebeen awarded with the International Awards in the field of Extension Activity during the 2021-22 year .During the 2022-23 year our three faculty membersn have beenappreciated with the N ational & International awards

During the 2022-23 our Eight Students have been awarded with the state award in case of the National Voters Campaign Rangoli Contest

During the 2023-24 our single faculty has been awarded with the National Awards for the Extension Activity and our single faculty has been awarded as the BEST NODAL Officer .

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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: 25

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
05	04	00	03	13

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

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: 04

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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:

Our institution has an adequate infrastructure and physical Facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. In our institution there is a requisite Infrastructural facilities to carry out the academic and Administrative activities. Our institution is equipped with the Wi Fi Facility and the BSNL broad band lease line in order to facilitate. The e-transaction. Our college infrastructure is settled at the 2.10 Ha. Of which total built up area is 18215.38 Sq. feet. Within the Institutional premises we have 41 wellfurnished and equipped rooms Of which 17classrooms as well as two ICT enabled Labs comprising the Digital English Lab and Geography Lab. Along with to carry out the Experiential activities we have five laboratories and commerce Tally Programme is being carried out in the language lab. In our Institution there is a separate administrative block attaching the Principal's office. While minding the administrative and academic Activities our institution has tried to maintain the separateness of the each units e.g. the Library, having the permanent librarian with the due library staff.Our library has been attached with common Reading room for the students. Sports, cultural, NSS, ShikshanSphurti Savitribai Phule Yuvati Manch, Ladies room etc.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 2.08

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
0.760	0.142	1.208	0.192	0.029

File Description	Document
Institutional data in the prescribed format	[View Document](#)
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)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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:

Our college central library has been automated using the Soul 2.0. Since the library automation our library used to accomplish the works as acquisition,

catalogue, circulation, serial control, OPAC and administration. While the acquisition our library used to automate the process of ordering, receipt, payment and budget control as well as enable the library staff to handle all major functions regarding the acquisition such as suggestion management auto accessioning, auto generation of letter number and reports. Catalogue Modules would be used to allow the catalogue to create their own templates for data entry, to generate customized report, to facilitate the library staff regarding the data base of person name, corporate body, subject heading and support master data base of publishers and to facilitate generation of spine label, barcode and book card. Circulation would help to maintain the Membership, interlibrary loan, stock verification, transaction, search status, book bank/group issue, customize member card etc. OPAC It is considered one of the most attracted features of the SOUL. OPAC has a simple and advanced search facility with minimum information of documents available in database by author, title, corporate body, conference name, subject headings, key words, class number, series name, accession number or combination of any of two or more information etc. Serial Control shall be applicable to keep tracks of serial in the library effectively and efficiently.AdministrationSoul can be applied in order to maintain the library administration trasparently and economically

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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:

Our institution has been facilitated with the updated and upgraded Information and Technology Infrastructure. Our campus has been facilitated with the BSNL lease line Broadband: 4mbps CCMS: Cloud based central management system has been procured on the basis of Annual Maintenance Charges. With the help of the system ourinstitution carries the administrative activities. In case of the registration, admission and finance etc. with the software our institution would manage its optimum speed and maintaining the time economy and transparency. SOUL: Software of University Library having various modules.Our college central library has been full automated in case of Acquisition, Circulation, Series Control, OPAC and Administration as well as facilitated with the NFLIBNET. Examination: our parent university has made all types of the communication with the E-tools. Especially the exam work. Right from filling up the exam registration forms, uploading the hall tickets, reports on the exam attendance as well as the internal assessment reports. Academic & Co-curricular: In our institution there are two Digital Labs as of English Language Lab and Geography lab with the installation of the two LCD projectors as well as Screen Mounting.Recently CCTVs have been installed on campus for the sake of campus security .

