



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**RASHTRIYA SHIKSHAN PRASARAK MANDAL BEED'S
LOKMANYA TILAK MAHAVIDYALAYA, WADWANI
TQ. WADWANI, DIST. BEED**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1. Executive Summary

Introductory Note: There was no higher educational institution till 1997 in this region. People had to go away places like Beed, Majalgaon Ambajogai, Parali, Dharur, and Aurangabad for higher education. Naturally higher education remained a privilege for very few well to do people. Many constituents of the society like farmers, workers and backward communities like SC, ST, NT and OBC and especially rural girls were deprived of higher education. Therefore the visionary people had established **Rashtriya Shikshan Prasarak Mandal Beed** in 1991 and the college **Lokmanya Tilak Mahavidyalaya Wadwani** was started in a small rental building in 1997 with a single faculty i.e. Bachelor of Arts **BA**. Later on the college started UG Programs **B.SC & B.Com** respectively in 2009 and 2013. Then the college was shifted to huge own campus of 3 acres.

The college is multi faculty and permanently affiliated to **Dr. Babasaheb Ambedkar Marathwada University Aurangabad** and recognized by UGC under section 2 f & 12 B. It has received ISO certification and NIRF-2022 registration and obtained B Grade in Academic and Administrative Audit -AAA of the affiliating university. The college offers 03 UG Programs in Arts, Commerce and Science. There are 04 research supervisors and 06 university recognized PG teachers. The college has set its vision to make students as responsible citizens of our nation by inculcating academic, social, physical, cultural and spiritual values.

The college IQAC was established on 20/07/2015 which has been functioning as a catalyst to promote measures for quality sustenance and enhancement in academic and administrative performance. The recommendations of NAAC peer team at the 1st cycle have been minutely analyzed and implemented with priority.

Vision

The motto of the college is **Dnyanam Param Dhyeyam**. The vision of the college is to eliminate the darkness of ignorance by lighting the lamps of knowledge.

Knowledge is the power and asset in the knowledge based society and panacea for all problems. The college is established with a noble aim to disseminate knowledge in the society. The ultimate aim of knowledge is to reach everyone and make everyone equal in all possible ways. The college strives to provide quality higher education to students from the socially and economically backward community that resides in the rural, hilly, drought prone area of the Beed district in the state of Maharashtra.

Mission

- To impart knowledge and skills to the students.
- To inculcate moral values through education.
- To provide qualitative higher education to the community.
- To bring the educationally, socially and economically backward society in the main stream of education.

Goals

- To nurture human resource of a high caliber for national development.
- To prepare the students to understand the plurality and diversity in the nation
- To inculcate competitive and humanitarian values in the students.
- To empower the rural female population with knowledge base
- To inculcate the research aptitude and social commitment among the students
- To prepare and implement an action plan to achieve the institutional goals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Notable enrolment percentage of students from SEDGs especially reserved category students and girls.
- Top college in sports achievements in Volleyball in the university in last five years
- Organization of large number of collaborative extension activities with Govt. and NGOs
- Quality Teacher Profile, **83.72%** full time faculty with Ph.D.
- Participation of teaching staff in FDP and research publication for Continuous Professional Development
- Organic and long-term linkages with local administration, institutions and stakeholders
- Commitment with Socially disadvantaged Groups-SDGs as per Vision and Mission
- Good rapport with stakeholders and feedback from stakeholders and expert groups.
- Student centric teaching methodologies and counselling system for handling stress
- Democratic Management, Decentralized administration and participative work culture
- IQAC to undertake quality and enhancement measures in college
- Academic and Administrative Audit -AAA from affiliating university
- Provides good quality higher education at reasonable cost
- Student Support from organizing various awareness workshops in collaboration
- Student representation and involvement in the College governance is encouraged.

Institutional Weakness

- Located in hilly, draught prone rural area and away from industrial Set up
- Lack of placement opportunities to outgoing students
- Low course completion rate or Poverty leads high rate of dropouts ,
- Insufficient grants from government and other non-governmental funding agencies
- Insufficient Physical infrastructure, No hostel facilities, no separate library building
- Science and Commerce streams are unaided so the faculty retention is a problem
- Student –Full time Teacher ratio is very high
- Limited MoUs, collaborations and linkages
- Digital Infrastructure is limited

Institutional Opportunity

- To implement effectively provisions and recommendations of New Education Policy-2020
- To apply for various funding agencies for research and college development

grants .

- To develop infrastructure facilities and make a campus attractive
- To arrange facilities for E-learning and distance learning
- To recruit full time faculty for B.Sc. and B.Com. Programs
- To introduce post-graduate Courses in select subjects
- To collaborate with various institutes for quality promotion and enhancement
- To use technological tools and digital platforms for teaching learning and evaluation
- To transform the college into a holistic multidisciplinary institution.
- To encourage the application of ICT in all administrative and academic processes of the college
- To introduce new job and skill-oriented SWAYAM & NPTEL Courses to the students
- To address the issues of students belonging to Socio Economically Disadvantaged Groups (SEDGs)
- To Introduce ‘earn while you learn’ scheme for needy students.
- To organize more entrepreneurship development programmes for students.
- To encourage optimum utilization of infrastructure and equipment.
- To harness the institution’s locational advantages
- To provide the classroom delivery in bilingual /multilingual mode and promoting multilingualism and the power of language in teaching and learning

Institutional Challenge

- To know the weak internal areas of planning and to allocate resources
- To impart higher education in hilly, rural area of low Human Development Index
- To attract the students to traditional UG programs like B.A, B.Com, and B.Sc.

- To generate revenue from various sources for college development
- To run non-grant and self –financed courses
- To recruit full time faculty for unaided programs
- To curtail dropout rate of the students

- To provide physical and digital infrastructure
- To plan optimum utilization of available infrastructure
- To make placement cell functional and arrange campus interviews
- To link education with employment.
- To obtain research grants from industries and funding agencies
- To implement the reorientation of educational programmes.
- To provide a rational student-teacher ratio.
- To transform the HEIs into multidisciplinary institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The college adopts the curriculum and academic calendar designed by the affiliating university and follows a systematic academic policy and planning in co-ordination with the IQAC.
- The Principal conducts the meeting of faculty members and the departmental meetings are organized by HoDs for curriculum planning and implementation.
- The college has formed various committees to monitor the academic standard and quality. The committees organize internal assessment, curricular and co-curricular activities to ensure the holistic development of student's and sensitizing students to cross-cutting issues such as gender, environment, sustainability, human values and professional ethics.
- The students participate in workshops and seminars, quizzes, essay competitions, debates etc. to hone their academic skills. The teaching is supplemented by guest lectures, field visits regular tests, tutorials, group discussion, seminars, and field trips.
- Teachers maintain daily teaching diary and prepare their lesson plan according to the papers and topics assigned. The 100% of the full time teaching staff contributes on various panels of the university such as – setting of question papers, for the design of curriculum and assessment process.
- The faculty members use ICT in the classroom to make the delivery of curriculum enabling and interesting for the students.

- The college offers academic flexibility through value added certificate courses.
- The B.A program include experiential learning through project work 100% students of B.A T.Y completed projects in the latest completed year.
- The stakeholders feedback on curriculum is regularly collected, analyzed and the suggestions are forwarded to the CDC and university for further action.

Teaching-learning and Evaluation

The admission process of the college is a transparent system complying with the SRAs. The total intake capacity of the college is **1080**. The total admitted students in current academic year-**22-23** are **771**

- The earmarked seats for reservation students of the college is **540 and 350** reservation students admitted in the current year.
- Student: full time teacher ratio for the current year is **30:1**.
- Ratio of students to mentor for academic and other related issues is also **30:1**.
- Average percentage of full time teachers against sanctioned posts during the last five years is **85.71**.
- Average percentage of full time teachers with Ph. D. during the last five years is **83.72%**.
- Total teaching experience of full time teachers in the college is **296** years with an average of **18.92** years per teacher.
- Average pass percentage of final year students during last five years is **63.91%**.
- The IQAC reviews the teaching learning and evaluation through various quality initiatives.
- Learning Outcomes are drafted by the teachers and stated as POs and COs to communicate to the students at the outset of each course and displayed on college website.
- Evaluation of attainment of programme outcomes and course outcomes is done through indirect method
- at college level such as feedbacks are collected from stakeholders
- The faculty members adopt participative pedagogical practices to promote active learning
- The ICT is used for the effective delivery of the curriculum
- Student Satisfaction Survey is a direct indicator of the effectiveness of teaching learning in the college.

Research, Innovations and Extension

- The 'Research Culture' is strengthened by providing adequate resources, encouraging active research involvement of research guides and scholars resulting in an effective innovation ecosystem.
- The college has Research Committee for the promotion of research activities and to provide the essential research facilities like books, laboratories, computer, internet, equipment etc.
- The 02 Faculty members of the college have received grants 1.5 Lakhs from ICSSR for minor project during the last five years.
- Currently **48%** teachers are recognized Ph.D. research guides of the affiliating university
- The college faculty members attend conferences, seminars related to research and membership of various professional bodies.
- 04 faculty members have been awarded Ph.D. in last five years
- The teachers published **110** books and chapters in edited volumes and papers published in conference proceedings during the last five years.
- Total **95** extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development
- The college has **4** functional MoUs with institutions, other universities, industries, corporate houses etc.
- The college conducts workshop/seminars on Intellectual Property Rights (IPR), Research Methodology, Entrepreneurship and other relevant themes periodically.

- The college has conducted **40** seminars, webinars, workshops, conferences on various topics in last five years

The college is quite conscious in handling their social responsibility through different cells and committees, The NSS unit plays vital role in inculcating values and commitment to society and sensitivities towards community issues, such as gender disparities, social inequity, voter awareness, women empowerment, road safety, digital literacy, legal awareness, environment etc.

Infrastructure and Learning Resources

- The college is located on the land of **3** acres comprising **20** rooms and space for playground. The adequate infrastructural facilities are available and augmented on regular basis.
- The ICT facilities and other learning resources are adequately available in the college for academic and administrative purposes.
- There are **07** laboratories of science attached to the department offices.
- Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years is **11.81%**
- Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years is **2.3** Lakhs.
- Student - Computer ratio for the latest completed academic year is **21: 1**.
- Bandwidth of internet in the Institution currently with broadband connection is **100MBPS**.
- Average percentage of expenditure incurred on maintenance of infrastructure -physical and academic support facilities- excluding salary component during the last five years is **12.35** Lakhs.

- There is an open-stage with a capacity of **1500** students and seminar hall with a capacity of **200** students.
- Computer and internet facility is available in college with access to Wi-Fi.
- There is generator with **15 KV** and several UPS for electricity and computers back up.
- Safe RO filtered drinking water is made available for one and all.
- Automation of library using the ILMS, use of e-journals and books, more than **8000** books in the library
- A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities.
- The college promotes the optimum use of the infrastructure through the periodic survey.

Student Support and Progression

- The student support facilities of our college facilitate students' holistic development and progression in curricular and co-curricular aspects of students. Facilitating mechanisms like Competitive Exams Guidance Cell, Grievance Redressal Cell, Anti-ragging Committee, Library, Sports and extension

activities facilitate for vertical movement of students from one level of education to the next higher level or towards gainful employment.

