SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SHRI KAKASAHEB HIRALAL MAGANLAL CHAUDHARI ARTS, COMMERCE AND SCIENCE COLLEGE, NANDURBAR

HEERA CAMPUS SERVE NO 381 NEAR GAJANAN MAHARAJ MANDIR
NAVAPUR ROAD NANDURAR
425412
www.skhmccollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nandurbar is a recognized tribal district in Maharashtra for its tribal culture and traditions. Geographically nandurbar is located on 21.37°N 74.25°E. Tribal communities such as Bhil, Pawra, Mavchi, Kokani, and many others are inhabitants of this area. Government and non-government organizations provided educational facilities. However, students from the tribal area were deprived of quality higher education. Considering this our esteemed founder president Late Hon. Annasaheb P.K.Patil established Heera Pratishtan in 1959 (reference) with the objectives of Quality education, Empowerment of tribal youth, Provision of various learning skills, Nurturing them with higher democratic and scientific perspectives. Consequently, in 2016 they laid the foundation of Shri Kakasaheb Hiralal Maganlal Chaudhari Arts, Commerce and Science College, Nandurbar affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. It is a private and self-financing college. Hira Pratishtan Institute has its own gymnasium and provides horse riding facilities for citizens of Nandurbar district and this is one of the financial sources for the college. The students of the college also get the advantage of gymnasium facilities. The college is located at the Heera campus survey no. 381 near gajanan maharaj mandir navapur road nandurbar, maharshtra. on 2.27 acres. The college offers a two-year NSS program by which students can develop their own personality through social service and thus strive for the well-being of society.

The institute and management wholeheartedly provide every possible support to enhance the infrastructure of the college and thus the progression of every factor of the institute.

Institute has various branches of knowledge namely.

- **Hira Pratishthan Sanchalit**

  1. Shri Kakasaheb Hiralal Maganlal Chaudhari Primary school, Nandurbar.

  2. Sau. Taisaheb Indubai Hiralal Chaudhari Primary School, Nandurbar.

  3. SahakarMaharshi Shri. Annasaheb P.K. Patil Secondary and Higher Secondary School, Nandurbar.

  4. Shri Kakasaheb Hiralal Maganlal Chaudhari Arts, Commerce and Science College, Nandurbar**.**

The college offers the opportunity to enroll for various courses in the faculties of arts, commerce, and science under UG and PG programs as follows.

Undergraduate Program	Postgraduate Program
B.A.	M.A
B.COM.	M.COM.
B.SC.	M.SC.
B.C.A	
B.B.M	
B.M.S.	

Vision

"To inculcate educational culture for a healthy, delightful and culturally rich life of underprivileged communities and make them able to fly in the sky"

Mission

" Shri Kakasaheb Hiralal Maganlal Chaudhari Art's, Commerce and Science College Nandurbar is the institution, where we are committed to creating Excellence, among the tribal youth through qualitative and moral education. And to inculcate in their minds the sense of responsibility and services towards the people of the region and the nation"

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Strong, cooperative, and supportive management body that is in service of complementing the growth of the institute.

2. Effective leadership and coordination of members including teaching and non-teaching staff as well as students.

3. Facilities of job oriented courses like B.C.A, BBA, MA, and BMS along with UG and PG courses.

4. Highly educated, efficient, and experienced staff

5. Provision of separate equipped and spacious laboratories for all science subjects.

6. Organisation of various programs and successful implementation of various schemes under the NSS and student welfare department of KBC NMU Jalgaon.

7. Provision of nominal admission fees for rural, tribal, and social economically weak students.

Institutional Weakness

1. Less awareness of higher education in tribal communities.

2. Lack of confidence due to language barrier.

3. Economically weaker background.

4. Students are restricted from participating in additional co-curricular and extension activities due to their rural location.
5. Local employment opportunities are extremely limited due to the rural location.
6. A barrier to English proficiency for students.

Institutional Opportunity

- To initiate additional career-oriented or add-on courses in order to expand employment opportunities.
- Implementing additional scholarly training initiatives for both teaching and non-teaching personnel.
- Capability to organize additional initiatives for women's empowerment and gender sensitization.
- To implement new NEP 2020-based courses in accordance with university policy.
- Extension activities that are community-linked may be expanded to neighboring regions.
- To optimize the coaching process for students preparing for competitive examinations.
- Encourage faculty members to produce high-quality electronic content for SWAYAM/NPTEL/e-PG Pathshala in their respective fields of study and for research work

Institutional Challenge

1. Provocation of tribal students for social awareness activities on critical issues.

2. Participation in research programs to avail funding from UGC, DST, and AICTE.

3. Counseling of the parents to divert their children from doing labor work to higher education.

4. Promotion of accommodation facilities for tribal students coming from near by villages.

5. MoU with industries for placements of students.

6. To initiate courses in professional skill development without receiving a grant.
7. Due to the rural location, collaborating with reputable industrial and other institutions is challenging.
8. Insufficient allocation of non-salary grants and additional financial resources.
9. To inspire female pupils from rural areas to pursue higher education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. Elements of the curriculum are in accordance with the policies and framework of the university. The establishment of an

academic calendar by the college occurs annually at the start of the academic year. Every activity is incorporated into the academic calendar during its preparation, including curricular, co-curricular, and internal assessment endeavors. To ensure the efficient delivery of the curriculum, every faculty member develops an annual teaching plan for courses that are of particular interest. IQAC assures the effectiveness of curriculum delivery.

The college ensures that all of its programs adhere to the CBCS format, thereby providing students with a degree of academic flexibility. The college provides skill-oriented value added programs, developed by the college all of which are intended to increase students' employability through skill development.

The curriculum incorporates cross-cutting concerns including sustainability, ethics, gender, human values, and the environment. The college has implemented a mechanism to gather and evaluate feedback from all relevant parties in order to ascertain the most suitable course of action. Online and offline feedback have been gathered on an annual basis. Reports detailing the actions taken in response to analyzed feedback are published on the institution's website. Numerous endeavors are undertaken by the college to encourage student participation in community service and social initiatives. Project work in environmental studies is required of all first-year students in all academic programs. It includes, among other things, initiatives concerning pollution, sustainable development, global warming, and the clean India movement. Field excursions are organized by the college with the purpose of acquainting students with environmental consciousness.

Teaching-learning and Evaluation

The college implements student-centered methodologies, including problem-solving techniques, collaborative learning, and experiential learning, in order to enrich the learning process. The integration of curricular and co-curricular activities, competitions, group discussions, seminars, and individual presentations into the classroom on a regular basis facilitates student learning.

There are mechanisms in place to ensure that the institution complies with university and government regulations. On average, all reserved seats are occupied in their entirety. The institution complies with the policies of the Central and state reservations. At this time, 10 members of the faculty hold a Ph.D., NET, or SET. At this institution, the teacher-to-student ratio is 1:33

Educators additionally employ ICT-enabled pedagogical approaches within the classroom by utilizing a projector, electronic notes, and disseminating informative videos across numerous WhatsApp groups.

Educators enhanced their utilization of ICT tools during the pandemic by employing platforms like Google Meet and Zoom. With a ratio of 1:33, the IQAC has established a mentor-mentee system.

Through the administration of periodic exams, tutorials, practical examinations at the college and university level, and internal and external university examinations, every department assesses its students. Furthermore, our college organizes group discussions, seminars, the Gandhi Vichar Sanskar Exam, the Shiv Vichar Exam, and presents daily English-Marathi "word of the day" and provides consistent feedback.

A committee dedicated to internal examinations supervises the implementation and surveillance of the internal evaluation and examination process in order to ensure its efficacy. The parent university is responsible for the administration of external assessments and evaluations. Redressal for grievances pertaining to examination form submission, hall ticket, subject change, grade record, and other related matters is promptly provided at the

college and university level.