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 31.7

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

year:

Response: 23

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

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: 1.09

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
0.37	0.17	0.18	0.22	0.28

File Description	Document
Institutional data in the prescribed format	[View Document](#)
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)	[View Document](#)

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: 36.86

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
228	194	282	371	415

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: C. 2 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)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 0.32

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
00	02	00	10	01

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

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: 30.98

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
52	42	71	88	19

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
128	155	235	192	168

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)	[View Document](#)
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)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

Response: 0.5

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
3	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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: 1

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
00	00	00	01	00

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 2.6

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
04	03	00	03	03

File Description	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:

There is a registered AlumniAssociation in our institution it is agreat opportunity to engage with the alumni through the associationaccordingt to Prakah Jawadwdekar , the then Human Resource Minister , institution should haver a rapport with the alumni in order to have financial and non financial assistance . And it is possible to have consultation through the association . In our instituition , there is a Alumni Association and Parents Teacher Association coordination Committee which would maintain the rapport with them . along with our institution , the Coordination committee would organize the Association Meets periodically . Meeting periodically meand strengthening the bonds of love. According to the Maharashtra Public University Act 2016 , there should be a nomination of athe alumni on the various college bodies such as College Development Committee (CDC) and IQAC so called represention has been made at the institutional bodies . It is a kin of assistance with which our college would maintain its goodwill among the college stakeholders. We seek their suggestion through the Feedback system of the college as well as the Meets to upgrade and update the institutional and professional values. we used to invite the alumni through various programmeas such as innauguratonsexpert lectures, Sponsorship etc.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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 effective leadership is visible in various institutional practices such as decentralization and participative management.Decentralizaton: The Vision of the institution is to educate for knowledge, character & Patriotism. During the course of academic practices our institttion there is a practice of deentralization means the devolution of responsibilities as per their aptitudes. At the beginning of the academic year head of the institution would call the meeting of the teaching and non teaching staff members to discuss over the prospective plans as per the plans head of the institution assigns academic and extra academic activities among them by designing the Committees. As well as faculty members used to involve in the affiliatingUniversity works such as members of the BOS, senate Paper setters and the Examiners etc., Participative Management : ourinstitution used to seek the participation of the college stskeholders in case of the academic
and administrative practices . Right from top our structure is comprising the public participation such as the Management Council , College Development Council , Internal quality Assurance System , Staff Secretary ,Academic and student support sertvices as the Library, Shikshan Sphurti Savitribai Phule yuvati Manch, National Service Scheme, Sports, Departmental Clubs, students councils

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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:

Institutional Perspective Plan (IPP)

To define the mission of the institution.

1. To identify the goals, priorities, and commitments of the institution in light of the mission, carry out a needs assessment based on wide consultations
2. To quantify the institution's goals using indicators and time-bound targets.
3. To identify capacity (human and financial) and organizational gaps and steps to bridge these gaps.
4. To develop and to monitor annual activity plans that result, sequentially, in achieving the institution's goals.
5. To cope with the NEP 2020 vision.

The vision of the institute is **"Education for Knowledge, Character and** Patriotism". During the course of teaching-learning and management process the vision has been significantly highlighted.

Mission of the institute to provide higher educational facilities to the rural masses preferably girl students.

- To accomplish the long term and short term goals of the institions.
- To introduce the NEP-2020 as well as to sensitise the policy among the college stakeholders.
- Try to impart high quality education in order to make our institution as a hub of knowledge.
- To develop the collaboration with the different agencies.
- To develop the industry interfacing in order to placement on and off campus.
- To introduce the ODL (Online/Open distance learning) particularly MOOCs and SWAYAM Platforms.
- To introduce the technology enhanced learning system through NPTEL.
- To strengthen the alumni engagement through the episodic meets.
- To sensitize the college stakeholders in case of research and extension activities.
- To sign MoUs with the local or non local units.
- To monitor the SWOC analysis in order to overcome the gap analysis.
- To introduce the new programs and courses according to the locational advantages and disadvantages.
- To combat the absenteeism in order to control the dropout rates.
- To sensitize the college campus with the social and environmental balance.