- Students are benefited through scholarships, free ships sponsored by central and state government and the college.
- Capacity building and skills enhancement initiatives of college include the Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene) and ICT/computing skills.
- The college offers career guidance for competitive examinations and career counseling to students.
- The College has constituted Grievance Redressal Cell for timely redressal of student grievances including examination sexual harassment and ragging cases.
- The outgoing student progression to higher education - UG to PG during last five years is **108** students.
- The student council is formed on the basis of last academic performance of the students as per the directives of Maharashtra Government, University Act 1994 clause 40.
- The registered Alumni Association contributes financial and non-financial ways their feedback is valuable for the development of college.
- The college students have brilliant records in participation and outstanding performance in games, sports, cultural activities, academic, debates, and elocution competitions.
- Our Students bagged **20** awards/medals for outstanding performance in sports/cultural activities at university/state/national level during the last five years.
- The NSS has encouraging impressions on the other students.

Governance, Leadership and Management

- The college has dynamic leadership and participative decision-making to achieve the vision, mission and goals of the institution and building a dynamic organizational culture.
- The GB, CDC, Principal, and IQAC co-ordinate for the academic and administrative planning and implementation through decentralized, democratic and participative management.
- There are established systems for faculty empowerment strategies for the recruitment, performance appraisal and planning of professional development for the teaching and non-teaching staff.
- **80%** percentage of teachers underwent online/ face-to-face Faculty Development Programmes (FDP) and attended **78** courses for up skilling their knowledge during the last five years
- The college takes effective welfare measures for teaching and non-teaching staff.
- E-governance is implemented partially in areas of Administration. Examinations, Finance and Accounts, Student Admission and Support.
- The stakeholders feedback is collected, analyzed and action taken report is uploaded on website.
- A Performance Based Appraisal System is filled by all the faculties and non-teaching staff at the end of the year.
- Budgeting and optimal utilization of finance as well as mobilization of resources are regular practices of the college.
- For the transparency in financial management, the income and expenditure of the institution are

subjected to regular audit by CA.

- The IQAC is quite functional, monitoring the functioning of the college and suggesting measures for continuous improvement of quality and academic excellence, and taken collaborative quality initiatives with other institutes
- Academic and Administrative Audit is done by the university and awarded **B Grade** to the college.
- The college has **ISO** certification and applied for NRF.

Institutional Values and Best Practices

- The College displays sensitivity to the pressing issues such as gender equity environmental consciousness, energy conservation, rain water harvesting, waste recycling and inclusiveness and professional ethics through its activities and facilities.
- The college organizes various programs and activities to inculcate positivity national integration and universal human values and professional ethics in amongst the learner in changing national and global context that will help to face the emerging challenges and pressing issues.
- The college organize gender equity promotion programmes such as webinars/workshops and adopts environment friendly practices and facilitates to differently abled *Divyangjan* friendliness.
- The college observes the national festivals, birth and death anniversaries of great personalities and national and international commemorative days
- The College campus comprises rainwater harvesting system and bore well recharge pit, Worm compost pit.
- The college conducts a green audit, energy audit.
- The college campus is plastic free
- CFL bulbs and solar lights are used for energy conservation
- The College observes No Vehicle Day and restricted entry to vehicles.
- The College implemented security and safety measures such as CCTV cameras and 24 hours security personnel in the campus
- For girls a separate common room facility is available on the campus, which comprises First Aid Box and Sanitary Napkin Vending Machine and bedding facility for sick person
- The code of conduct, Gender and Environmental policies are displayed on the college website.

Best Practices

1. Reach to Unreached

2. Financial Assistance to Economically Weaker Students

- **Institutional Distinctiveness.**

Title: Supporting Students from Disadvantaged Backgrounds

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | RASHTRIYA SHIKSHAN PRASARAK MANDAL BEED'S LOKMANYA TILAK MAHAVIDYALAYA,WADWANI TQ.WADWANI,DIST.BEED |
| Address | Near Tahashil Office ,At Post Wadwani Tq. Wadwani Dist. Beed -431144 Maharashtra |
| City | Wadwani Tq Wadwani Dist Beed |
| State | Maharashtra |
| Pin | 431144 |
| Website | www.ltmwadwani.com |

| Contacts for Communication | | | | | |
|----------------------------|------------------------------|----------------------------|------------|------------------|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Kishan Manohar Pawar | 02443-257750 | | 02443-25775 0 | |
| IQAC / CIQA coordinator | Sanjay Bhagwat Salunke | 02443-295133 | 9422471825 | 02443-29513 3 | sbsalunke75@gmai l.com |

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

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | | | | |
|--|--|--|-------------------------------|----------------|
| State | University name | Document | | |
| Maharashtra | Dr. Babasaheb Ambedkar Marathwada University | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | 15-06-2022 | View Document | | |
| 12B of UGC | | | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Appro val details Instit ution/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 | Near Tahashil Office ,At Post Wadwani Tq. Wadwani Dist. Beed -431144 Maharashtra | Rural | 3 | 3530 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|----------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|---------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No. of Students Admitted |
| UG | BA, English | 36 | HSC | English | 120 | 24 |
| UG | BA, Marathi | 36 | HSC | Marathi | 120 | 61 |
| UG | BA, Hindi | 36 | HSC | Hindi | 120 | 41 |
| UG | BA, Public Administration | 36 | HSC | Marathi | 120 | 50 |
| UG | BA, Political Science | 36 | HSC | Marathi | 120 | 58 |
| UG | BA, History | 36 | HSC | Marathi | 120 | 68 |
| UG | BA, Economics | 36 | HSC | Marathi | 120 | 57 |
| UG | BA, Sociology | 36 | HSC | Marathi | 120 | 70 |
| UG | BSc, Zoology | 36 | HSC | English | 120 | 64 |
| UG | BSc, Chemistry | 36 | HSC | English | 120 | 120 |
| UG | BSc, Computer Science | 36 | HSC | English | 120 | 35 |
| UG | BSc, Botany | 36 | HSC | English | 120 | 69 |
| UG | BSc, Mathematics | 36 | HSC | English | 120 | 30 |
| UG | BSc, Microbiology | 36 | HSC | English | 120 | 33 |
| UG | BSc, Physics | 36 | HSC | English | 120 | 58 |
| UG | BSc, Environmental Science | 36 | HSC | English | 120 | 0 |
| UG | BSc, Information Technology | 36 | HSC | English | 120 | 0 |
| UG | BCom, Commerce | 36 | HSC | Marathi | 120 | 120 |

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 | 0 | | | | 2 | | | | 12 | | | |
| Recruited | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 9 | 1 | 0 | 10 |
| Yet to Recruit | 0 | | | | 0 | | | | 2 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 22 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 2 | 0 | 22 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

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

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 12 |
| Recruited | 11 | 1 | 0 | 12 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 1 | 0 | 0 | 8 | 1 | 0 | 10 |
| M.Phil. | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 3 |
| PG | 0 | 0 | 0 | 2 | 0 | 0 | 9 | 1 | 0 | 12 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 2 | 0 | 22 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 2 | 0 | 22 |
| 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 | | Total |
| | | | | | |
| | 0 | 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 | 463 | 0 | 0 | 0 | 463 |
| | Female | 308 | 0 | 0 | 0 | 308 |
| | 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 | 63 | 76 | 90 | 52 |
| | Female | 50 | 55 | 55 | 24 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 8 | 6 | 3 | 9 |
| | Female | 2 | 1 | 2 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 206 | 216 | 246 | 163 |
| | Female | 143 | 159 | 145 | 117 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 196 | 215 | 0 | 170 |
| | Female | 126 | 146 | 0 | 122 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 7 | 257 | 16 |
| | Female | 0 | 4 | 160 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 794 | 885 | 958 | 684 |

Institutional preparedness for NEP

| | |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <ul style="list-style-type: none"> • The college offers flexible and innovative curricula that includes CBCS in UG programmes. The students have options to choose their Programmes, Courses and Subjects as per their interest. • The content of the |
|--|---|

| | |
|---|---|
| | <p>university curriculum and the Add On courses designed by the college has interdisciplinary approach. • The College has plans of academic collaborations with multidisciplinary institutes for strengthening and adding departments in subjects needed for multidisciplinary institutes. Including: Languages, Literature, Education, Statistics, Sociology, Economics, and Sports etc.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>• The ABC flexibility will be very helpful to seek employment after any level award and join back as when feasible to upgrade qualification and also curtail dropout and improve Gross Enrollment Ratio (GER). • The college has started to implement the guidelines of ABC and created digital infrastructure and registration of students of UG first year students of BA.B.Com and B.Sc. is done on ABC portal to deposit the score and credits earned by students. • The ABC has encouraged a blended learning mode. The ABC method of credit transfer is inclusive and provides academic flexibility and opportunities of multiple entry and multiple exit.</p> |
| <p>3. Skill development:</p> | <p>• The college imparts skill based education to students and organizes various skill development activities for employability and inclusive growth. • The college has introduced various Add On certificate courses for skill enhancement. • The teaching learning process focuses on learner centric approach and adopt participative and new methods of teaching. • The seminars /webinars on soft skills/life skills, career counseling and technology training are given to students. • The student's representation on various academic committees of the college helps to develop the leadership skill. • The collaborative extension activities with NGOs and other institutions to develop the skills of planning, organizing, decision making and team work. • The faculty members develop their skills by joining and attending online and offline professional development courses</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>• The college is committed for preservation and promotion of Indian Knowledge, art and culture and offers elective courses in IKS. • The students are encouraged to opt courses based on Indian culture and heritage such as languages, history etc. • The college celebrates various unique festivals for national integration which are appreciating diverse art and culture. • The teachers are motivated to attend</p> |

| | |
|--|--|
| | <p>the trainings and FDP courses in IKS • The students are encouraged to develop artistic and linguistic creativity and rich treasure of the region by forming Language Associations and organizes various online and offline activities</p> |
| 5. Focus on Outcome based education (OBE): | <ul style="list-style-type: none"> • The outcome based approach adopts shift from teacher centric to learner-centric pedagogies. • Being affiliated institute the college adopts the curriculum designed by the affiliating university. • The college has clearly displayed POs, COs, and PSOs on the institutional website for the stakeholders. • The college monitors the achievements of Pos and Cos. The outcomes vary for every programme and course. The course outcome is assessed through internal examination and final examination at the end of the semester. • The college organize awareness programs about Outcome Based Education and the students counselling is done at the time of admission. |
| 6. Distance education/online education: | <ul style="list-style-type: none"> • The college offers Bachelor of Arts B.A Distance mode UG Programme of YCM Open University Nashik, Maharashtra for the needy students especially who are deprived of higher education due to different reasons. • The college has replaced the traditional modes of pedagogy and introduced new ICT based educational initiatives for imparting quality education for all. • The college has increased the digital infrastructure and uses multiple online e-learning and teaching platforms. • The institution has plans to register on SWAYAM .NPTL portal • The college conducted online classes and webinars in the pandemic period • The faculty members attend online trainings and Refresher, Orientation and FDP Courses. • The admission, examination, paper setting, assessment and result declaration activities are performed online. |