The website prominently features Programme Outcomes and Course Outcomes for every programme. Additionally, the progress of POs and COs is consistently evaluated.

Research, Innovations and Extension

A culture of research has been actively promoted by the institute. A Research Committee has thus been established to oversee the development of every college research endeavor. It plays an essential function in fostering the development of research skills among both students and instructors.

The institute has facilitated a variety of workshops, seminars, webinars, and conferences throughout the evaluation period. Faculty members are consistently encouraged to publish their research papers in ethical journals, given the significance and necessity of research. As a consequence, they have contributed to the body of knowledge by publishing in journals that are UGC-recognized. 08 conference papers and 05 book chapters have been published as well as presented at seminars and conferences at the international, national, and state levels. In order to equip students with the necessary research abilities to effectively participate in the Avishkar Research Project Competition. By way of its NSS volunteers, the college actively engages in extension endeavors that are advantageous to the community. The NSS has coordinated a variety of events over the last five years, including tree planting, street performances, rallies. The NSS unit coordinated two vaccination sites and a vaccination awareness campaign throughout the duration of the pandemic.

The NSS volunteers assisted their adopted community throughout the pandemic. This piece of work received commendation for its exceptional quality. The institute has established collaborative partnerships (MOUs) with a multitude of esteemed organizations and sectors.

Infrastructure and Learning Resources

The institution guarantees the adequacy of physical facilities and infrastructure. The campus comprises science laboratories, sufficient classrooms, a library, a seminar hall, a computer lab, the IQAC office, the NSS office, and the staff room, separate lavatories catering to both genders, and a sports field designated for the organization of sports events.

Spacious laboratories are available at the institute for disciplines including Chemistry, Physics, Botany, Zoology, Geography, Computer Science, and Commerce, among others. Single distillation assembly, PC-based UV spectrophotometer, G.M. counter, Polari meter, potentiometer, PH meter, refractrometer, colorimeter, GPS, Abny level, Indian Clinometer, Prismatic campus, Theodolite, Pocket Stereoscope, Mirror Stereoscope, Dumpy level, Slide projector, Overhead projector, Arial photograph, Landsat imaginary, spirit level, hygrometer, and all of these laboratories are equipped with all necessary instruments. The institute endeavors to consistently enhance its infrastructure by allocating an adequate budget to infrastructural development. An annual budget comprised of provisions is formulated each year at the start of the financial year. A portion of the Institute's annual budget has been allocated to academic, physical, and infrastructure facilities.

The Library Management System guarantees an automated and well-stocked library. Total area of the library of built up area is about 1463.89 sq. ft. It has more than 4748 textbooks, 91 reference books. It has 7 National and International Magazine, 11 Periodicals and Journals. A student reading room with a capacity of around 50

individuals is available for use. The Library has maintained an online free database.

The library provides resources and facilities for patrons, including an OPAC for book searches and QR codes on select volumes. IT infrastructure is routinely updated by the institution. In response to evolving requirements and demands, the college has acquired additional IT infrastructure components such as printers, scanners, computers, a Xerox copier, and LCD projectors, over the last few years.

The internet connection bandwidth of the college has been increased from 10 Mbps to 100 Mbps. The college has seminar room and classrooms that are equipped with ICT. Adequate computer systems are available within the commerce laboratory. The entire college campus is under CCTV surveillance.

Student Support and Progression

The institution's principal constituents are the students, and in an effort to foster a student-centric environment, it has implemented strategies such as skill development, inclusive practices, and student empowerment. The implementation of welfare measures, financial incentives, and social inclusion has become an integral part of institutional processes.

The college ensures that SC/ST/OBC/Minority scholarships awarded by the State Government and the Government of India are promptly applied for and disbursed. College personnel extend aid to disadvantaged students as per capacity. The institute employs a mentoring system whereby each faculty member is allocated approximately 33 students.

Regularly, the mentors will convene with the students in order to evaluate their progress and growth. Furthermore, increased consistent academic and non-academic support for students attempting competitive exams has resulted in a rise in higher education institution admissions. Numerous capacity-building initiatives are coordinated by the institute, including the Personality Development Camp and the Swyamsiddha Abhiyan. A wide array of supplementary and non-supplementary pursuits, including student welfare cells, the annual social gathering, the National Service Scheme (NSS), and sports at both the zonal and university levels, contribute to the students' comprehensive growth and social maturity. A number of students have won awards and achieved national success in athletics while competing on behalf of their university and state in a variety of competitions. A career guidance cell is available at the institution to aid and inspire students as they prepare for a variety of competitive examinations. Through composing articles on current social, educational, economic, and other developments, students are given the opportunity to showcase their creative prowess in the college's publication.

A transparent procedure governs the institution's prompt resolution of student complaints. A number of administrative and academic committees and agencies of the institution are comprised of students. The committees consist of, among others, the Sexual Harassment Committee, the Discipline Committee, and the Anti-Ragging Committee.

Governance, Leadership and Management

The apex body College Development Committee (CDC), the Governing Council, are responsible for formulating policies and carrying out developmental initiatives of the college. It does so through the establishment of values and a participatory decision-making process that align with the college's vision and

mission, as well as the establishment of organizational traditions.

Participatory, democratic, and decentralized government is supported by the college. By means of collaborative efforts and participatory governance, the faculty, CDC, principal, and IQAC are actively involved in the formulation and execution of the institution's quality policies pertaining to extension, research, teaching, and learning.

Examination and Evaluation, Administration, Finance and Accounts, and Student Admission and Support are operational areas where e-governance has been implemented.

IQAC has emerged as a valuable resource for suggesting a range of measures aimed at improving the reputation of colleges. It serves as a catalyst for the enhancement of quality at the institution. The IQAC has coordinated workshops, webinars, and seminars pertaining to quality on a variety of subjects.

The effective implementation of an online feedback system, the regular practice of ICT lectures, the enhancement of teacher quality and profile, and the organization of webinars, seminars, conferences, workshops are all new initiatives currently underway.

Institutional Values and Best Practices

CCTV surveillance is implemented across campus of the institution to guarantee a secure and protected environment for students. The institute coordinates gender equality initiatives via the "Yuvati Sabha and Swayam Siddha Abhiyan." These programs include Women Empowerment, Lectures on Laws Protecting Women, Self-Defense Training Camps, and Personality Development Camps, among others. In particular, security and safety measures have been implemented at the university for female students. There is a female common area at the college. The girls common room is furnished with a sanitary napkin vending machine and a disposal machine. In order to foster social harmony, truth, compassion, nonviolence, peace, and integrity, the institute organizes various events. To inculcate ethics in its students, the institution commemorates the birth and death anniversaries of notable figures/heroes.

LED tubes are utilized by the institution in an effort to conserve energy. Campus grounds are planted with vegetation. The management system for solid and electronic waste is available. The installation of a rainwater collection system is available. To reach college, the majority of students utilize public transportation. The organization is committed to achieving a paperless office environment. Wheel-chair accessibility, divyangjan-friendly restrooms, and additional amenities are provided by the college for students with special requirements.