To redeem the Indianness through out the institutional activities and programs

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

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:

Institutions Performance Appraisal System for teaching andnonteaching staff has been working neatly. At the institutional level there is an appraisal system with which our institution used to update an upgrade its policies e.g. for teaching there is the prescribed system of assessing the performance of the appointed academic year through the performance based appraisal system (PBAS), the institutional feedback mechanism etc. At the last phase of the academic year through the internal quality assurance cell the submission of the PBAS is made. PBAS is a prescribed format covering the academic, co-curricular, extension activities community engagement, research based and promoted where the system can count the performance of the faculty as good as. Teaching learning and evaluation based appraisal system is also maintained in our institution particularly the overall analysis of the results as well as student satisfaction survey module is practiced through the IQAC. In case of the non teaching community members as the head of the institution used to maintain the appraisal of them by maintaining the annual confidential reports. Management council plays an important role in case of maintaining the annual confidential reports of the Principal. Alongwith the student support services sections would maintain the appraisal system through the feedback mechanism.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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: 0

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
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	[View Document](#)

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: 20.83

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
05	05	07	05	08

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
09	09	09	09	09

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

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:

Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections. institutional audit is essential to regulate the fiancial resources as well as to apropriate the financial transactions at the end of the financial year. therefor our institution cunductsinternal and external financial audits regularly. there are some indepedent sections of which institution cundects th external and internal audits Institutional External Audit: institutional external audit covers the appropriatiaon of the acdemic administrative and manegrial financial activities. it is audited by the external auditor at the end. External Audit: in our institution there is the national service schemes unit of 75 students. the said unit funded by our affliating university, SRTMU Nanded. therefore it is mandatory to submit the utilization and justification reports of the unit by the program official via the office to the director, NSS SRTM Nanded where the university appointed auditor to audit the submited reports of the institution regularly. Alumni Association: there is a registered colllege alumni assosiacition of which external audit has been conducted by the institutions through the office. along with there are few independent sections of which financial appropriations occured under the institunational audit reports.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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:

Interna Quality Assurance Cell (IQAC) in the college would set up the norms of the campus quality culture. IQAC chalks out the plan of
action attributing the quality education results in excellence. As a result of the head of the institution used to review the teaching, learning and evaluation process in order to upgrade the institutional excellence. In case of our affiliating university used to prescribe the learning process, structures and methodologies of operations and learning outcomes through the interval breakthrough. While designing the syllabi of the affiliated colleges our university ascertains the objectives and learning outcomes, programme outcomes. In order to accomplish the course and programme
outcomes our institution has to review the institutional quality culture parameters. Therefore while planning our institution used to mind the academic activities should enrich the students and teachers. The reachness of the institution is naturally reflected through the exposures of the students. Therefore our institution is confined to maintain the university prescribed methods of achieving the course and programme outcomes comprising the summative and formative methods of testing the aspirancies of the students at the end of the semester e.g. at the institutional level course based assessment system would be follwed by the respective teachers.our college has been sensitized with the Azadi Ka Amrut Mahotsav our college has been acquainted with the National Education Policy 2020
our college has conduct the job add on courses through the College Equal Opportunity Cell(Employment Fair/Meet) our institution has promoted the research promotion and scientific temper among the college stakeholders. Sensitized the college campus with the cross cutting issues . To redeem the constitutional and professional values /ethics among the college stakeholders to maintain the national integrity.

File Description	Document
Upload Additional information	[View Document](#)

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: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

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:

In our institution there is an independent section named Shikshan Sphurti Savitribai Phule Yuvati Manch to sensitize the gender equity as well our institution sensitize the college stakehodrs during the course of Academic, Administrative and managerial activities. For exampleInstitution celebrates / organizes national and international commemorative days, events and festivals. The vision statement of our institution is Education for Knowledge, Character &Patriotism. It has been marked by celebrating and organizing the national and international commemorative days, events and festivals as well as in our institution there is an installation of Safety Napkin Vending Machine . Such as Health Camp, NSS special Residential Camp, Guest lectures , Yuvati Samwad, celebrating the birth and Death Anniversaries of the Spirit of India as **State Social Justice Day, Savitribai Phule Phule B'Anniversary, International Women Day etc.**

Names and measures taken by the institution for gender euity

Guest lectures on the eve of World Women's Day , Observation of the Women's Week against the Women Exploitation, Guest lecture on Gender Discrimination & Women Safety Laws ., Rangoli Competition on Gender Equiy ,

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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:

Institutional efforts/initiatives in providing an inclusive environment i.e.,tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. India is a diverse commmunity based nation, she is known for its unity in diversity. our nation is built up on the lingo, caste, sect,religions , culinary and sartorial diversities. Therfor it is the of India. Being Indians on should mind the,tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. our institunatinal vision and mission also promotes the tolerance and harmonay towards the national diversities. our institution tries to practice the inclusive environment by redeeming the institutional, professional and national values during the course of the institutional operations. such as the national anthem, the preambale of the constution of Ind In our Institution there is a nationally inbuilt unit, Nationaln Service Scheme (NSS) of which vision statement is NOT ME BUT YOU on the eve of the Rajiv Gandhi Commulanal Harmoney Day and International Yuth Day where the resource person guided on the AIDS(HIV)

During the course of the academic year our institution would try to imbibe the 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 by celebrating and observing the Birth and Death Anniversary of Great Men and Women (Spirits of India)

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

PRACTICE-1 BLOOD DONATION

Objectives of the Practice

Blood Donation camps have been conducted cherishing with various kinds of objectives to meet as social, financial, medical and national interest. In each year various types of the activities being carried out as per our institutional agenda is concerned. And it is also one of the agendas of meeting the ends of the society.

Blood donation is a socially significant activity during which directly or indirectly involved all sections of the community members. It is essential for alike the nation to maintain its unity. Indian people do not get ready to do something socially caused but in the public sectors such activities become successful irrespective social ethos therefore During the Assessment Period three blood donation camps have been conducted.

Talking about donation becomes the hot bed of debation because to donate blood is not only a biological but also psychological issue in the society. Therefore, it was / is need of the time to medically aware the people in terms of donating blood or else.

Our college has been situated at the rural area where poverty is on rampant. As a result of such financial condition of the society loss of human values. In order to meet such need of the society our college has conducted the blood donation camp.

The highlighted objects of the activity or practice in some extent being fulfilled therefore it is a privilege to repay the society. During the course of the blood donation, donors and receivers do not mind their communal identities. Therefore, the national agenda of maintaining or strengthening and imbibing the spirit of the nation comes into being.

The Context

Blood donation is also the need of the nation where indirectly all stakeholders participate without expecting. Now a day life has been becoming insecure due to the changing nature of the society. Society does a lot in the field of science & technology result life becomes very fast to control. In order to control the changing life style our institution used to ready take initiatives to address the burning problems of the society.

The Practice

Nothing is accomplished without taking efforts while conducting the blood donation camp on the college institution has to face the number of problems. Whatever the nature of the activity our institution has to cope with the national & the institutional visions therefore our college has to give in encouraging the college students or the NSS volunteers to donate blood. There are some pros and cons into the minds of the students (Stakeholders).

During the course of blood donation our institution provides the basic infrastructure while the collaborating agency had to convenient itself with the medical and technical assistance. During the course of blood donation, the donor has to undergo some medical or clinical check-ups as age and weight. After the blood donation, donors had to snacks which also provided by either our institution or the collaborating agency.

Best Practice-2

Covid-19 Mass Vaccination

Objectives of the practice: -

Covid-19 pandemic ruthlessly sweeping the Indians. Therefore, during the first and second wave of the pandemic Indians became victim of the deadly disease Covid-19. At the national and international level, the researchers were trying to appeal the masses not to worry about the disease. After the first wave the government of India has run the mass vaccination program at the local and national level as the mark of preventing measures as well as appealed to prevent the deadly disease by practicing the social distancing, masking, getting sanitized. Vaccination is considered as the anti-dote over wining the disease.

Indian society is basically built upon the theological sentiments and having the great traditions therefore after the introduction of the vaccination programs Indians didn't get ready to get vaccination. Therefore, different agencies were trying to propagate the agenda of vaccination. In response to the national call of defeating the deadly disease our institution has taken the initiative to conduct the vaccination program in collaboration with the Rural Hospital Murud.

The Context: -

After the second wave the whole world became over conscious and sensitive due to the startling number of mortalities including our working one staff member and one retired staff member. The Covid-19 pandemic literally paralyzed the Indian society in all respects. Therefore, it was the need of the time and institutional social responsibility of getting vaccination speedily so that our

institution has contributed by conducting the vaccination camps in the college through the NSS unit under the program officer Dr. Chaware M.V..