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <ul style="list-style-type: none"> • The college has the Electoral Literacy Club which has been chaired by the Principal, Dr. K.M.Pawar Dr. G.S Pandav is the Co-ordinator and Prof .A .S Khetri - Member .The ELC is functional and active. The student coordinator and faculty coordinating members are appointed. • Electoral Literacy Club |
|--|--|

| | |
|--|--|
| | (ELC) has been set up in the college and initiatives undertaken by the ELC include voluntary contribution by the students in electoral processes- participation in voter registration of students and communities where they come from. |
| 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? | <ul style="list-style-type: none"> The student coordinator and the coordinating faculty have been appointed. The ELCs is functional .The students and faculty members assist 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. |
| 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. | <ul style="list-style-type: none"> The College organizes awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. The college organizes voter Registration camps in collaboration with Tahashil office for students above 18 years who are yet to be enrolled as voters in the electoral roll. • The college organized Graduate Constituency and Teachers Constituency voter awareness & registration drive jointly with Election Section Tahashil Office Wadwani. The College campus was made available for the voting in elections of, various academic bodies of the affiliating university • The college staff members are appointed as polling officers in the Loksabha-Parliament , Vihansabha-Assembly and various local body elections • The college has received following Awards and recognitions for extension activities from government / government recognized bodies |
| 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. | <ul style="list-style-type: none"> The college has received government award from district collector Beed for noteworthy contribution of college in Women Voter Registration Campaign of Election Commission in 2018-19 • The ELC and Department of Political Science organized a Webinar on the topic The Role of Regional Parties in Indian Politics on 05 December 2020. |
| 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. | <ul style="list-style-type: none"> The College invites the resource persons and organizes the lectures related to Democracy, citizenship and Election process and democracy for our students in the college. • The college principal has received government award from district |

collector Beed for noteworthy contribution of college
in Voter Registration Campaign of Election
Commission in collaboration with Tahashil office
Wadwani the year 2022-23 for celebration Azadi Ka
Amrit Mahotsav.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 684 | 958 | 885 | 794 | 863 |

| 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: 12

| 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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 10 | 10 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 30.51 | 22.99 | 43.6 | 31.92 | 32.82 |

| 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:

1.1.1

- The college is affiliated to Dr. BAM University Aurangabad and adopts the curriculum and academic calendar provided by the affiliating university.
- At the commencement of semester, the Principal conducts the curriculum planning meeting of faculty members. The departmental meetings are organized by the respective head of the departments for curriculum planning, timetable and workload distribution.
- The college has formed various committees for effective implementation of curriculum like Timetable Committee, Co-curricular Committee, NSS, Cultural, Library, Discipline, Examination, and Feedback Committee, to monitor the academic standard and quality during internal assessment of students.
- The college has appointed qualified meritorious and dedicated teaching staff. Teachers maintain daily teaching diary and prepare their lesson plan according to the papers and topics assigned to them. The IQAC monitors and checks periodically the topic coverage of every teacher to complete the syllabus in stipulated time.
- The faculty members participate in various faculty development programs like orientation, refresher and short term courses etc.
- Continuous evaluation of students through internal tests, assignments & seminars, unit test, class test, MCQ tests are conducted periodically. The traditional classroom teaching is supplemented by regular tests, tutorials, group discussions, seminars, and field trips.
- The teacher adopts many subject enrichment co-curricular and extracurricular activities like wall magazine, various debate, elocution, poster presentation, objective test, general knowledge test etc.
- The college offers academic flexibility through value added certificate courses.
- The BA program include experiential learning through project work 100% students of BA T.Y completed projects in the latest completed year.
- The college adopts student centric approach for bridging the gap of the enrolled weak students and to enable them to cope with the program of their choice. In some departments, bridge courses are held in order to make the curriculum delivery more effective and holistic.
- Student orientation program is arranged every year for newly admitted students to make them aware about the mode of curriculum delivery.
- The faculty members use ICT in the classroom, like power point presentation and audio-visual support are available to make the delivery of curriculum enabling and interesting for the students.
- The college library makes available the recommended books. The college has computer lab with internet connection. Where the students and teachers have the access of e-learning through online

remote access to affiliating university library. A good number of journals are subscribed by the college for supplementary reading.

- The LOCF approach is adopted while implementing syllabus, the faculty members attend revised syllabus workshops and update and adopt the policy of syllabus designers and inform students about learning outcomes, recommended books, scheme of evaluation, model question papers and chapter wise weight age. The curriculum delivery is planned to attain the program outcomes and course outcomes.
- To collect feedback Students Satisfaction Survey is conducted by IQAC. The feedback helps to improve the teaching-learning process and to know the strengths, weakness, opportunities and threats of the college. The feedback is important for curriculum and examination reforms and helps for continuous quality improvement.

| 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:

| 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 |

Other Upload Files

| | |
|---|-------------------------------|
| 1 | 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 40 | 40 | 60 | 60 | 20 |

| 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:

1.3.1

Integrating Crosscutting Issues into Curriculum

- The crosscutting issues are integrated into the syllabus indirectly and directly. The students are provided opportunities to participate in public discussion related to the cross cutting issues relevant to gender, environment and sustainability, human values ??and professional ethics.

1. gender issue

- The college imparts co-education and encourages co-learning and attempts to give equal opportunities and justice to all. Boys and girls work together in various curricular and co-curricular activities and they are given representation on various college committees and associations.
- The Vishakha Samiti organizes various gender sensitization activities such as women's meet,

guest lectures, workshops, seminars, wall posters and health camps.

- The college organized workshop on **Anti-ragging and Sexual Harassment in collaboration with Police Station Wadwani.**
- The IQAC of the college organized **One Day Digital Literacy Workshop for Rural Women Empowerment** in collaboration and sponsored by Maharashtra State Commission for Women.
- The Vishakha Samiti organized **One Day Workshop on Women Empowerment** in collaboration with Umed Abhiyan Panchyat Samiti Beed.

B) Sustainability and Environmental Education

- The college organizes various environment awareness programs such as, tree plantation, water conservation, cleanliness drive, in collaboration with NGOs for student's awareness on the sustainability and environmental education.
- A Special **compulsory Paper of Environment Studies** is taught to develop environmental awareness amongst all the UG II year students.
- The NSS unit of the college had organized **Special NSS camp on the theme of Environment protection** at village Pokhari.
- The College has installed solar power street light and maximized use of LED bulbs to save energy and minimize environmental pollution.
- The college has organized the guest **lecture on Environmental Awareness and Disaster Management** and tree plantation activity with Rotary club in college campus
- The students are taken on seasonal visits to local ecological restoration point, ecosystem, flora and fauna studies and field visits to, sugar factory, molasses processing plants etc. in the nearby locality
- The students attended **World Tree Conference organized by Deorai Pratisthan Beed.**
- The college participated in **Water management Webinar organized by District ground water survey office**

C) Human Values and Professional Ethics

- Human Values and Professional Ethics are already part of the UG level curriculum. Besides, the motivational speeches, workshops, soft skills activities, NSS activities contribute to these values education.
- **Kerala Flood Relief fund rally** was organized for fund collection
- The department of Political Science has introduced a value added course entitled **Human Rights.**
- The IQAC and Faculty of Social Science organized **International E-Conference on Human Rights and published research papers** in a special volume
- The college organized **Legal Service Awareness camp in collaboration with Advocate Forum and Taluka Legal Service Committee** for legal literacy mission.
- To imbibe human values ??the commemorative days and birth anniversaries of great leaders are celebrated and expert lectures on professional ethics are organized time to time.
- The Code of conduct, gender and environmental policies are prepared for students and displayed on the college website, staff and everyone should obey the conduct rules.

| File Description | 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:

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

Response: 20

| 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:

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 366 | 387 | 437 | 412 | 388 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 406 | 421 | 437 | 412 | 388 |

| 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:

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 161 | 142 | 160 | 162 | 156 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 186 | 186 | 186 | 186 | 186 |

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.2 Student Teacher Ratio

2.2.1

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

Response:

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:

2.3.1. Student Centric Methods

- Student is at the centre of our organogram so all our activities and the teaching learning process of the college is made student centric by using innovative teaching methodologies.
- The faculty members adopt participative pedagogical practices to promote active learning. The various methods of experimental and participative learning and problem solving are implemented to make sure that students are dynamic participants than passive recipients in the teaching learning process.
- Many subject enrichment co-curricular and extra -curricular activities are conducted such as Educational tours, industrial visits, field work, project work and practical. The projects are given on a particular subject under the guidance of respective subject teachers. The experiential learning develops the life skills such as team work, problem solving.
- The college has given representation to the students for participate management on various college level committees such as IQAC, CDC, Student Council, Library Committee, N.S.S., Sports, Cultural, Annual Magazine Committee.
- The office bearers of all associations, forums and clubs are appointed from students to organize the various activities.
- The ICT is used for the planning and effective delivery of the curriculum. The use of ICT encourages Interactive mode and motivates large number of students to learn with their pace and time.
- Besides the traditional methods and tools of teaching, the teachers use the IT enabled learning tools such as micro soft PowerPoint, in their teaching. The LCD projectors are available in seminar Hall and some classrooms. The use of ICT enriches the learning experiences of students and makes the teaching activity meaningful and effective.
- The teachers attend faculty development programs on online teaching and use E-Learning resources. The college has computer lab for collection and presentation of information.
- The college library provides internet access for students. The college has registered for N-List. The teachers inform students about e-sources and Open Educational Material that is free and open to all.
- The college has adopted the innovative ways to connect with learners so the learning is not hampered. Online platforms were effectively used by the college teachers to cater to the requirements of learners. The teachers use social media platforms, tools for online meeting applications like Google Meet, Zoom, Microsoft Teams, and WhatsApp etc.
- To bring in more clarity in learning, the science teachers generally use short videos for demonstrating some experiments. The students understand the concept clearly, before actual learning.
- The co-curricular activities like Quiz, discussions and webinars are conducted online. The teachers inform advanced learners to visit various websites.
- The college had organized training for **Administrative staff for online admissions**
- A one Day workshop in collaboration with SPGPM Sirsala on the topic **Online courses introduction and relevance in the 21st century and Indian Higher Education** on 30/11/2018
- The Department of English organized National level webinar on the topic **Use of ICT in English Language Teaching** on 06/12/2020

- The faculty members attended **FDPs on the use of ICT in teaching, learning and evaluation**

| 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 07 | 06 | 06 | 04 | 04 |

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:

2.5.1.

Mechanism of Internal External Assessment and Grievance redressal system

- The internal assessment process tests the learning outcomes, knowledge gained, attitudes developed, skills acquired, and values mastered by a student. The college follows the guidelines of the affiliating University regarding evaluation system.
- The college has separate Examination committee. Tentative schedule of the internal evaluation is published in the Academic Calendar prepared by IQAC and displayed on the notice boards and the college website well in advance.
- The teachers initially communicate in the classroom the weight age and the process of continuous internal evaluation. Thus the transparent internal evaluation process is followed.
- The college Examination committee conducts unit tests, assignments, projects, tutorials, group discussions and seminars. The evaluation of projects includes project report, presentation and classroom behavior. The performance is communicated to the students along with corrections and suggestions for improvement.
- The departments conduct seminars and group discussion to build confidence and stage courage among the students. Students' overall conduct is evaluated from their behavior and participation in classroom and co-curricular and extra-curricular activities.
- The college gives emphasis on learning through, seminars, group discussions written, oral, and practical examinations. The class tests, quizzes, home assignments, reports, book review, essays, case studies, Viva voce, role play, Lab work, co-curricular activities, work experience, field visit, and project based learning.