An energy and environmental audit was undertaken by the college in an effort to foster a healthier and more environmentally sustainable environment. The college has implemented two exemplary practices, namely the "Happiness with Meditation and Yoga." and the "SPA & Wellness Education." In order to cultivate patriotism and social consciousness among students, the college observes significant holidays like Republic Day and Independence Day. The College observes International AIDS Day, Constitution Day, International Yoga Day, World Women's Day, and World Environment Day for patriotic purposes. The institution enforces academic discipline by regulating the behavior of students and other members of the community. The fundamental values of the institution are prominently showcased both on its website and in other visible areas. By providing a quality education, the College endeavors to facilitate the socioeconomic progress of its students in order to achieve distinction.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Shri Kakasaheb Hiralal Maganlal Chaudhari Arts, Commerce and Science College, Nandurbar
Address	HEERA CAMPUS SERVE NO 381 NEAR GAJANAN MAHARAJ MANDIR NAVAPUR ROAD NANDURAR
City	NANDURBAR
State	Maharashtra
Pin	425412
Website	www.skhmccollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	RAVINDRA HIRALAL CHAUDHARI	02564-223883	9767160689	-	kakasahebsrcollege@gmail.com
IQAC / CIQA coordinator	PATIL SWATI BAL KRISHNA	-	8766473236	-	swatipatil98995@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
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/Approval 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	HEERA CAMPUS SERVE NO 381 NEAR GAJANAN MAHARAJ MANDIR NAVAPUR ROAD NANDURAR	Tribal	2.27	9201.55	

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,Arts,ENGLISH	36	HSC	English	540	466
UG	BA,Arts,HISTORY	36	HSC	English,Marathi	540	434
UG	BA,Arts,DEFENSE STUDIES	36	HSC	English,Marathi	540	17
UG	BA,Arts,MARATHI	36	HSC	Marathi	540	386
UG	BA,Arts,GEOGRAPHY	36	HSC	English,Marathi	540	364
UG	BA,Arts,SANSKRIT	36	HSC	Sanskrit	540	0
UG	BA,Arts,POLITICAL SCIENCE	36	HSC	English,Marathi	540	281
UG	BA,Arts,ECONOMICS	36	HSC	English,Marathi	540	92
UG	BA,Arts,HINDI	36	HSC	Hindi	540	132
UG	BA,Arts,PSYCHOLOGY	36	HSC	English,Marathi	540	196

UG	BCom,Commerce,	36	HSC	English,Marathi	360	180
UG	BBA,Commerce,	36	HSC	English,Marathi	180	3
UG	BCA,Commerce,	36	HSC	English,Marathi	204	116
UG	BMS,Commerce,	36	HSC	English,Marathi	120	0
UG	BSc,Science,PHYSICS	36	HSC	English	508	113
UG	BSc,Science,MICROBIOLOGY	36	HSC	English	508	109
UG	BSc,Science,CHEMISTRY	36	HSC	English	508	224
UG	BSc,Science,BOTANY	36	HSC	English	508	225
UG	BSc,Science,COMPUTER SCIENCE	36	HSC	English,Marathi	508	103
UG	BSc,Science,MATHEMATICS	36	HSC	English,Marathi	508	144
UG	BSc,Science,ELECTRONICS	36	HSC	English	508	105
UG	BSc,Science,ZOOLOGY	36	HSC	English	508	244
UG	BSc,Science,GEOGRAPHY	36	HSC	English	508	201
PG	MA,Arts,HISTORY	24	UG	English,Marathi	120	112
PG	MA,Arts,MARATHI	24	UG	Marathi	120	65
PG	MA,Arts,ENGLISH	24	UG	English	120	12

PG	MA,Arts,HINDI	24	UG	Hindi	120	60
PG	MA,Arts,POLITICAL SCIENCE	24	UG	English,Marathi	120	54
PG	MCom,Commerce,	24	UG	English,Marathi	120	69
PG	MSc,Science,COMPUTER SCIENCE	24	UG	English	30	10
PG	MSc,Science,MICROBIOLOGY	24	UG	English	30	15
PG	MSc,Science,ORGANIC CHEMISTRY	24	UG	English	45	36
PG	MSc,Science,BOTANY	24	UG	English	30	15
PG	MSc,Science,ZOOLOGY	24	UG	English	30	14
PG	MSc,Science,GEOGRAPHY	24	UG	English	60	22

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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				51			
Recruited	1	0	0	1	0	0	0	0	24	27	0	51
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	10	1	0	11
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	3	1	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	21	26	0	47
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	5	0	0	5

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	1073	0	0	0	1073
	Female	360	0	0	0	360
	Others	0	0	0	0	0
PG	Male	163	0	0	0	163
	Female	85	0	0	0	85
	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	38	34	33	23
	Female	27	17	6	6
	Others	0	0	0	0
ST	Male	701	508	329	192
	Female	168	109	88	54
	Others	0	0	0	0
OBC	Male	203	179	142	99
	Female	97	66	49	26
	Others	0	0	0	0
General	Male	119	110	85	56
	Female	53	34	27	11
	Others	0	0	0	0
Others	Male	84	70	58	39
	Female	33	22	17	7
	Others	0	0	0	0
Total		1523	1149	834	513

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institute is in complete agreement with the National Education Policy's overarching goal of fostering global citizens through the provision of high-quality education. A discourse has been instigated by members of the faculty regarding the guiding principles of the NEP. These principles encompass diversity in pedagogy and curriculum, technological advancements in teaching and learning, and the promotion of logical decision-making, innovation, critical thinking, and creativity. Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, is our parent university. To foster students' comprehensive academic growth, a curriculum that spans multiple disciplines has been suggested, granting them the autonomy to choose their preferred program options from an extensive array of alternatives. The institute provides programs utilizing the Choice Based Credit System (CBCS). Our institution is striving to adhere to the standards established by the parent university in order to implement the recommendations of the NEP Guidelines.
2. Academic bank of credits (ABC):	With respect to the execution of the Academic Bank of Credits in adherence to the guidelines set forth by the UGC and KBCNMU, Jalgaon. Credit systems (CBCS) have been implemented since the 2019-2020 academic year. At this moment, it has been fully integrated into every program. Academic bank of credits enrollment occur at the university's end. An appropriate technical support system will be developed to oversee the academic credit bank.
3. Skill development:	As of 2019, KBC NMU, Jalgaon is reported to have implemented the CBCS pattern for undergraduate programs. One value added course has been developed by the college in response to regional needs and skill prerequisites. The purpose of the Competitive Examination Guidance established by the college is to assist students in exploring employment prospects after graduation while optimizing their academic pursuits. Students are encouraged to enroll in MOOC platforms in order to acquire additional skills and knowledge.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	With respect to the incorporation of Indian languages, the college provides courses in a variety of Indian languages, including Marathi and Hindi. The College intends to advance the preservation and promotion of

	languages as one of its future objectives. Linguistic competitions of various categories are coordinated by cultural committees. Intercollegiate competitions are organized by the cultural committee. The Department of Arts, at the college employs full-time language teachers. The College Library maintains an extensive collection of Indian language books, periodicals, and publications. The college's magazine features student-authored works of literature composed in Indian languages.
5. Focus on Outcome based education (OBE):	The College strives to instill in its students the understanding that the quest for knowledge is an ongoing and beneficial endeavor, as well as the development of a constructive mindset and additional attributes that contribute to a successful future. As an achievement of the curriculum, students will possess the capacity to interpret, assess, and cultivate accountability and proficient citizenship. The educational establishment conforms to the curriculum prescribed by the Board of Studies for a diverse range of subjects associated with KBCNMU, Jalgaon. Course and Program Outcomes are both accessible through the institution's website and library.
6. Distance education/online education:	Additionally, the college is making preparations to provide vocational courses in the near future for the convenience of its students. As teaching and learning aids, we have utilized technological tools, such as videos, Google Classroom, Zoom, and MS-Teams, in particular during the pandemic period. The college has effectively implemented an e-content development facility for students amidst the COVID-19 pandemic in 2020-21 and 2021-22. As of now the college did not provide any distance education course.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The purpose of the Electoral Literacy Club (ELC) at our institution is to encourage civic engagement among new voters over the age of 18. College students are educated about their electoral rights and acquainted with the registration and voting procedures through participation in interactive activities. The objective of the Electoral Literacy