The Practice: -

Our institution has surveyed through the Google form via social media and print media e.g. WhatsApp, News Paper and weekly etc. as well as our institution collected the registered data for vaccination through the aforesaid means. The mass vaccination camp covers the college stakeholders.

There is National Service Scheme (NSS) unit that used to commit the national caused activities and services under the guidance of the head of the institution. Our NSS unit has proposed to conduct the vaccination camps in the college for institute stakeholders. In consultation with Nivali Primary Health Center Dist. Latur our institution decided to conduct the vaccination camp, accordingly on 07.10.2021 the first campus vaccination took place during which 42 college stakeholders got vaccinated.

In consultation with the Rural Hospital Murud, Dist. Latur on 26.10.2021 and 29.10.2021 two vaccination camps had been taken place under the national banner of National Youth Health Mission of which sole object was to vaccinate preferably youths during which vaccination camps 27 college stakeholders got vaccinated. In this way our institution becomes the player of wining fight over covid-19 pandemic.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vision atement of our institutie is Education for Knowledge, Character & Patriotism .To Provide Higher Educational Facilities To The Rural Masses Preferably Girl Students.To Inculcate Spiritual, Moral, Social, Economic Values Among the massesTo Contribute Towards Social Commitments.**To Impart Education For Knowledge, Character And Patriotism**.

Since the inception of our college, Institutional social responsibility as the vision of the institute has been rendered through various social activities by aiding the locality in cash and kind. Our institution used to interact with the local and global communities especially our institute would like to strengthen the bond of love and affection (Compassion). During the assessment years our institute has greatly contributed in case of the National emergency or disaster (Natural or artificial). Since our institution used to stand with the affected regions e.g. during the 2018-19 academic year Kerala State had been badly affected and paralysed by the flooding, our institution has raised the public funds of Rs. 5100/- and deposited at the CM Relief fund of Kerala. During the same year in Maharashtra Kolhapur-Sangli flood paralysed where our institute deposited Rs. 15207/- on the CM relief fund Maharashtra state.

Since outbreaking of Covid-19 pandemic treated as the National emergency during which our institute has contributed 3 times of Rs. 116157/-, during the month of April-2020, Rs. 114115/- during the month of May-2020, Rs. 244388/- during the month of May-2021 in order to win over the pandemic.

On the other hand our institute has rendered the local community bondage by sharing the griefs of debt ridden farmers commited suicide whose daughter has been adopted by the institute as well as Rs. 15000/- Fixed Deposits on her name.

Since our institute has been rendering various types of the social services or responsibilities as on campus and off campus. During the assessment year our institution has conducted 3 blood donation camps alongwith as the need of time since outbreaking of covid-19 pandemic, covid-19 pandemic mass vaccination camps conducted as the paert of the institutions vision education for Knowledge, Character and Patriotism.

File Description	Document
Appropriate web in the Institutional website	[View Document]()

5. CONCLUSION

Additional Information :

Curricular Aspects: The college adheres to the curriculum set by the affiliating university and has established effective monitoring mechanisms. Although the introduction of CBCS and NEP-2020 has introduced some academic flexibility, the range of courses remains limited. Notably, the addition of new programs and certificate courses has enriched the curriculum, with efforts made to integrate relevant cross-cutting issues. The formalized feedback system from students and other stakeholders ensures continuous improvement.

Teaching-Learning and Evaluation: The college demonstrates a robust approach to teaching, incorporating ICT alongside traditional methods. Faculty qualifications are strong, with a majority holding PhDs. Evaluation processes align with university standards, including formative and summative assessments. Student performance is regularly analyzed, and remedial measures are in place. However, there is potential for greater use of ICT and innovative teaching methods.

Research, Consultancy, and Extension: The college has made strides in research, with several faculty members guiding PhD students and publishing extensively. Despite these achievements, research facilities are limited, and there is a need for better resource mobilization and structured consultancy. Extension activities are commendable, with active NSS units and community engagement, though formal collaborations with industries and NGOs are still in development.

Infrastructure and Learning Resources: The college's infrastructure supports its academic programs with adequate classrooms, laboratories, and library resources. However, the lack of hostels and limited ICT facilities are notable gaps. Maintenance and security on campus are managed effectively, yet the expansion of ICT resources would significantly benefit teaching and learning.