- The internal assessment is done by the teachers who teach the subject and the external examiners are invited for the evaluation of project report and practical examinations.
- The faculty members participate in central assessment process of the university for the theory paper answer book evaluation and participate in vigilance squads of the university appointed during the examinations for curbing malpractices in examination
- The results of all the internal examination are declared and model answers of the tests are discussed with the students and record of internal examination is kept in department for three years
- The grievances related to the CIE are addressed at the department level by the heads. The examination committee verifies the authenticity of the grievances and tries to resolve it within the stipulated period. The committee then addresses the grievances and communicates to the authority concerned for the necessary suitable action.
- The students are supported by the college to apply for the revaluation, recounting and to the students whose results are held by the university for the reason of some official compliance with documents.
- The Internal Examination Committee takes necessary steps to make the internal assessment transparent, ethical and reliable. The College makes suitable changes in evaluation system on the basis of feedback received from the students and faculty members.
- The college examination committee had organized a one day webinar in collaboration with Saraswati Mahavidyalaya Kaij on the topic **Changing Nature of Evaluation in Higher Education**.
- The college examination committee in collaboration with SRT College Ambajogai organized on day workshop for students and teachers on **Revised Paper Pattern of Choice Based Credit and Grading System and Evaluation Methodology**.

| 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:

2.6.1.

Programme Outcomes (POs) and Course Outcomes (COs)

- Outcome is intended results of education in HEI. What students are supposed to know and able to do .The POs and Cos give direction to curriculum design, instruction, delivery and conduct of assessment.
- The college follows the curriculum designed by the affiliating university and is committed to its students learning and success. The faculty wise POs and COs are different and aimed at transformational learning that support students holistic development.
- The POs are the statements that indicate student’s ability after completion of program. The Cos are statements that describe what student should be able to do at the end of a courses. The vision, mission and objectives of the institution are clearly displayed on website, prospectus and at the main entrance of the college.
- The college has clearly stated Pos and Cos for all programs offered by the institution through website. The POs and Cos of respective courses are explained to the students by concerned teacher at the commencement of theory and practical sessions.
- The staff and students are made aware of the aims and objectives and Program out comes through meetings, orientation programs.
- In the BoS meetings the POs, PSOs and COs are thoroughly discussed and the process of understanding takes place. Similarly, these outcomes are discussed in the syllabus revision workshops jointly organized by the colleges and the university.
- The BoS members and other experts are invited for the guidance. These outcomes are also discussed in the departmental meetings. These actions provide insights and proper perspective to the teachers about the scope of the newly introduced courses and their outcomes.
- The Pos and Cos are also reviewed by the stakeholders and suggestions regarding modifications are discussed in IQAC meeting.
- In the beginning of every academic year the teachers communicate all these outcomes to the students in the class. Every teacher provides a photocopy of the course syllabus to the students and it is also available on college website.
- The outcomes of the course and the contents of the syllabus are discussed in detail. Once the students understand and analyze the outcomes, they utilize them to study in focused manner.
- Teaching methods, guided by such a framework, may include: lectures supported by group tutorial work; practicum and field based learning; the use of prescribed textbooks and

e-learning resources and other self-study materials s; individual project reports ,case-study reports, team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive testing; peer and self-assessment etc.

- The Pos and Cos make graduates capable of facing all sorts of challenges independently in real life. All these learning outcomes provide an ecosystem in which staff and students can achieve their optimum potential and foster a strong sense of belonging to the institution.
- The Proper understanding of the outcomes will help the students to mould their minds towards the personal, professional and academic growth.

| 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:

2.6.2.

Attainment of POs and COs are evaluated.

- The POs and Cos exhibit what students are expected to know and be able to do at the end of each programme/course. They are mainly related to skills, knowledge, attitude and behaviour that students acquire at the end of the course/programme they learn
- The goal of learning is achievement of the program / curriculum goals and not just focusing syllabus completion.
- The College has created conducive atmosphere for the attainment of POs and COs by designing appropriate pedagogies and providing learning material and resources and choosing right assessment type.
- The outcome based approach adopts shift from teacher centric to learner-centric pedagogies. The attainment of Pos & Cos is assessed by using the time-constrained examinations; closed book and open-book tests; problem based assignments; practical assignment laboratory reports; observation of practical skill.
- The unit outcomes and lesson outcomes are checked through the class tests and unit tests, practical exam and viva voce.
- The college monitors the achievements of Pos and Cos. The outcomes vary for every programme and course. The course outcome is assessed through internal examination and final examination at the end of the semester.
- The results of the final examinations are used for the analysis of their attainment of POs and Cos and the results of the college in last five years are outstanding.
- The Semester Grade Point Average **SGPA** and Cumulative Grade Point Average **CGPA** of the students indicate the attainment of Pos and Cos.
- Indirect method is based on periodical feedback from stakeholders at the end of course. Weight age of direct or indirect assessment in computation of attainment of each course, generally recommended as 70% for direct assessment and 30% for indirect assessment.
- Based on the result of Term work and oral practical exams the number of students score more than 60% in every subject found.
- The indirect method of assessing the attainment is used through student progression to higher studies, through the alumni connect and course exit survey. The feedback is collected from the outgoing students which helps to understand the genuine opinion of the teachers and students in COs attainment.
- The attainment is decided on the feedback from stakeholders –alumni, parent, employer, industries, and peers. The performance of students in university examination, internal assessment, assignments, term work and oral and practical examinations is satisfactory.
- The course outcome feedback is conducted at the end of academic year by distributing structured

feedback questioners to the students the analysis of this feedback is done.

- **On the basics of feedback following conclusions are drawn:**

The students apply their knowledge to solve different problems, use modern tools resources, exhibit professional ethics in social and environmental context, work individually.

The students have acquired skills of innovation and entrepreneurship, social sensibilities and rural development and gaining knowledge and skills undertaking, higher studies, enhancing performance in chosen field and being socially responsive global citizen.

| 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 94 | 84 | 180 | 123 | 107 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 144 | 184 | 193 | 184 | 215 |

| 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:

| 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:

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)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 01 | 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:

3.2.1.

An ecosystem for innovations and initiatives for creation and transfer of knowledge

- The college constantly tries to make improvement in research activities and innovative practices in order to create an eco-system that nurtures the talent. The college makes available adequate resources to develop research culture among faculty members
- The college has formed research committee that always motivates students and teaching faculty for promoting research culture. The college encourages and provides Duty Leave facility to faculty members to participate in seminars, conferences, and workshops.
- Teaching faculty is encouraged for pursuing Ph. D. **10** teaching faculty has been awarded Ph. D. 04 faculty members have been awarded Ph.D. in last five years.

- 04 teaching faculty have been recognized as research Guide by the parent university.
- 14 students are pursuing Ph. D. under the guidance of our college Ph. D. Guides.
- 02 Faculty members have received grants from ICSSR for minor project
- The college library provides remote access to vast collection of research Databases and Network like N-list- Inflight.
- Regular Publication by faculty in Quality Professional Journals .The teaching faculty published their research papers in reputed journals and books.
- The college has organized state, national, and international conferences and 05 proceeding books have been published.
- 11 papers have been published in UGC care approved Journals and 99 papers in-books. Four books are published by the teaching faculties.
- Students of B. A. T. Y. Submit research projects every year as per university circular which develop research instinct and culture among students.
- The college has formed Avishkar cell. The students are encouraged to participate in contests like Avishkar Research Competition, poster competitions, science exhibition, students' Clubs, etc.
- The college has participated in Higher & Technical Education Department, Govt of Maharashtra under its **Career Katta** initiative for offering career guidance to students of colleges
- The college Research Committee organizes many research oriented activities. Innovative ideas are inculcated among students and teaching faculties.
- The institution has framed policies for research promotion, anti-plagiarism and IPR.

Research Activities conducted by the College

- The IQAC and the Research Committee of the college organized One Day National Level Webinar on **Intellectual Property Rights –IPR** in collaboration with **RGNIPM** Nagpur on 03 November 2020
- The IQAC and the Library Committee of the college jointly organized National Level Webinar on **Open Educational Resources: Challenges and Opportunities** on 16 August 2020
- The IQAC and the Research Committee of the college organized One Day National Level Webinar on **Recent Trends and Issues of Research Methodology in Higher Education** on 30 January 2021
- The IQAC and the Research Committee of the college organized One Day State Level Workshop on **Research Methodology** in collaboration with Political Science Research Center and IQAC SRTM ,Ambajogai on 16/09/2022
- The IQAC and the Research Committee of the college organized One Day National Level Workshop on Research Methodology and plagiarism in collaboration with IQAC SRTM , Ambajogai on 18/01/2023

| 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 03 | 01 | 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 5 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 03 | 00 | 00 | 02 |

| File Description | 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:

3.4.1.

- The college organizes various extension activities in neighborhood community for sensitizing students to social issue and enrich learning process of the students and faculty where they apply their knowledge and skills
- The college tries to transform students & staff into social beings who are socially committed, professionally competent and contributing towards the development of the society.

Major extension and Institutional Social Responsibility activities in last five year 2018-23

- NSS Special Camp organised at Choramba, Pokhari and Morvad villages
- Organized AIDS awareness rally on the occasion of World AIDS day.
- Celebration of Birth & Death Anniversary the Great National Leaders of India.
- Tree Plantation in college campus in collaboration with Rotary Club Wadwani.
- Voter Awareness Rally for voter registration in collaboration with Tahasil Office Wadwani.
- Organization of Elocution competition on 'Swachha Bharat Abhiyan'
- Participation of NSS volunteers in cleanliness drive at Dharur Fort
- Participation in water conservation programme with 'PANI FOUNDATION'
- World Tree Conference Deorai Pratisthan Beed.
- Blood Donation Camp District Civil Hospital, Beed
- Health check-up Govt. Rural Hospital, Chinchwan Wadwani
- Disaster Management Training Camp District Collector Office Beed
- Organized Yuvadoot (Youth Messenger Workshop) in collaboration with Dept. of Information and Public Relations Govt of Maharashtra and NGO Anoolom
- One day Workshop on women Empowerment with Umed Abhiyan Panchayat Samiti, Beed.
- Yoga Day Maharani Tarabai Highschool Wadwani
- AIDS Awareness programme AIDS control Unit, Govt. Hospital Beed
- Swachha Bharat Abhiyan Grampanchayat Village Pokhari, Dist. Beed
- One day Digital Literacy Workshop for Women Empowerment in collaboration with Maharashtra State Commission for Women
- Workshop on Anti-Ragging Rules in collaboration with Police Station, Wadwani
- Organized Webinar on Coping with Stress During Covid-19 by NSS
- The college organized Legal Services Awareness Camp in collaboration with Advocate Forum and Taluka Legal Services Committee, Wadwani
- The college organized Blood donation camp in collaboration with Rotary Club Wadwani
- The college NSS Unit distributed Surgical Masks in village Pokhari during COVID-19 Pandemic.
- The college had organized a lecture of lawyer on Beti Bachao campaign.
- The students participated in Traffic Rule orientation programme organized in collaboration with Police Station Wadwani.
- The webinars on Human Rights and Health awareness were hosted
- The students participated in National Voter Day celebration in collaboration with Election Section Tahashil Office Wadwani
- The College Activity Committee participated in Village Cleanliness Drive with Wadwani Nagar

Panchayat.