	Club is to enlighten students regarding their democratic privileges, including the right to vote. Objective of ELC: The Electoral Literacy Club endeavors to foster a greater sense of civic engagement and participation among aspiring and youthful voters. • The principal aim of ELC is to enhance consciousness regarding the 'Right to Vote' among faculty, pupils, and the broader populace. In order to promote a climate that encourages active engagement in the electoral process, ensure that voting is conducted ethically, and uphold the principles that "every vote counts" and "no voter should be left behind." • To encourage critical examination of election rights, democratic processes, and democratic systems.
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?	Yes. The college has an operational ELC comprised of the members listed below. The selection process for ELC members takes into account their character and active participation in social activities. Sr. No. Name of member Designation in committee 1. Mr. Dipak B. Varsale Chairman 2. Mr. Amol G. Marathe Student member 3. Ms. Khushi G. Mali Student member 4. Ms. Khushi S. Desale Student member
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.	Diverse activities are conducted in order to provide hands-on experience with the democratic system. In addition, in order to increase public awareness of electoral procedures, we organize debates, elocution, and poster presentations, among other activities. The students engaged in the following specific activities as part of ELC: 1. Student participate in voter education campaigns in the surrounding villages. 2. By means of dialogue among the villagers, the students have stimulated interest and consciousness regarding voting. 3. Student-led outreach regarding voter registration, the electoral process, and associated topics has been facilitated via the government's election commission application. On election days, some students have volunteered to encourage individuals to attend voting sessions.
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.	The ELC engages in socially significant endeavors pertaining to electoral matters, including the development of publications, content production, and awareness campaigns that emphasize their role in promoting democratic principles and encouraging civic engagement. Members of the ELC and other students have participated in the following activities:

	1. To educate the public on the significance of their right to vote so that they may do so with assurance, tranquility, and honesty. 2. Foster an environment that encourages active engagement in the electoral process, promotes prudent and knowledgeable voting, and upholds the principles that "every vote matters" and "no voter will be excluded."
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.	Efforts are made to encourage eligible students aged 18 and above to enroll as voters to obtain a voter identification card. Diverse activities are conducted in order to provide hands-on experience with the democratic system. Beyond that, we organize essay writing programs, debates, and simulated parliaments as means of increasing public knowledge of electoral procedures.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1523	1149	834	513	424

File Description	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: 86

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	44	33	27

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.72	2.31	7.42	6.06	2.96

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:

Heera Pratisthan Nandurbar's, Shri Kakasaheb Hiralal Maganlal Chaudhari Art's Commerce and Science College, Nandurbar provides the intellectual needs of young individuals through education. We diligently adhere to the curriculum mandated by the affiliated university and employ academic flexibility measures to attain professional competency and academic excellence. Our college is affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon (Maharashtra)

• In finalizing a meticulously organized academic calendar, the CDC and IQAC of the college incorporate an extensive array of curricular and co-curricular activities.

• The Academic Calendar is distributed by IQAC to the Departments in order to facilitate the realization of objectives and plans through the incorporation of class-teaching, seminars and mentoring.

• In accordance with university requirements, the institute implemented the CBCS pattern in 2018.

• The institute provides for the development of each student and enables them to alter their educational perspectives through the implementation of constructive curriculum planning and evaluation processes.

• The Academic Calendar is disseminated by the IQAC to each department in order to execute objectives and plans.

• The allocation of teaching workload by department heads ensures the efficient execution of the academic curriculum.

• An annual timetable is compiled by the college's timetable committee to ensure that lectures and practical proceed without interruption. Three distinct master timetables for the faculties of Arts, Commerce, and Science are formulated by this committee. Each department maintains an individual timetable.

• Annual practical requirements were discussed and finalized during meetings between the HOD and their faculty.

• Each faculty member of the college develops lesson plans for their courses in accordance with the KBC NMU Jalgaon-designed syllabus. It specifies the monthly allocation of the subject matter to be instructed. The IQAC and HODs are responsible for overseeing regular student attendance and teaching and planning.

• The curriculum is delivered in accordance with various pedagogical techniques, including experiential learning, participatory learning, and the use of ICT-enabled instruments to increase students' level of comprehension.

• The institute rigorously implements the newly implemented examination format at the affiliating university.

• Instructors have utilized Zoom to conduct online lectures throughout the pandemic.

• Every departmental activity and program that is planned is subject to verification and evaluation by the appropriate department head.

• The college has implemented a system of ongoing student evaluation that includes internal assessments, assignments, and oral examinations to gauge students' comprehension.

• The college, in collaboration with IQAC, offers self-financing certificate programs as well as value-added programs such as competitive examination guidance cells, soft skills courses to promote students' holistic development. Retakes for students who are absent because of unforeseen circumstances are arranged by relevant teachers. Teachers inform students of the outcomes of the internal examination.

• Faculty members are permitted to attend workshops on the revised curriculum to gain insight into its content, significance, and comprehensiveness.

The curriculum and student orientation program incorporate various activities such as field visits, industrial tours, seminars, and debates.

File Description	Document
Upload 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: 4

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](#)

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: 6.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	36	47	40	71

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Our college is affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon. The vision of our institution is to advance social justice and equality while placing an emphasis on the application of human values. The institute prioritizes comprehensive education through the incorporation

of cross-cutting topics such as sustainability, human values, environment, professional ethics, and gender into its curriculum.

By employing this purposeful methodology, it guarantees that pupils not only gain expertise in the particular field but also cultivate comprehension of their obligations as conscientious practitioners as global citizens. With a commitment to inclusivity and pertinence, we follow university-designed diligently incorporated subjects into the curriculum, including but not limited to environmental sustainability, professional ethics, human values, and gender equality.

Human Values and Professional Ethics:

- By incorporating human values into the curriculum, an awareness of social responsibility, ethical behavior, and ethical obligations is fostered.
    - The UG Political Science course covers liberty, equality, democracy, and fundamental rights and responsibilities.
    - To instill professional ethics, the PG courses cover topics such as soft skills, business communication, professional values, business ethics, cleanliness and human rights, and organizational behavior.
- The NSS coordinates various initiatives such as blood donation camps, campus and public cleanliness activities, vaccination drives, and more.
    - The inclusion of these courses in the curriculum and NSS programs assists students in developing a conscience, compassion, and social obligations, as well as instilling virtues including honesty, deference, and compassion.

Gender Equality:

- The institute operates a functional "Yuvati Sabha" that coordinates a range of programs pertaining to gender empowerment, gender sensitization, and gender equity. On 'International Women's Day,' 'Damini Pathak,' and 'Swayam-Siddha Abhiyan' (Self-Reliant Initiative), special programs are organized to educate students about the safety, health, and empowerment of women.

- To promote gender sensitivity, these programs assist students in examining the intersectionality of gender with other social categories and encourage critical engagement with these subjects.

Environmental Sustainability:

- The college offers courses with added value. Environmental science is a course added to the UG curriculum of all faculties for first-year students in order to raise awareness about cross-cutting issues such as pollution, deforestation, global warming, and the sustainability of wildlife.
- Considerable attention is given in academic curricula such as Botany, Zoology, Microbiology, and Geography to environmental sustainability. These courses examine subjects including resource management, sustainable practices in the environment, and climate change.
- By participating in initiatives that concentrate on the development of eco-friendly solutions, UG students foster a sense of environmental responsibility.
- A tree-planting initiative is carried out annually on World Environment Day. The Institute actively advocates for environmentally friendly practices throughout its campus, encompassing sustainable construction methods, energy conservation, waste reduction, and water usage.

Development of creative and divergent competencies

- Curriculum-integrated study tours and fieldwork contribute to the development of creative and divergent competencies, alongside academic enrichment, the implementation of activity-based program evaluation via NSS, library access, and participation in cultural programs. Students' comprehensive development is facilitated by the observance of national and international days celebrations.

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

1.3.2

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

Response: 39.46

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

Response: 601

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 68.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
888	653	341	286	324

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

2022-23	2021-22	2020-21	2019-20	2018-19
1212	899	665	460	399

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: 52.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
311	243	151	135	162

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

2022-23	2021-22	2020-21	2019-20	2018-19
632	469	348	240	209

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: 30.46

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:

Effective teaching and learning are the results of information and communication technology (ICT) integration and student-centered approaches. This facilitates contemporary pedagogical approaches that place emphasis on engaged learners and enrich the educational journey.