Student Support and Progression: Student support mechanisms are robust, with substantial scholarship provision and career guidance. Progression to postgraduate courses is positive, and students are encouraged to participate in various extracurricular activities. The establishment of an alumni association further strengthens student engagement.

Governance and Leadership: The college's governance structure promotes a decentralized and participative management style. Financial management practices are sound, though the institution faces challenges such as reliance on temporary faculty and limited ICT integration. Strengthening these areas could enhance overall institutional performance.

Finally, addressing the identified challenges and leveraging opportunities for growth will be essential in continuing to advance its educational mission and community impact.

Concluding Remarks :

Conclusion

Our college has demonstrated a commendable commitment to enhancing educational quality and institutional development during the second cycle of accreditation. Our college effectively implements its curriculum as

prescribed by the affiliating university, with a robust mechanism for curriculum monitoring and feedback. The adaptation of CBCS and NEP-2020 has introduced academic flexibility, although further enhancements in skill development and academic flexibility are needed.

In teaching and learning, the college employs a blend of conventional methods and ICT tools, supported by a significant number of PhD-qualified faculty members. While the evaluation processes align with university norms and formative assessments are in place, expanding the use of ICT and diversifying teaching methods could further enrich the learning experience. The institution shows a proactive stance in student support, including scholarships, career guidance, and mentoring, which positively impacts student progression and participation.

Research consultancy, and extension activities reflect a growing culture of research and community engagement. The college has made strides in research publications and community outreach, although it faces challenges in mobilizing research resources and formalizing consultancy. The infrastructural facilities, including the library and IT resources, support academic activities but could benefit from further enhancement, especially in expanding ICT facilities and providing better research amenities.

Governance and leadership at our institute are characterized by a clear vision and effective decentralization, supported by a structured internal quality assurance system. The institution demonstrates financial prudence and a commitment to faculty empowerment. However, challenges such as the reliance on temporary faculty and limited ICT application must be addressed.

Overall, our college is well-positioned to leverage its strengths, such as its strong community ties and eco-friendly initiatives, while addressing its weaknesses and challenges. Opportunities for further development include enhancing ICT capabilities, expanding community engagement, and strengthening research culture. By capitalizing on these opportunities, the college can overcome its challenges and continue to contribute significantly to higher education in the region.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : 03 Answer After DVV Verification :02
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* 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 Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>170</td><td>64</td><td>00</td><td>00</td><td>00</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>34</td><td>64</td><td>00</td><td>00</td><td>00</td></tr></table>
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 208 Answer after DVV Verification: 203 Remark : Values have been updated as per the supporting document provided by the HEI.
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed
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
145	116	171	144	124

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86	82	88	109	71

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
178	178	178	178	178

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
241	203	203	203	203

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)*

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**

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	16

Remark : Value has been updated, excluding the librarian, as it has not been considered as per NAAC SOP.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	08	02	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	04	02	08	00

Remark : values have been updated; Exclude the research papers published beyond the assessment period.

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	07	04	01	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	05	04	01	04

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.*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	08	00	05	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	00	03	13

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 : 07
	Answer After DVV Verification :04
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:
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)* 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)** Answer before DVV Verification:
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* Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above
5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

4.1.2

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.05	0.2975	1.6702	0.3995	1.07765

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.760	0.142	1.208	0.192	0.029

4.4.1

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31.38	20.37	23.65	23.21	19.79

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.37	0.17	0.18	0.22	0.28

Remark : Values have been updated as per the supporting document provided by the HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	42	00	19	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	02	00	10	01

Remark : Values have been updated as per the supporting document provided by the HEI.

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: C. 2 of the above
Remark : Input has been considered.

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
11	00	00	00	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
52	42	71	88	19

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
128	155	235	192	156

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
128	155	235	192	168

Remark : Values have been updated.

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

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.)**

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

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
08	00	00	01	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	01	00

6.2.2	*Institution implements e-governance in its operations*

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

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Input has been considered.
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
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07	06	08	17	13 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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05	05	07	05	08 | 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
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07	07	07	07	08 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
09	09	09	09	09	
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.** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above
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** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : Input has been updated.
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 108 Answer after DVV Verification : 31
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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20	21	22	22	23 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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19	20	20	20	20	