- Organized Workshop of Village heads (Sarpanch Workshop) and Heads of Police Administration (Police Patil Workshop).
- The college participated in Water Management Webinar organised District Ground water survey office Beed
- The Department of NSS, Welfare Committee and staff Welfare Committee jointly organized Health Checkup and Vaccination Camp with Primary Health Centre Wadwani.
- The NSS Department organized Webinar on Blind Faith Eradication and Scientific Approach
- The Vishakha Committee organized lecture on World Daughters Day
- The NSS and Police Station Wadwani Collaboratively organized a humanistic activity of Manuskihi Bhit (The Wall of Humanity)

| 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:

3.4.2.

- Electoral Literacy Club (ELC) has been set up in the college and initiatives undertaken by the ELC include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from.
- The students and faculty members assist 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.
- The College organizes awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.
- The college organizes voter Registration camps in collaboration with Tahashil office for students above 18 years who are yet to be enrolled as voters in the electoral roll.
- The college staff members are appointed as polling officers in the Loksabha, Vihansabha and various local body elections The ELC is functional and active.
- **The college has received following Awards and recognitions for extension activities from government / government recognized bodies**
- The college has received government award from district collector Beed for noteworthy contribution of college in Women **Voter Registration Campaign of Election Commission** in 2018-19

- The college principal has received government award from district collector Beed for noteworthy contribution of college in Voter **Registration Campaign of Election Commission** in collaboration with Tahashil office Wadwani the year 2022-23 for celebration **Azadi Ka Amrit Mahotsav**.
- The college had organized a workshop on **Financial Education for Young Citizen: Kona KonaSiksha** for UG students in collaboration with **National Institute of Security Market –NiSM on 17 Feburary 2023**.The NiSM has given certificate of appreciation to the principal for the active participation of the college students and staff.
- Dr.Sanjay Salunke, Assit.Proessor Dept. of English has received certificate of appreciation in **recognition of important as Anchor Faculty** for the **Kona KonaSiksha** conducted by **National Institiute of Securiy Market –NiSM** on 17 Feburary 2023.
- The college had participated in **AIDS Awareness campaign** .The District AIDS Unit has given appreciation certificate to the college.
- The college principal Dr.K.M Pawar has been appointed on the National Service Scheme –**NSS Advisory committee** of the parent university by taking into consideration the contribution of college in social connect and extension activity.
- The college NSS program officer Asso. Prof S.K Bhalerao has been appointed as **Area Coordinator** of NSS.

| 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 06 | 01 | 09 | 02 | 04 |

| 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:

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:

4.1.1

- The institution has proactive policy regarding infrastructure development for the enhancement of teaching learning process.
- The college has adequate infrastructure and physical academic and support facilities for effective teaching-learning.
- The college has ample and adequate space for the required infrastructure. Specific location of the college provides pollution free and natural environment.
- The supportive management has provided infrastructure for its present needs without the assistance of any funding agencies for effective and efficient conduct of educational programmes.
- The college has following infrastructural facilities for effective and efficient conduct of the curricular, co-curricular and extracurricular activities. The college has made available spaces for special units on the campus and the available facilities are optimally used.
- The college campus is in three acres of land owned by the management.
- The college has 10 classrooms and computer lab with internet facility.
- The college has set up 05 laboratories for science faculty
- The college has well-equipped seminar hall with ICT facilities
- Purified drinking water facility is available in the campus.
- The college has ladies common room.
- The canteen facility is available for refreshment
- The parking space for vehicles is available
- The college has separate blocks for administrative office
- The college has separate room for the IQAC office
- The college has separate examination section
- The college has separate sick room for emergencies and health care
- The First Aid Box to treat minor injuries.
- The college has library with separate reading rooms for staff and students and broadband internet connection for browsing information.
- There is a separate arrangement for Sports, NSS, Cultural and Competitive Exam cell
- The college has spacious ground for sports activities.
- The college has constructed ramp to meet the requirements of the *divyang* student

- Computer lab facility with access to Internet and the Wi-Fi.
- The special space for, NSS, Sports Grievance Redressed Cell, women's cell, Career Counseling and Guidance cell.
- The college has installed power stabilizers, inverters, for continuous power supply.
- The college has installed a fire extinguisher for the safety.
- The college provides the ICT facilities for academic and administrative purpose.
- LCD projector is available in some classrooms.
- The college is under CCTV surveillance.
- The college has developed effective mechanism for the upkeep of the infrastructure facilities and promote the use of same. The college has the Maintenance and up Keep Committee. The management provides required funds and expert service from the outsourcing for repairs and maintenance.
- Sports Facility: The College has spacious playground. Regular maintenance of ground is carried out. The sport equipment and sport material are available. The college provides indoor and outdoor sports facilities to the sports persons of the college.

| 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.28 | 0.21 | 8.2 | 5.94 | 4.49 |

| 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:

4.2.1.

- The library is the treasure house of knowledge and it is a growing institute. It provides learning resources for the students and researchers.
- There is no separate building for library. Total area of library 120 sqm. Total seating capacity .130
- The College has Library Advisory committee for the effective functioning of the library and to give user friendly services
- I The Library Advisory committee plan activities like maintenance, expansion purchase and library reforms and approves the list of required books received from the head of the departments and recommends the subscriptions of reputed journals for the students and the staff.
- The budgetary provision is made for the purchasing of required books.
- The faculty members procure the books from book fairs, exhibitions and internet sources.
- Total numbers of computer in library for public access. : **02**
- Internet band width-speed **100mbps**
- Average number of login to e-resources :
- Average number of e-resources downloaded/printed
- Number of information literacy trainings organized :**03**
- Details of 'weeding out' of books and other materials: **18**
- The library staff supports the students and the teachers for data collection and references.
- The question papers of previous university exams are available in library for students.
- The new arrivals are displayed on the notice-board.
- The library provides inter library loan facility with local public library

- The students are provided extra-working hours during examination period.
- The books for competitive exams are made available for students. .
- The library displays the employment advertisements on the notice board for student's information.
- The library organizes the book exhibition for newly admitted students.
- The news cuttings are filed for future references.
- The library operations are effective and user- friendly.
- The college treats the students cordially and special attentions given to physically challenged students and given priority in issuing books.
- The library staff assists such students for obtaining specific books.
- Reading Magnifier is kept in the library for students who are visually challenged.
- The library collects the feedback from users and incorporates the suggestions in its enhanced functioning.
- The library has mounted a suggestion box to redress the complaints and suggestions of the students.
- The student's feedback is received from representatives in the meeting of students council
- The feedback is collected in the meetings of the Alumni Association.
- The visitor's book is maintained in the library for the remarks.
- The list of book donors is displayed in the library
- It is also a way of feedback and helps us to improve the library services.
- Library is fully automated, bar code system is adopted. It also uses the system of catalogue (OPAC) and soul software
- . Library is the member of N-List (INFLINET) which provides open access for students and staffs
- The details of the amount spent on procuring new books journals and resources during the last four years is givens below.

| 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:

4.3.1.

- The college provides the ICT facilities for academic and administrative purpose.
- The college takes regular up gradation of existing computers by purchasing hardware and software of latest configuration.
- The college has computerized the principal's office, administrative office, the library, and separate computer lab with internet facility.
- The college makes provisions in the annual budget for the procurement, up gradation and maintenance of computers and accessories.
- The faculty members are motivated to prepare computer aided teaching aids for effective implementation of teaching learning process.
- Available computers are distributed in office, various departments, administrative office, and library as per the requirement. Computers are connected through LAN and with high speed internet facility. Computers are provided with upgraded antivirus.
- The staff and students have access to modern technology. The teachers prepare computer aided teaching learning material and the students use ICT for the reinforcement of learning process.
- The college has a computer lab consists of **28** computers with internet connectivity. Maintenance and minor repairs of computers and other electronic instruments is done by hiring external agencies.
- The faculty members use modern ICT and provide learning resources to the students.
- The college has plans to create and upgrade the IT infrastructure to provide personal computers to all the faculty members and all the teaching faculty have purchased laptops.
- The college has purchased of hardware and software with latest configuration for Up gradation of existing IT facilities.
- The college set up for online digital platforms with advanced IT facilities.
- The internet facility is made available to the students in the central library for the web searching and downloading the information.

- The college has provided multimedia: LCD projector to conduct classes and for power point presentations.

- The college has adopted technology in the learning activities.
- The college has installed power stabilizer, invertors for continuous power supply.
- The college has provided Wi-Fi network facility free of cost in campus
- The students are encouraged to locate online learning resources and to prepare the PPTs independently.
- The college uses the technique of blended learning approach to make the teaching learning process student centric.

- The students are given home assignments to complete with the help of online sources.

- The library has a stock of CDs.
- The college has Seminar Hall equipped with LCD projector facility.
- The college has purchased new **03** computers with latest configuration and added SSDS and antivirus to the existing computers.
- The CCTV surveillance has been extended for safety and security.

- The New plan of BSNL has been taken to increase the speed of internet.

| 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:

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

Response: 32

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:

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)

**Self Study Report of RASHTRIYA SHIKSHAN PRASARAK MANDAL BEED'S LOKMANYA TILAK
MAHAVIDYALAYA, WADWANI TQ. WADWANI, DIST. BEED**

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 1.84 | 1.47 | 3.22 | 1.98 | 5.66 |

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 184 | 297 | 375 | 361 | 237 |

File Description

Document

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

[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:

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 22 | 20 | 27 | 23 |

| 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:

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16 | 09 | 08 | 08 | 02 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 94 | 84 | 180 | 123 | 107 |

| 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:

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.)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 01 | 03 | 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 04 | 0 | 03 | 02 | 02 |

| 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22 | 0 | 0 | 25 | 00 |

| 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:

5.4.1.

A registered Alumni Association that contributes significantly to the development of the institution

- The college has duly registered and functional Alumni Association which actively monitors, participates, and cooperates in functioning of the college and plays a vital role in overall development of the college.
- The Principal appointed Dr.SK Tandale as the co-ordinator of Alumni Association and he created What Sapp group for communication.
- The college organizes alumni meet twice in a year under the guidance of Principal in last five years **10** meetings were called.
- The joint account of the alumni association is opened in DNS Bank Beed to deposit financial contribution of alumni.
- Though, the alumni association of the college is not financially strong, it is the strength of our college as it supports to organize various activities.
- The alumni of the college are placed in various fields such as administration, agriculture, law, health, education, industries, business, entertainments, academics, and social works and some are self-employed entrepreneurs.
- Alumni are invited as guest lecturers for various programs and for career guidance to our students. They inform job opportunities available in different firms. The alumni who are working in legal sector give free legal advice to the college.
- The most of the alumni are working as representatives a of local self-government bodies as Sarpanch, Upsarpanch, Police Patil, and Members of Panchayatraj institutes The college had organized workshops of village sarpanch, police patil and journalist as number of the alumni are working in these fields
- The college has good connect with alumni through its best practice **Reach to Unreached**. The college has formed groups of teacher and allotted villages to visit .The team of teacher's visits and conduct corner meetings with parents and villagers during this campaign the alumni come in contact of the teachers and interaction takes place. Most of the faculty members are involved in alumni association and they play key role in binding this group for overall development of the college.
- Although, economically weak alumni association its response is very supportive and voluntary for organizing various activities, it has helped college by donating educational resources like benches, books and prizes for meritorious students their presence and feedback on various occasions helps to strengthen collaboration among the past and present students.
- The Alumni representatives are active members in IQAC, CDC, they help the college in

admission process and on the occasion of the celebration of the national festivals, birth and death anniversaries of great personalities and national and international commemorative days and extension and collaborative outreach activities such as blood donation, village sanitation, educational awareness programmes, felicitation of meritorious students etc.