Experiential Learning

- Our institution adeptly implements experiential learning. Students gain knowledge in a variety of disciplines, including geography, microbiology, chemistry, botany, and zoology, through practical experimentation.

- Project works, industrial tours, and field trips enhance the effectiveness of experiential learning.
- Departments coordinate subject-specific study excursions in which students acquire knowledge through direct observation and interactive engagement.
    - Student involvement in observances such as Constitution Day, Women's Day, Hindi Divas, Geography Day, and Consumer Day, among others.
    - The college celebrates World Science Day, World Environment Day, and World Mental Day, among others, in an effort to instill leadership qualities, principles, and human values.
    - AVISHKAR, a competition held at the university level wherein students design scientific models and posters and exhibit them.

Participative Learning:

An ambiance in the classroom that is more interactive, and captivating is fostered. Active student participation enhances the appeal of theoretical knowledge and facilitates the development of students' holistic and lifelong learning abilities. We implement following methods for participative learning in respective subjects,

1. Classroom Seminar
2. Group Discussion
3. Participation in Debate
4. Questioning Method
5. Role Playing method/Acting-out method
6. Field Visit/ Industrial Tour/ Survey
7. Research Projects
8. GPS-Mapping & Plain Table Survey
9. Socio-Economic Survey through NSS
10. Study of Flora and Fauna/ Sample Collection
11. Use of Charts and Models

Problem Solving Methods

Our college is using methodologies to encourage students to assume accountability, resolve conflicts, and identify viable alternatives while also problem-solving. Creativity, critical reasoning, and a scientific temperament are all fostered.

- Group projects are managed by project studies that are required in the departments of physics, chemistry, botany, zoology, microbiology, computer science, and geography.

- Students of first year having Environment Science as their subject enhance their learning experiences through the implementation of problem-solving methodologies.
- Students are provided guidance in problem identification and selection, hypothesis planning, experimental protocol design for monitoring, and reaching a satisfactory conclusion. Additionally, this course assists students in addressing real-world scenarios that demand critical thinking and solution discovery.

Implementing ICT-Enabled Tools

The utilization of computer-based communication within the classroom is referred to as the integration of ICT in education. It improves the learning and instructing experiences. This enhances interactivity in the learning process by offering supplementary materials to support self-directed study and accommodates a wide range of learning preferences.

- During the pandemic, we made extensive use of ICT. All lectures and internal examinations were conducted via online platforms, namely Google Meet and Zoom.
- To expand the learning experience beyond the physical classroom, instructors integrated educational websites and videos.

File Description	Document
Upload 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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	44	33	27

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: 7.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	2	8

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal/ External assessment:

- The institution employs a standardized and transparent procedure for internal evaluations, which includes an independent assessment system in conjunction with the one mandated by the affiliated university.
- The Internal Evaluation is carried out by the Examination Committee.
- University circulars and the schedule for internal examinations are disseminated via the

department's WhatsApp group and posted on the notice board.
- Subsequent to modifications in schedules, patterns, or methods, students are promptly informed by their respective subject teachers.

- Twice yearly, an internal examination is carried out. In accordance with university regulations, grades are allocated among course work, conduct, attendance, and participation in class activities.
- Transparency is upheld with regard to the evaluation and appraisal of internal grades.
- The rescheduling of exams is provided for students who are unable to attend due to unforeseen circumstances such as medical emergencies, NSS activities, or sports activities.
  - Grades for internal assessments are transmitted to the university via the university's e-Suvidha online portal.
  - The evaluation of the external university is performed by the university appointed assessors.
  - First year UG students of Arts, Commerce and Science are evaluated at the institution level via the Centralized Assessment Program. The university administers online assessments and evaluations for other courses.

Grievance Redressal System

At College Level

- All the grievances related to internal examination are resolved by HoD of concerned department.
- The grievances like overlapping of schedules of sports event are considered.
- The grievances pertaining to internal marks are also considered.

At University Level

- The university has strong, transparent, and online grievance redressal system and it is time bound.
- The grievances regarding filling up examination form, downloading hall ticket, correction in name, subject change or seat number, pending result are redressed with the help of administration team of the college.
- During university examination, the problems like out-of syllabus questions, repeated question and improper marks distribution are seriously taken into account and address the issue with the help of University.
- The student can apply for the 'Verification of Marks' is done within 21 days from the declaration of result, 'Photocopy of the Answer Book' is done within the 15 days from the declaration of the result and 'Redressal change to Evaluation' within 8 days from the answer book received.
- Training sessions are organized in the college for preparing the teachers for supervision, internal squad, non- teaching staff etc. for invigilation duties to avoid incorrect entries of seat number by students, usages of unfair means and any other exam related issues.

File Description	Document
Upload 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:

- Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon has implemented the Program Outcomes (POs) and Course Outcomes (COs) for all programs it offers through their syllabus copies.

- The Program Outcomes (POs) and Course Outcomes (COs) are specifically crafted to equip students with the essential competencies and understanding required to succeed in advanced education and pursue their preferred professional paths.
  - The learning outcomes are an integral component of the college's mission, vision, and goals, all of which contribute to the student's holistic development.
  - The POs and COs are disseminated in classrooms by faculty members and through various means, including the prospectus, syllabus, the Principal's address during induction, and induction ceremonies.
- The POs and COs are conspicuously showcased on the college website (https://skhmccollege.in/wp-content/uploads/2023/12/pos_update_-2.pdf) and bulletin board in order to provide students with access to course information and assist them in choosing the most suitable program and elective courses that contribute to the development of their value-based and skill-oriented knowledge.
  - Course outcomes are communicated to students via an orientation program, classroom discussion, expert lecture, and practical session.
  - Instructors are adequately informed of the course's outcome.
- Distinguished alumni are cordially invited to participate in designated gatherings and events, where they can impart their wisdom and engage in dialogue with students and faculty. Their recommendations concerning the trajectory of their professional development are highly valuable. Additionally, alumni provide insightful perspectives on the practical implementation of acquired skills and knowledge in the workplace. Their recommendations for essential revisions are taken into account.

Furthermore, evaluations of the course syllabi are solicited by the faculty at the conclusion of every academic term. The interests of the students in particular academic disciplines are duly considered when revising and organizing the syllabus for subsequent phases.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Periodically, the institution employs a variety of evaluation methods to assess students' progress toward each program and course outcome.

Evaluation Methodology:

The evaluation of the program outcome is accomplished through a direct assessment procedure of the pertinent course outcome. The evaluation process includes university exams, semester exams, home assignments, internal exams, and unit tests, among others. The faculty maintains records of each student's performance throughout the academic year.

Average attainment in Evaluation process:

Students are evaluated on the basis of 60% of their total marks on university examinations, with the remaining 40% being assessed internally by the college. The assessment of students who have registered for certificate courses offered by the institute is conducted internally. Observations of students' knowledge and abilities in relation to quantifiable course outcomes are conducted annually.

Approaches to assessing achievement:

1. End-of-Semester and Annual University Examination

The examinations administered by the affiliating university follow a semester and annual structure. These examinations serve as a means for the institute to assess program outcomes, with course completion levels determined by the program itself, which guides the evaluation process.

2. Internal and External Assessment

Students are administered internal assessments that are developed in alignment with the program outcomes of the pertinent subject matter. Practical examination external assessment is evaluated by external examiners.

3. Tests and Institutional Examinations

College-level students are assessed and evaluated via unit tests, unit exams, and term-end exams. Students' performance is evaluated to determine the extent to which they have achieved the intended program and course outcomes.

4. Feedback Assessment

One of the critical methods utilized by the institute to assess students' achievement in terms of subject matter, course outcomes, program outcomes, is feedback. This feedback serves as an indicator of the effectiveness of the teaching and learning process.