- The NSS unit receives the alumni student's help of nearby villages in adopting village, organizing annual camps and carrying out development projects. Alumni also help in organizing blood donation camps, tree plantation campaign and other extension work. They actively participate in many extension activities their suggestions and feedback are very important for the development of the college

| 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:

6.1.1.

The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution and it is visible in various institutional practices.

Vision

The motto of the college is **Dnyanam Param Dhyeyam**. The vision of the college is to eliminate the darkness of ignorance by lighting the lamps of knowledge.

Knowledge is the power and asset in the knowledge based society and panacea for all problems. The college is established with a noble aim to disseminate knowledge in the society. The ultimate aim of knowledge is to reach everyone and make everyone equal in all possible ways. The college strives to provide quality higher education to students from the socially and economically backward community that resides in the rural, hilly, drought prone area of the Beed district in the state of Maharashtra.

mission

- To impart knowledge and skills to the students.
- To inculcate moral values through education.
- To provide qualitative higher education to the community.
- To bring the educationally, socially and economically backward society in the main stream of education.
- Keeping in mind the mission and vision statements, the institution provides various opportunities for the holistic growth of students.
- The Lokmanya Tilak Mahavidyalaya, Wadwani Dist. Beed is governed by Rashtriya Shikshan Prasarak Mandal, Beed. The management of RSPM is open ended, quality conscious and dedicated to the cause of education.
- The management has appointed the College Development Committee. The CDC plays a significant role in decision making. CDC at the college level is for monitoring and promoting healthy practices and plans and take decisions for the college development and to pursue the vision, mission and goals of the institution.
- The Perspective Plan is prepared for **2021-2026** comprising academic, infrastructural and support facilities and it is uploaded on the college website for the perusal of all the stakeholders. The GB,

CDC and IQAC work harmoniously to implement the Perspective Plan.

- The representation of the college faculty members on the CDC, IQAC ensures the staff involvement in the Managements and decision making process for the qualitative growth of the institution
- The Principal is the head of the college, he forms various committees to decentralize the power and responsibilities appropriately, which help in monitoring and facilitating several academic functions. The Principal collects feedback from stakeholders for quality enhancement in administration and academic activities.
- The nature of governance is democratic, participatory and decentralized.
- The Principal looks after the day to day activities of the college with the help of the Management, Vice-Principal, IQAC, Faculty and Non-teaching staff, coordinates activities for the quality of education.
- All the decisions are taken by the Principal. Matters related to departments are discussed with the Principal and IQAC Co-ordinator by the Head of the Departments in the meetings.
- The IQAC works as a central processing unit and its suggestions are considered for academic planning of the college.
- The college has participatory and decentralized management is visible in the organization of various extension activities.

| 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:

6.2.1.

Organization Structure:

The general body of the institute is Rashtriya Shikshan Prasarak Mandal Beed is the apex governing body and it approves and monitors institutional policies and plans.

- The college has **College Development Committee** - CDC which is constituted according to the Maharashtra Public University Act, 2016. It is the policy making body which monitors the entire

academic and administrative functioning of the college on behalf of Governing Management Body.

- The CDC prepares the budget and financial statements, makes recommendations to the Governing Management Body for academic progress of the college. This body also recommends to the Management for filling the vacancies in teaching- and nonteaching staff.
- The CDC accepts the suggestions given by the IQAC and communicates the Principal for further implementation to run academic and other activities. The decisions of the CDC are communicated and implemented through the Principal.
- The College Development Committee (CDC) works as a bridge between college management and the college staff. It also works as a Grievance Redressal Cell for the staff.
- The college **IQAC** unit is functional and plays a catalytic role to take initiatives for enhancement and sustenance of quality. The IQAC prepares the perspective plan and the policies to implement.
- The Principal is the administrative head of the institution meticulously observes the administrative and academic activities of the college. The Principal appoints the faculty members on various committees such as N.S.S., sports, cultural, exam, etc. to develop the leadership quality of the faculty and delegates power to work in their respective area to acquaint them with responsibility and accountability. The heads of the various departments are responsible for the day to day administration of the department and they report to the principal
- **The college office administrative staff** looks into the work related to eligibility, admission, examination. Teaching and support staff play an important role in executing curricular, co-curricular and extra-curricular programs.
- The college has several **college level committees** constituted by the Principal for smooth functioning of administration and academic activities and delegated powers for smooth conduct of curricular, co-curricular and extra-curricular activities and administration related activities.
- The college has formed statutory and academically essential committees and cells for the welfare of faculty and students such as- College Development Committee, IQAC, Internal Complaint Committee, Anti-Ragging Cell, Student Grievances Cell, Staff Grievances Cell, SC/ST Cell, OBC Cell, Discipline Committee, RTI cell, Examination committee, Vishaka Samiti, Alumni committee, Staff welfare Committee, Feedback Committee etc.
- The college follows the Maharashtra Public University Act 2016, directions of the state government, Directorate, Higher Education, Govt. of Maharashtra, and rules and regulations of the UGC, and statutes of Dr. BAMU Aurangabad **for service rules and procedures for recruitments and promotions** of teaching and non-teaching staff.
- The Institution follows the PBAS of the UGC for the promotion of the teachers. The non-teaching staff is promoted to the higher positions by the Governing Management Body after following the promotion policies of Government of Maharashtra and reviewing the confidential reports signed by the principal.

| 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:

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:

6.3.1.

Welfare measures and Performance Appraisal System for teaching and non-teaching staff

- As per the provision of the UGC and the Govt. of Maharashtra, the following welfare schemes/measures are available for teaching and non-teaching staff in our college.
- The faculty members are guided to submit major and minor research projects to the various

funding agencies.

- The college supports faculty to attend various professional development programmes. The principal sanctions leave as per the govt. and university rules and regulations to participate in faculty empowerment activities.

Pay Scale : The pay scale is as per the norms of the UGC and the Govt. of Maharashtra, Annual increments and career advancement schemes as per the UGC norms.

- Training, promotion and access to higher education are the major welfare measures.

Medical claim: The College provides the facility of medical claim and Channelization of Medical bill reimbursement for its teaching and non-teaching staff so for 02 faculties have been benefited by this facility during last five years from the government.

Group Insurance: Group Insurance of Bank of Maharashtra against accidental death is for teaching and non-staff.

Loan facility: To fulfill the economic needs such as personal loan, festive loan, housing loan, vehicle loan, emergency loan, educational loan facility is provided to staff.

GPF, DCPS/NPS, and Gratuity facilities are provided to the employees as per Government rules. etc.

- The staff is provided Free wi-fi facilities and CAS Committee to ensure timely promotion of teachers
- Deputation of faculties and staff for refresher course, short term course, competence building programs/FDP.
- The college has adopted a self-appraisal system to evaluate the annual academic performance of the faculty. The pro forma of the appraisal gives detailed information about the academic and extra-curricular contribution of the teacher in the academic year.
- The self-appraisal reports of the faculty are verified confidentially by the Principal and the remarks on the self-appraisal report are taken into consideration at the time of increment, promotion and Career Advancement Scheme-CAS.
- The review of the performance appraisal reports is done by the principal and management. The performance appraisal reports reflect the contribution and efforts taken by the faculty to improve professional competency.
- The Principal evaluates the self-appraisal reports of the faculty and gives necessary suggestions for better appraisal for academic development.
- The self-appraisal system helps the faculty members to know their strengths and weaknesses, opportunities and challenges to develop their academic career.
- The increments, promotion and career advancement are considered on the basis of self-appraisal
- The faculty members whose performances are not up to the mark are given necessary suggestion for improvement.
- The IQAC assesses and validates the reports submitted by the faculty and validates the scores. This report is given to the Principal. The performance appraisal is also used for Career

Advancement Scheme (CAS).

- Lecturers on various topics are organized for welfare of teaching and non-teaching staff through staff academy and staff welfare committee.

| File Description | Document |
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| 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:

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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:

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 06 | 23 | 07 | 02 | 04 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 20 | 20 | 20 | 20 | 20 |

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:

6.4.1.

Financial Resource Mobilization Strategy

- The College has not received funds from UGC as it was not under purview of 12 B

- The College mobilizes funds through alumni contribution/donation, individual philanthropies, and self-financed courses and from other sources.
- The budgetary resources of the College include plan, Salary grants are received from Government of Maharashtra, Grants received from the University, NSS grants, Examination grants, EBC and BC scholarship grants are received from Government of Maharashtra.
- Admission, tuition and other fees are collected by the College from students such as Common dues, a fee charged for issue of certificates and Alumni Contribution for the College development.
- The College plans optimal utilization of resources for that invites requirements from all Departments and accordingly prepares the budgetary plan. Purchase Committee works on the details of the budgetary plan. Purchase sanctions the budget by considering financial resources and needs of the Departments and presents it to the Principal and the CDC. The GB and CDC of College approves it. The utilization of the sanctioned budget is monitored by the Principal.
- The college maintains the transparent record of financial transactions. The cashbook, the ledger and the vouchers file are maintained regularly. The audit of the expenditure is done regularly through the authorized Chartered Accountant. The annual budget is prepared and submitted for approval to the top management.
- A Chartered Accountant firm is appointed as an auditing agency by the institute. Internal Audit:
- **External Audit-** by Chartered Accountant Joint Director, Higher Education - Salary and non-salary audit Senior Auditor of Higher Education, Aurangabad Region – Financial Audit
- **Internal audit** is a continuous process which ensues after each and every financial transaction. The receipts of the fees collected from the students are checked by the auditor. The official letters, official funds collected, and Bank statements are checked by the internal auditor. Donation receipts are also checked by the auditor. The payment vouchers are signed by the Accountant, office superintendent and finally the Principal. The external audit takes place annually after the completion of every financial year.
- All the last Audit Reports are available at the college with its compliance reports. The Financial Audit of NSS Unit is done by the parent University annually.
- After the completion of the college audit by the internal and external competent chartered accountant. They submit their audit reports to the Institute. The Institute submits this report to the college for compliances.
- The audit report is discussed in the GB Meeting and College Development Committee -CDC of the college. After the discussion with CDC, Principal completes the compliance report and submits the compliance.
- Besides this, the college also undergoes ISO & AAA by affiliating university.

| 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:

6.5.1.

- The IQAC has contributed significantly for institutionalization of quality assurance strategies and processes and played a catalyst role in the enhancement and sustainability of quality education of the college.
- The IQAC has been a democratic, decentralized and participatory cell in practice which interacts with all the stakeholders of the college- students, teachers, parents and employers.
- The IQAC reviews the teaching learning process, structures and methodologies of operations and learning outcomes periodically.
- The IQAC conducts regular meetings with teachers, HoDs and management with the agenda of effective teaching learning.
- The IQAC in consultation with the principal forms the Annual Committees.

- Academic Calendar is prepared well in advance and communicated to all the stakeholders.

- The periodic meetings with the teaching staff help to review syllabus completion, resources augmentation etc.
- The IQAC reviews the learning outcomes through various measures such as -Result Analysis, Formative Evaluation, Student Progression Data, Programme End Survey, Feedback Mechanism, Student Satisfaction Survey, Course Exit Survey etc.
- Online feedback system is introduced for feedback on curriculum, teaching learning which is analyzed.
- Feedback on Curriculum is collected, analyzed and forwarded to the University for Further Action.
- Performance Appraisal Mechanism of the teaching staff is helpful in reviewing the teaching and learning process. CAS proposals of staff are verified and API score is fixed and promotion is recommended by IQAC.

Post Accreditation Quality Initiatives

The IQAC has considered the First Cycle PTR- Peer Team Report suggestions and taken efforts for the compliance.

- **Permanent affiliation** of the college.
- Inclusion of college under UGC Section **2 f and 12 B**.

- Internet with **100 mbps ICT and Wi-Fi facilities** made available
- New job oriented Certificate Courses are introduced
- E Books, e-journals, **N List** were added,
- Organized National Conferences, webinars and Workshops on various topics

Among the major quality initiatives of the IQAC implemented during assessment period are

- The **AAA- Academic and Administrative Audit** by Parent University with B Grade valid up to 04-02-2025.
- **ISO 9000:2015 Certification, participation in NIRF,**
- Timely submission of **AISHE reports, and AQARs**

Collaborative quality initiatives with other institution on various topics

- Workshop on **IPR** with RGNIPM Nagpur.
- Workshop on **Digital Literacy** with MSCW,
- Workshop on Introduction of **Online Courses with SPGPM Sirsala**
- Webinar on **Changing Nature of Evaluation** with Saraswati College Kaij
- **CBCGS Evaluation and Research Methodology and Anti plagiarism** with SRT College Ambajogai.
- A **Financial Literacy Workshop** in collaboration with NISM
- **Legal Awareness Camp** with Bar Association Wadwani
- Webinar On **Vision and Provision of NEP-2020**
- International **Conference on Human Rights**
- IQAC Organized more than **35, regional, state national and international** activities, workshops webinars, seminars and conferences on various topics and published **07 volumes of research papers with ISBN and ISSN** jointly with national and international publishers and with various committees and departments of the college in last five years.

| File Description | Document |
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| Provide Link for 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:

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:

7.1.1

Gender Equality and Gender Equity Promotion Programmes:

- The number of girl-students enrolled in the college is notable college tries to provide safe secure and violence free environment to the students.
- The code of conduct is displayed on the college website and informed to the students at the time of admission.
- The college has formed **Equal Opportunity Cell- EOC** , **Internal Complaints Committee- ICC**, **Anti-Ragging Committee** , **Students Grievance Redressal Cell**, **Discipline Committee**: which implement gender equality and gender sensitization programs.
- The college has adopted zero tolerance policy with respect to sexual harassment and gender based discrimination.
- The helpline numbers of ICC members are displayed on the board.
- **Safety and Security** : The Campus is under the CCTV surveillance with 15 cameras and the 24 hours security guard.
- The patrolling van of local police called **Nirbhaya Pathak Anti Eve Teasing Squad** periodically visits the college for the prevention of offensive activities.
- For girls, a separate **Girls Common Room** facility is available on the campus, which comprises First Aid Box and Sanitary Napkin Vending Machine and bedding facility for sick person. Doctor on Call facility, lady non-teaching staff.
- The College library has separate reading room for girl students.
- The college organizes gender sensitization programs for all stakeholders
- The college is committed to creating a safe and nurturing environment for women and developing action plans for removing the barriers to their progression

Programs on gender equity

- A staff Academy lecture of Dr. MD Sasane **Gender Justice and Workplace Security** and prof Pokale on **Gender Equality**
- Webinar on **Women Security & Role of Administration & Media** National 18 February 2023
Vishakha Committee
- **Women Meet**
- **Anti Ragging Committee Workshop**

- The College has a Day Special Committee with a Chairperson and three members. This committee prepares an Annual Calendar of Day Specials on the basis of the GR of Maharashtra government and the academic calendar of the university.
- The college celebrates national and international commemorative days, events, and festivals to inculcate constitutional responsibilities, to instill patriotic spirits and to foster unity among fellow citizens. The celebrations of the day specials help imbibe the values of good citizenry among the students.
- The college helps students to relate with the cultural heritage and connect with their roots, by inculcating the importance of protection, preservation, and propagation of Indian culture. The college pays tribute to all the national heroes on their birth and death anniversary.
- **International Yoga Day** is celebrated on 21st June for health awareness
- **National Voters Day** is celebrated to make students aware of their democratic rights and duties.
- **National Youth Day** is celebrated on 12th January to remind youth power
- **The world Aids Day** is celebrated on 1st December for health awareness
- **International Human Rights Day** is celebrated on 10th December. For human values
- **International Women's Day** is celebrated on **8th March** for gender equality and women empowerment.
- **World Environment Day**- 5th June. Eco-friendly practices

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| 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:

| 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 |
| 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:

| 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 |
| Certificates of the awards received from recognized agency (if any). | 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:

7.1.4.

- The college is aware of India's rich heritage and socio- cultural diversities and tries to make students understand the global issues and to become active promoter of more peaceful, tolerant inclusive and sustainable societies based on ethics and human & constitutional values ??like empathy, respect for others cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice
- The college organizes various activities on the theme of Human Rights, Gender Equality, promotion of regional, cultural and linguistic diversities
- The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination.
- The national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, LalBahadur Shastri etc are celebrated with great fervor National Integration Day ,Human Rights Day ,Mahatma Day The linguistic programs like Rastrabhasha Day (Hindi Din),Marathi Bhasa Gourav Din, and celebrations of various regional and national festivals for inclusive environment .
- By celebrating many National and International Days, Events and Festivals the institution aims at bringing unity in diversity, tolerance and harmony among the students and staff and other stakeholders. To develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles

and responsibilities in a changing world

- The college celebrates **Constitutional Day on 26th** November every year
- The mass reading of the Preamble of Constitution on 26 November every year help to inculcate the values ??of liberty, equality, fraternity, social justice, socialism, secularism and national integrity among the students and employees
- **National Voters Day** is celebrated. Besides this the college organizes Voters Awareness Rally regarding the value of their votes and impartial voting. The college creates awareness among students and society regarding their registration as voters. The college also provides facility of Drive for Voters' Registration. And organized women voter registration camp and VVPAT training for voters
- **National Festivals** -Independent Day, Maharashtra Day and Republic Day. Marathwada Muktisangram Day etc.events imbibe the values of national integrity.
- Ganesh Utsav rakshabandhan, kranti Din, Revolution Day
- celebrated various activities **under Azadi Ka Amrit Mahotsav**
- Sarpanch Workshop, Police Pail Workshop, Journalist workshop
- Workshop on farmer Suicide
- *ManuskichiBhint* /Wall of Humanity
- Swahata Mitra Debate competition
- Darpan Din
- Shaheed Din etc.

| File Description | Document |
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| 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:

7.2.1.

BEST PRACTICES

Title of the Practice: Reach to Unreached

1. Goals

- To attract and retain the rural talent in higher education
- To empower and shape the rural and backward masses by providing higher education.
- To investigate the condition of socially and educationally backward classes.
- To acquaint with difficulties and barriers of rural and backward communities regarding higher education.
- To increase the enrollment to higher education and find out the possible remedies.

The Context

The college is located in rural, hilly and drought prone area. The most of the people are engaged in farming and sugar factory labourers.. The higher education is the backbone of modern society. It has the power to transform human beings into human resources. The higher education is an instrument to build future generation. In India majority of the higher educational institutions are urban-centric. The rural population is deprived of quality higher education. The gross enrollment ratio of the rural students is very poor in the rural area, the situation is very worse for the female population. The practice is in relevance to the mission statement of the college. **Dnyanam Param Dheyam** knowledge is the ultimate aim. The practice focuses on developing India as a knowledge society. Most of the students are the first generation learners so they must be attracted and retained in higher education and this practice is useful for this reason.

The practice

The college has started the practice form the inception of the college in 1997. The practice is aimed at to provide access to rural students in higher education and to increase the enrollment of economically weak and backward communities in the college. The college has formed groups of teachers

and allotted 2 villages for a group of two teachers for the propagation and extension of higher education in rural area in college periphery.

The team of teachers visits the allotted village and conducts corner meetings with parents, students and the villagers. The teachers have prepared the lists of alumni of the college, who reside in the village and take their help in the implementation of the practice. The team submits the detailed report of the visits to the principal. The database is prepared on the basis of reports received from the teachers and used for further contact and admission. The team prepares the lists of 12th passed students in various streams like Arts, Commerce, Science etc. and visit door to door to contact with the students and parents.

The team of teachers gives information to the students about importance of higher education, the courses available in the college, the information about various government schemes and scholarships and concessions available to the students belonging to SC, ST, OBC, NT, SBC and economically weaker section of the society and differently-abled persons. The faculty members guide students to choose the stream and subject combination as per the student's interest.

Evidence of success

The practice has proved useful to improve the educational status of the people who live in the college periphery. The enrollment of students from SC, ST, OBC, NT, SBC and especially women have increased notably in last five years. The awareness about higher education has increased in the parent and the parent personally taking lead in the education of girls.

Problems encountered and resources required:

The college has encountered the following problems while implementing the practice.

- The mindset of the villagers about women education is negative.
- The most of the students cannot afford higher education so they prefer work for wages to education.
- The means of transportation from village to college are limited.
- The early marriages of girls stop their higher education

Best Practice – 2

Title of the Practice: Financial Assistance to Economically Weaker Students.

Goal:

- To help the economically weak students.
- To reduce the dropout rate of the students.
- To bring the low-income group student in main stream of education.
- To provide financial assistance to students coming from rural areas.

The context:

The college faculty members have noticed that lack of money is the main reason for high dropout rate. Before receiving degree most of the students leave college. As they decide to earn money by

working full time than pursuing unaffordable degree. This practice is initiated to bring economically weak students in the main stream of education. The college provides financial assistance to poor and deserving student's through contribution from faculty and alumni.

The practice

The college has started the scheme of financial assistance to the students of the college belonging to the economically weaker sections of the society. The college has evolved an objective and transparent mechanism for the disbursement of financial assistance. The Principal has formed a joint committee of the faculty members and the alumni members. The fund is raised through the monthly pigmy contribution of faculty members and the alumni. The collected amount is deposited in the joint account of the principal and the alumni association. The faculty members recommend the names of needy students to the principal.