5. Placement

Students who earn an undergraduate degree do have the ability to obtain employment. The Placement Cell of the Institute provides assistance to students in locating employment opportunities.

6. Advanced Studies

An additional method for assessing achievement of program outcomes and course outcomes is by examining the advancement of students until they reach the post-graduation phase.

7. Co-curricular, curricular, and extra-curricular activities

An additional criterion for assessing results is through evaluation of academic achievement and engagement in diverse extracurricular, curricular, and co-curricular pursuits. In the assessment of outcomes, industrial visits and study excursions are also incorporated. The overall development and evolution of students is evaluated.

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

2.6.3

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

Response: 54.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	194	150	45	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
394	282	179	53	0

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](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.59

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	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:

Nil

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: 1

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	0	0	1

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

3.3.2

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

Response: 0.06

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	0	0

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

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:

Community extension activities have a substantial influence on the comprehensive development of students while concurrently fostering consciousness and attentiveness towards social concerns. The institute diligently administers the NSS, or National Service Scheme, which encourages a variety of extension activities in the surrounding community.

NSS volunteers have organized programs in the villages of Chaupale and Tokartawale over the past five years, during which they engage in activities such as tree planting, cleanliness, and awareness-raising. The implementation of the awareness program via NSS Camps has resulted in an enhanced comprehension of a multitude of social issues within the adopted village.

Drive for Tree Plantation

Frequent tree-planting initiatives are coordinated by the institute in an effort to increase public awareness of environmental conservation. Additionally, tree plantations enhance biodiversity.

Cleanliness drive

Cleanliness campaigns are organized by the institute in an effort to promote a healthier and cleaner living environment. As part of a cleanliness initiative, NSS volunteers clean the village's public spaces such as the bus stand, open spaces. Students comprehend the importance of maintaining a tidy environment.

Awareness Campaigns

The institute coordinates awareness campaigns pertaining to social issues such as drug prohibition, literacy, the environment, and gender equality.

Health Camp

Health awareness programs and blood donation camps have been organized by the institute in Chaupale and Bhandarpada, Tokartawal. Students and local villagers had an excellent opportunity to learn about health concerns and the value of community service.

Extension activities

- **Art of Living,** program was organized in institute. It helped to improve mental well-being and stress management. Also, it increased awareness of the importance of mental health.
- **World Digital Detox Day,** through this program student were made aware about the importance of reducing screen time. Also enhanced awareness of the impact of technology on mental health.
- **Solar Energy Initiative,** through this program student got knowledge and skills in sustainable energy practices and made aware about the use of solar energy.
- **Superstition Eradication Presentation,** through this program awareness about the harmful effect of superstition was given to students.
- **Grocery and food distribution, in** rural areas during pandemic.
- **HIV AIDS Awareness, ,** through this program student were made aware of transmission, preventation and medication of HIV.
- **Competitive Examination Guidance,** a program was organize to give carrier guidance regarding various competitive exams.
- **G-20 Youth Dialogue,** fosters a global perspective exposing to international issues and solutions.
- **Amrit Mahotsav,** through this program we have celebrated significant milestone, to commemorate the 75th anniversary of its Independence.
- **Labor Donation Camp,** through this program student contributed their time and skills for the community service.
- **Road control regulation program,** through this program traffic rules were explained, ensured road safety, and made aware the public on responsible driving and road safety.
- **Farewell,** farewell program is organized every year for final year student, we conduct awareness program.
- **Visit to cold storage,** ensured that students are briefed with the cold storage facility, ensures safety measures.

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

3.4.2

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

Response:

The National Service Scheme (NSS) has effectively participated in a multitude of extension initiatives pertaining to social service. In recognition of the contributions made to NSS activities, certificates and letters of appreciation are presented. A certificate from the Gram Panchayat of Tokartalav and the Gram Panchayat of Chaupale has been received as a token of appreciation.

Our institute has conducted health awareness programs in Chaupale and Bhandarpada, Tokartawal, via the NSS camp. Students and local villagers had an excellent opportunity to learn about health concerns and the value of community service. A blood donation camp was established, wherein villagers and students contributed their own blood. The gathered blood specimens were presented to Miss Rama Wadikar, the Blood Transfusion Officer at Nandurbar Civil Hospital.

A vaccination exercise for students was organized in collaboration with the NSS unit of our institute and Mission Yuva Swasthya Abhiyan during the COVID-19 pandemic. Hand sanitizer and masks were also distributed in rural areas of Nandurbar.

File Description	Document
Upload 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: 26

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	4	0	4	5

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](#)

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: 6

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

- The institute was founded within our premises, which span 2.27 acres and feature concrete compound walls. By way of security, the entire campus is equipped with 42 cameras.

- Our institute's physical infrastructure comprises meticulously planned classrooms, completely furnished laboratories, and classrooms that are equipped with ICT. As a collective, it enhances the academic experience by cultivating an atmosphere that encourages the acquisition of knowledge and the development of skills.
    - The teaching process is enhanced by the total of 18 classrooms, all of which feature comfortable seating arrangements that promote interactive learning.
    - Our institution is equipped with ICT-enabled resources to enrich the educational experience. Three classrooms are equipped with ICT to enhance the learning experience.
    - The Science stream comprises laboratories; for instance, the departments of Physics, Chemistry, Botany, Zoology, Microbiology, Computer Science, and Geography each have their own laboratory. Practical experience enhances students' understanding, and each laboratory is furnished with state-of-the-art apparatus, specimens, models, skeletons, and other instruments that afford students firsthand encounters with a variety of concepts.
    - The Dark Room, which is in the Department of Physics, is intended to regulate illumination conditions for physics experiments.
    - The IQAC possesses the essential infrastructure required to perform internal quality assessments and uphold documentation in support of NAAC accreditations.
    - The institute furnishes a staff area that functions as a faculty workspace and fosters an environment that is conducive to academic and extracurricular engagements for staff.
    - Our institution's library is furnished with 50 students seating capacity.
    - The administrative section of the institute is well-organized, including the principal's cabin. Additionally, the Admissions, Office-Superintendent, and Accounts sections are distinct.
    - The botanical garden at the institute is a vital resource for the investigation of plant species.
    - The Institute's parking lot for faculty and staff is thoughtfully designed.
    - Cultural committee, which promotes artistic ability development and fosters a vibrant cultural community that values diversity.
- This committee facilitates student participation in a variety of cultural events, including a

Yuvarang - Youth festival, a college assembly, and a state-level competition.
- Acknowledging the significance of comprehensive growth, the institute has adequately furnished facilities to accommodate athletic and cultural pursuits.
- We provide sports devotees with access to both indoor and outdoor facilities. Indoor facilities accommodate Taekwondo, boxing, grappling, and judo, whereas outdoor facilities accommodate cricket, kabaddi, handball, and football, among others.
- The institute offers an all-encompassing educational setting that surpasses the limitations of conventional classrooms.
  - The provision of sufficient facilities for teaching and learning, ICT-enabled education, cultural engagement, and sports participation all contribute to the provision of a comprehensive educational experience. This dedication guarantees that students not only achieve academic excellence but also mature into versatile individuals who possess the knowledge and abilities essential for triumphing in the ever-changing global arena.
  - Our college has 119 computers out of which 108 computers are specifically available for students' use.

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

4.1.2

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

Response: 77.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.36	1.36	6.86	4.87	2.53

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](#)

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:

- The library serves as the intellectual center and repository of knowledge for the institution, housing an extensive compilation of books, reference materials, and textbooks.

- The built-up area of the library is approximately 1463.89 square feet.
- It has 91 reference volumes and over 4,748 textbooks.
- It also contains 15 periodicals and journals and 11 national and international magazines.
  - Seven daily newspapers published in both English and Marathi.
  - It features ten wooden cabinets for storing and safeguarding books.
  - The reading hall is furnished with seating for a total of fifty students. The library is accessible between 7:30 am and 5:00 pm.
  - Book issuing facility is available for a duration of seven days, Monday through Friday. Postgraduate students have access to the facility for an additional two days. One book is allocated for undergraduate students and two books are provided for postgraduate students. Teachers and researchers complete a Book Order Recommendation Form annually in preparation for the purchase of books.
  - The library runs "Book-bank" facility for needy students.

Library Automation with library management system:

It is partially automated through integrated library Management System. The details is as follows;

Name of ILMS software : Library Management System

Nature of automation: Partial

Version : Desktop

Year of Automation : 2021

File Description	Document
Upload 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:

Computers and Internet:

- In the twenty-first century, information and communication technology has evolved into an essential component of higher education. The utilization of ICT and the internet has been made obligatory for faculty, students, and administration in terms of information exchange, networking, and knowledge dissemination.
- Periodically, the institution updates its IT infrastructure.
- Operating systems of Windows 10 are installed on the devices. They are periodically updated, and a systematic backup is maintained.
- Computers are equipped with antivirus software that is updated regularly.
- The LAN infrastructure of the administrative office is periodically reviewed and updated to accommodate all computers.
- All departmental cabins, the principal's cabin, the IQAC office, the computer lab, the geography lab, and the library are equipped with internet access. The facility is routinely updated by a computer technician.
- Internet speeds have been updated to 100 mbps in the library and 100 mbps in the office.

Wi-Fi facility:

- Students and faculty have access to Wi-Fi in the institution's campus, including the academic building, classrooms, seminar halls, corridors, open areas, dormitories, and ground floor. For utilizing Wi-Fi, users are granted secure access via a login ID and password.
- Wi-Fi connectivity with a 100 mbps internet connection.

Projectors:

The institution has in-built projector and computer system. Along with it, it has three LCD projectors.

CCTV:

The institution has set up campus surveillance through CCTV cameras. There are 42 CCTV cameras installed at the different places in the campus and three LCD for monitor. Their maintenance and updation is done by the agency.

Biometric Machine:

Biometric machine is set up in the administration office. It is to record the daily attendance of the teaching and non-teaching staff. It is updated to include the names and details of the newly appointed staff and to remove retired and leaving staff.

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

4.3.2

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

Response: 14.1

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

Response: 108

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 22.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.38	0.96	0.57	1.20	0.46

File Description	Document
Institutional data in the prescribed format	[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: 65.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
1318	767	412	233	159

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 20.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
414	195	55	238	0

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: B. 3 of the above

File Description	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](#)

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: 3.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	3	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	194	150	45	0

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](#)

5.2.2

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

Response: 8.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	1	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](#)

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: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	3	1	1	1

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	0	1	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

- Although our institute previously maintained an unregistered alumni association.
- Our alumni provide educational support and actively participate in the advancement of educational requirements.
- The institution maintains a relationship with its former students through the alumni association, which demonstrates a dedication to cultivating a sense of community and reciprocal assistance.
- Alumni associations contribute significantly to ongoing development by contributing valuable resources.
- Since they frequently impart their professional expertise and experiences, alumni serve as invaluable mentors for current students.

Non-financial contributions:

- Through participation in career guidance sessions, workshops, and other mentorship initiatives, alumni assist current students in navigating their academic and professional trajectories.
- The alumni association organizes guest lectures and seminars to facilitate the transfer of knowledge. This facilitates the interchange of industrial insights, experiences, and ideas between current and former students.

- Alumni gatherings and reunions furnish prospects for networking, cultivating relationships, and establishing a robust alumni network that serves as an invaluable asset in securing employment opportunities and professional connections.
  - Through the coordination of these events, the association facilitates alumni reunions with faculty and classmates, thereby fortifying their ties to the institute.
  - Alumni involvement in the institution cultivates a feeling of pride and perpetuity.
  - By facilitating mentoring, the transmission of knowledge, and networking opportunities, the Alumni Association fosters a supportive and dynamic environment. This relationship between the institute and its alumni ensures the development and success of the institution while enhancing the educational experience for current students.

File Description	Document
Upload 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:

Our institution is administered by Heera Pratisthan Nandurbar as a minority institute. The college operates under a decentralized and participatory system of governance, which is overseen by committed and enthusiastic staff management and institutional governance. The institute's overarching goals are established by its clearly defined vision and mission, which are further reinforced by efficient governance to ensure the implementation of practical strategies that align with these objectives.

VISION

"To inculcate educational culture for healthy, delightful and culturally rich life of underprivileged communities and make them able to fly in the sky"

MISSION

"Hira Prathisthan, is the institution, where we committed to create on Excellence, among the tribal youth through qualitative and moral education. And inculcate in their minds the sense of responsibility and service towards the people of the region and the Nation. "

Governance Mechanism

The Governing Council of Heera Pratishstan, serves as the highest authority of the institute. It formulates policies and implements development initiatives in accordance with the institute's vision and mission through the establishment of values and a participatory decision-making process.

Vision and mission are reflected in the Institutional Perspective Plan, which is formulated by the College Development Committee (CDC). The oversight of the institution is the joint responsibility of the Principal and Vice-Principal. The Vice-Principal ensures that the IQAC and department heads receive prompt instructions via staff meetings in order to assess the situation and devise a resolution. The faculty's presence on CDC, IQAC, and statutory committees demonstrates decentralization and participation in the decision-making process.

Perspective Plan

Internal Quality Assurance Cell has prepares a perspective plan for 5 years to cater the needs of the students and to expand the academic horizon of the college and is approved by the CDC.

Policies

IQAC has framed various policies and defined the procedures for smooth functioning. These policies formed the guiding principles for conduct of academic and administrative activities.

Decentralization and Participation in institutional governance

In the governance structure, decentralization is achieved through separation of functions and powers, complemented by participatory management at every level.

Governing council, CDC Committee, IQAC, Principal, Vice-Principal, Departments, Extracurricular Committee, Office Superintendent, and Library Committee are all listed in the institute's Organogram.

The policies are formulated by the Governing Council, and the Principal and Vice-Principal diligently strive to execute them in collaboration with the IQAC, the Head of Department, and several committee chairs and coordinators.

The departmental administrative and academic duties are delegated by the head of department in collaboration with the relevant faculty.

The committee chairman, in collaboration with committee members, decentralizes operations in order to coordinate a variety of institute activities.

The Library Committee oversees the operations of the library and is composed of the Librarian, and other committee members.

The college's administration is overseen by the Office-Superintend, who is assisted by the Clerk, Peon, and support personnel.

The commitment of the institute guarantees that it maintains its steadfastness to its fundamental values and mission while remaining attuned to the ever-changing education sector.

File Description	Document
Upload 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:

Governing Council

The GC occupies the highest position in the college's hierarchical structure. The GC has implemented a proficient institutional perspective plan for the institute's growth. Our institute's hierarchical structure comprises the following: the Principal, vice-principal, IQAC, CDC, faculty members, teaching and non-teaching personnel, and representatives of other stakeholders to ensure effective governance and efficient administration. The primary responsibility of the GC is to ascertain stakeholder satisfaction with the institution's operations.

Administrative Set-up

As the intermediary between administration and personnel, the principal serves as the head of administration. The Principal of the institute receives support from the HoD, members of the IQAC, and other staff members.

College Development Committee (CDC)

The CDC of the institutes deliberates and discusses institute requirements and makes critical decisions for the institute's improvement. Management Representatives, the Principal, the Vice-Principal, the Head of Department, the IQAC Coordinator, and additional stakeholders comprise the CDC. The CDC of the institute is responsible for planning, strategizing, and supervising initiatives pertaining to the growth and enhancement of the college.

The IQAC Institute has implemented an IQAC (Internal Quality Assurance Cell) system. IQAC is responsible for overseeing and ensuring the overall operation and quality of education at the institute. Accreditation, quality assurance, data collection, analysis, and feedback, as well as continuous improvement in teaching, learning, and administration, are among the many responsibilities of IQAC.