Evidence of success:

The practice is in relevance with the institutional goal **Dnyanam Param Dhayam**. The ultimate aim is to spread knowledge in the society. The practice helps the college to strengthen the social relationship and ensures the social commitment of the college towards the student. The college has taken this initiative from last ten years.

The dropout rate of the girl students has reduced. This practice is appreciated by the parent, students, and the alumni. The practice has encouraged alumni to contribute to the college and society.. The performance of the students who have received assistance is improved in curricular and extra-curricular activities

Problems Encountered and Resource Required

, The applicants are more and the fund is not sufficient so the fund should be raised. The maximum students in our college are from economically weak section of the society only few are benefited.. It is difficult to select the needy students because the demand is greater and the fund isn't sufficient as compared to the strength of the economically weak and needy students

| 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:

7.3 : Institutional Distinctiveness

7.3.1

Title: Supporting Students from Disadvantaged Backgrounds

About College :

- The mission statement of the institution is **DnyanamParamDhyeyam** , it means knowledge is the ultimate aim. The college is located in rural, hilly, and drought prone areas. The vision of the college is to remove the darkness of ignorance by lighting the lamps of knowledge and to impart the quality higher education to rural masses .
- The college offers co-education and caters to the educational needs of the students belonging to the socially and economically backward section of the society and strives to bring them in the main stream of society by imparting quality higher education.
- The college has completed its 25 years of existence and has a strong bonding with the local students studying in this college. This includes a number of students belonging to SDGS and marginalized sections of the society. The college provides Higher Education for Educationally Underrepresented Students in Low Human Development Index Region

Nomadic Tribes: Enrollment is Notable

1. Nomad is a member of a community without fixed habitation who regularly moves from place to place for livelihood. The Nomadic Tribes and Denotified Tribes consist of about 60 million people in India, out of which about five million live in the state of Maharashtra. There are 315 Nomadic Tribes and 198 Denotified Tribes.

The Region with Low Human Development Index

Human Development Index (HDI) of Beed district and especially Wadwanitaluka is very low which requires special interventions for promoting their educational development .

- So the government has introduced a program of **ManavVikas Mission** and the government provides education, health care, and other facilities to the people. The region has diversity in population in Wadwanaluka. Majority of the people belong to Nomedic Tribes, Scheduled Castes, and Other Backward Classes.
- The density of educational institute in the region is very low. Because of lack of education among the majority population, unemployment and existing poverty levels. The college has focused on three goals in its policy towards higher education, namely, expansion, inclusion and excellence.

- The region where the college is situated is of Low HDI.
- The enrollment trend of NT/SC/GIRL is very high students belonging to SC, ST, OBC, and other SEDGs is notable. The data indicates that geographic areas of the college contain significantly larger proportions of SEDGs.
- The regions large populations is from educationally-disadvantaged so there is a need of additional concerted efforts, in order to truly change their educational landscape. And the college has been trying to bring them in the main stream of education.
- It must be noted that women across all underrepresented groups, The NEP-2020 recommends that a quality education to girls is the best way to increase the education levels for these SEDGs, not just in the present but also in future generations.
- **The College trying to bring them in the main stream of education for Empowerment**
- Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Financial support for students
- The college made available financial assistance to the students through various measures. Efforts are made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs.

Equity and Inclusion in Higher Education

- The NEP -2020 Policy envisions ensuring equitable access to quality education to all students especially who are educationally underrepresented with a special emphasis on SEDGs. Entry into quality higher education can open up a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities.
- There are many reasons for exclusion of SEDGs from the higher education system These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.
- The College facilitates learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups
- Equitable and Inclusive Education: Learning for all because education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education to achieve an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation.

Results

- In last two decades, the college has made great efforts to achieve desirable conditions where people are in a vicious circle of poverty and underdevelopment.
- As higher education is a social investment and it is the basis for human development. The college has been working on various dimensions of Human development such as educational, political, social, and cultural activities.
- The college has been approaching the people who are deprived of education and trying to bring them in the main stream of higher education.

- The ratio of higher education is very low. The human development index is very low so the college takes efforts to disseminate knowledge in rural area. Consequently, the enrollment of the rural students and especially the girl students to higher education has been increasing every year.
- The College Provide socio-emotional and academic support and mentoring for all such students through suitable counseling and mentoring programs
- The enrollment trend of NT/SC/GIRL is very high students belonging to SC, ST, OBC, and other SEDGs is notable. Data shows that geographical areas of the college contain significantly larger proportions of SEDGs.
- Over the past two decades, the expansion of higher education has increased the participation of women. Women comprise half of the students in the college
- The college has been making higher education more inclusive and improving the GER and equity in the region.
- The college has given prime importance to education as it is the key to social and economic development, to peace and stability. Higher education provides opportunity and can change the lives of people .
- The college has been providing opportunities for education at all levels ensuring proper choices for a sustainable future.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |
| Any other relevant information | View Document |

5. CONCLUSION

Additional Information :

- The college is planning to implement NEP 2020 provision.
- The college will try to go for Multidisciplinary / interdisciplinary approach in higher education and offer CBCS in UG programmes.
- The College has plans of academic collaborations with various institutes for strengthening and adding departments in subjects needed for multidisciplinary institutes.
- The college has started to implement the guidelines of ABC and created digital infrastructure and registration of students of UG first year students of BA.B.Com and B.Sc. is done on ABC portal to deposit the score and credits earned by students.
- The college has introduced various Add On certificate courses for skill enhancement.
- The college organized collaborative extension activities with NGOs and other institutions to develop the skills of planning, organizing, decision making and team work.
- The students are encouraged to opt courses based on Indian culture and heritage such as languages, history etc.
- The students are encouraged to develop artistic and linguistic creativity and rich treasure of the region by forming Language Associations and organizes various online and offline activities
- Being affiliated institute the college adopts the curriculum designed by the affiliating university.
- The college has clearly displayed POs, COs, and PSOs on the institutional website for the stakeholders.
- The college offers Bachelor of Arts B.A Distance mode UG Programme of YCM Open University Nashik, Maharashtra for the needy students especially who are deprived of higher education due to different reasons.
- The institution has plans to register on SWAYAM .NPTL portal
- The college conducted online classes and webinars in the pandemic period .
- Electoral Literacy Club (ELC) has been set up in the college and initiatives undertaken by the ELC include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from.

Concluding Remarks :

- The mission statement of the institution is **Dnyanam Param Dhyeyam**, it means knowledge is the ultimate aim. The college is located in rural, hilly, and drought prone area. The vision of the college is to remove the darkness of ignorance by lighting the lamps of knowledge and to impart the quality higher education to rural masses.
- The college offers co-education and caters the educational needs of the students belonging to the socially and economically backward section of the society and strives to bring them in the main stream of society by imparting quality higher education.
- The college has completed its 25 years of existence and has a strong bonding with the local students studying in this college. This includes a number students belonging to SDGS and marginalized sections

of the society. The college provides Higher Education for Educationally Underrepresented Students in Low Human Development Index Region

- The college is multi faculty and permanently affiliated to **Dr. Babasaheb Ambedkar Marathwada University Aurangabad and recognized by UGC under section 2 f & 12 B**. It has received **ISO** certification and **NIRF-2022** registration and obtained **B Grade** in Academic and Administrative Audit -**AAA** of the affiliating university.
- The college is located in hilly, draught prone rural area and away from industrial Set up.
- The college has Minimum placement opportunities to outgoing students
- The college has notable enrolment percentage of students from SEDGs especially reserved category students and girls.
- The college has commitment with Socially disadvantaged Groups-SDGs as per Vision and Mission
- Top college in sports achievements in Volleyball in the university in last five years
- The college Organized of large number of collaborative extension activities with Govt. and NGOs
- Good rapport with stakeholders and feedback from stakeholders and expert groups.
- The Digital Infrastructure is limited .
- To Introduce 'earn while you learn' scheme for needy students.
- The college has challenge to generate revenue from various sources for college development.

6. ANNEXURE

1. Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1 | <p>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)</p> <p>Answer before DVV Verification : Answer After DVV Verification :6 Remark : DVV has made changes as per report shared by HEI.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 220 Answer after DVV Verification: 20 Remark : DVV has made changes as per report shared by HEI.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>360</td> <td>360</td> <td>360</td> <td>360</td> <td>360</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>366</td> <td>387</td> <td>437</td> <td>412</td> <td>388</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>360</td> <td>360</td> <td>360</td> <td>360</td> <td>360</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>406</td> <td>421</td> <td>437</td> <td>412</td> <td>388</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per report shared by HEI.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 360 | 360 | 360 | 360 | 360 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 366 | 387 | 437 | 412 | 388 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 360 | 360 | 360 | 360 | 360 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 406 | 421 | 437 | 412 | 388 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 360 | 360 | 360 | 360 | 360 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 366 | 387 | 437 | 412 | 388 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 360 | 360 | 360 | 360 | 360 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 406 | 421 | 437 | 412 | 388 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 187 | 187 | 187 | 187 | 187 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 161 | 142 | 160 | 162 | 156 |

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 187 | 187 | 187 | 187 | 187 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 186 | 186 | 186 | 186 | 186 |

Remark : DVV has made changes as per report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 14 | 14 | 14 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

Remark : DVV has made changes as per report shared by HEI.

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 03 | 00 | 02 | 00 | 00 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 07 | 06 | 06 | 04 | 04 |

Remark : DVV has made changes as per report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 07 | 20 | 08 | 02 | 00 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 03 | 01 | 00 | 00 |

Remark : DVV has made changes as per report shared by HEI.

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 03 | 01 | 04 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 5 | 0 | 0 | 0 |

Remark : DVV has made changes as per report shared by HEI.

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16 | 17 | 23 | 14 | 20 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 03 | 00 | 00 | 02 |

Remark : DVV has made changes as per report shared by HEI.

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 05 | 22 | 16 | 09 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 06 | 01 | 09 | 02 | 04 |

Remark : DVV has made changes as per report shared by HEI.

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 : A. All of the above

Answer After DVV Verification: E. None of the above
Remark : DVV has made changes as per report shared by 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: B. 3 of the above
Remark : DVV has made changes as per report shared by HEI.

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 18 | 10 | 14 | 10 | 03 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16 | 09 | 08 | 08 | 02 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 94 | 84 | 180 | 123 | 107 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 94 | 84 | 180 | 123 | 107 |

Remark : DVV has made changes as per report shared by HEI.

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)**

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22 | 0 | 0 | 24 | 00 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22 | 0 | 0 | 25 | 00 |

Remark : DVV has made changes as per report shared by HEI.

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: C. 2 of the above

Remark : DVV has made changes as per report shared by HEI.

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 07 | 23 | 07 | 02 | 04 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 06 | 23 | 07 | 02 | 04 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 08 | 08 | 08 | 08 | 08 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 20 | 20 | 20 | 20 | 20 |

Remark : DVV has made changes as per report shared by HEI.

| | |
|-------|---|
| 6.5.2 | <p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per report shared by HEI.</p> |
| 7.1.2 | <p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: E. None of the above Remark : DVV has made changes as per report shared by HEI.</p> |
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made changes as per report shared by HEI.</p> |

2. Extended Profile Deviations

| | |
|----|--------------------|
| ID | Extended Questions |
|----|--------------------|

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 10 | 10 |