Principal

The Principal assumes the role of the institute's academic and administrative leader. Assisting the Principal is the Vice-Principal, IQAC, HoD.

Vice Principal

The Vice-Principal acts as an intermediary among the institute's administration, faculty, and non-faculty.

Head of departments

The head of department of all faculties i.e. arts, commerce and management, and science looks after the day-to-day administration of the respective departments and reports to the vice-principal of the institute.

Librarian

The librarian is responsible for ensuring the efficient operation of the library, distributes books, and maintains records of all library activities.

Statutory Committees

Statutory and academic committees have been established to oversee the institute's academic, cultural, and extracurricular programs.

Grievance Redressal Mechanism

The mechanism for addressing and resolving grievances efficiently is facilitated by the grievance redressal cell. The institute has a dedicated Grievance Redressal committee as well as anti-sexual harassment cell. Every grievance is addressed in formal meetings, and a record of each is maintained.

Internal Complaints Committee

The establishment's Internal Complaint Committee safeguards the well-being of female students. Additionally, it raises awareness regarding anti-ragging and sexual harassment laws, among others.

Services Rules and Procedures

The services policies, procedures, and rules are implemented in accordance with the guidelines established by the State Government of Maharashtra and KBC NMU, Jalgaon for the non-grant college.

Perspective Plan:

The college governing council has perspective plan in existence. It encompasses every aspect of the institute.

The plan includes administrative advancements pertaining to admissions, evaluation, library management, the sports department, and the implementation of ICT in the classroom in order to foster the growth and progress of the students and faculty of the institute.

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: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[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:

The institution implements several welfare programs.

Leave:

Teaching staff are eligible to receive leave, including Maternity Leave, Study Leave, and Casual Leave, contingent upon the authorization of the sanctioning authority and management. Duty leave (DL), medical leave (DL), and special leave (SPL) are accumulated in granted for attending conferences, workshops, seminars, orientation programs, remedial courses, and other similar events.

Financial support for conferences:

From the previous academic year the college has decided to provide funding in the form of re-imbursement of registration fees and TA and/or DA to teaching staff for attending conferences, workshops, etc of considerable importance.

Appreciation of staff:

Exceptional staff performance is recognized and commended during the annual general meeting of the parent trust. These encompass accomplishments of personnel such as successfully completing SET/NET examinations, presenting papers at conferences, publishing books, earning an M. Phil or Ph.D., and receiving any award.

Other Welfare Measures:

- Free library facility to the ex-employees is made available.
- Gymnasium, Sports and Yoga facilities are available for teaching and non-teaching staffs.
- Organising programmes for capacity building to inculcate professional skills and ethics.

- Salary is timely credited in the account of employees.
- All the non-doctoral teaching faculties are encouraged to get enrolled for Ph.D. program.
- 24x7 Wi-Fi facility is available for Staff in campus with speed 100mbps.

The college is yet to implement Performance based appraisal system and is decided to implement it in coming academic year.

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 2.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The capacity of the institution to effectively mobilize and utilize funds and resources is critical for its continued expansion and progress. Funds are raised by the institute in accordance with the policies and procedures established by the affiliated university. Funds are raised via non-grant and management courses, such as the BCA. In addition to the aforementioned sources, we also generate and manage funds via incidental fees, tuition fees, college development fund fees, gymkhana fees, internal examination fees, I-card fees, student development fees, and state government and free ship scholarship fees.

Strategically, the institute strives to maximize the use of available funds and resources at all times.

The principal issues directives and solicits the necessary requirements for the activities from the relevant departments, libraries, sports sections, and committee chairs.

Management is duly notified and requested to allocate the provisional sum for the necessary costs. The authorized sum is disbursed in advance to the committee chairman responsible for that particular committee.

The committee chairman allocates funds in accordance with the committee's needs and provides a comprehensive report detailing the expenditures incurred for each activity.

The institute budget is subsequently formulated, and the management is provided with the proposed budget for additional deliberation. In consultation with the principal and vice-principal, decisions are reached to ensure that budgetary requirements are adequately justified. The Governing Body of the institute exercises ultimate authority over budgetary sanction, in accordance with the Vice-principal's recommendation.

The institute conducts external audit on regular basis.

Mr. Prem G Deore, Auditor is appointed as a chartered accountant for conducting the audits.

The audit include the following:

1. All vouchers are audited by an internal audit on yearly basis.
2. The expenses incurred under different heads are thoroughly checked by verifying all the bills and vouchers.
3. Checks for the compliance with the policies, laws and regulation.
4. Comparison of the financial statements to the current one.
5. Verifications of student's fee register, authorization of policies, fee concession and controls.

All the provisions are made for additional requirement of capital for any emergency expenditures.

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:

Internal Quality Assurance Cell (IQAC) was established in July 2017. IQAC contributes to continuous improvement and quality enhancement in its educational process.

IQAC is involved in planning and monitoring quality assurance and enhancement activities. It includes the preparation and monitoring of perspective plan, academic calendar, admission process, extension activities, sports, cultural activities, and effective feedback mechanism.

IQAC prepares academic calendar in which all the curricular and co-curricular activities are planned.

IQAC holds regular meetings for looking after various issues related.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

To promote gender equity, the institution has organized following activities,

1. Lecture on Women Safety by Police Inspector.
2. Celebration on World Mental Health Day under Psychology department.
3. Celebration of International Women's Day.
4. Girls' Health Check-up under District Civil Hospital, Nandurbar.
5. Self Defense Training Camp under NSS.
6. Organized Yuvati-Sabha (Swayam Siddha)

Along with this, the institution initiates the following measures to promote gender equity:

1. Safety and Security:

The institute has always prioritized the safety and security of women. To this end, it has implemented the following security policies: regular Damini Pathak visits, the organization of Operation Akshata by gender equity and a self-defense training camp, and the construction of a ladies' room furnished with a first aid kit and sanitary napkin.

Gender sensitivity counseling for both boys and girls is an essential component in the advancement of gender equality. Students are counseled and guided regarding the repercussions of gender discrimination. For safety purposes, the institute established cells dedicated to grievance resolution, anti-ragging prevention, and sexual harassment of women. The campus is monitored by CCTV with the installation of 42 cameras in various locations. Daily monitoring is conducted to identify any suspicious student activities if any are detected. The institute maintains a discipline committee, which is responsible for maintaining discipline on campus.

2. Celebration of National and International days, events and festivals:

Annually, the institution observes national and international holidays such as International Women's Day, Independence Day, Republic Day, and International Yoga Day to raise awareness and foster the development of responsible citizens. In addition, birth and death anniversaries of Mahatma Gandhi, Lokmanya Tilak, Mahatma Phule, Dr. B.R. Ambedkar, Savitribai Phule, and others are commemorated by the institution. In observance of Shiv Jayanti, a rally and motivational lecture are also organized.

3. Health Check-up Camp:

Dental and ocular examinations, immunizations, screenings for blood pressure and glucose levels, and health education are all fundamental healthcare services that medical programs may offer. The institute organizes health checkup programs to ensure that each student's health is in good standing so that they may continue their academic pursuits with ease. Health checkup programs are coordinated by the institute in collaboration with the District Civil Hospital of Nandurbar. An important endeavor undertaken by the institute is the organization of free health check programs, which are specifically designed to safeguard the well-being of students.

4. Self Defense Training Camp under NSS:

Self-defense training is an essential life skill that enables young women to develop heightened situational awareness and readiness for unforeseen challenges. The female participants are equipped with the necessary psychological, intellectual, and physical fortitude to safeguard themselves during moments of peril via self-defense instruction. Girls receive self-defense instruction from the institute, which contributes to their safety.

5. Organized Yuvati-Sabha (Swayam Siddha):

Yuvati Sabha is constituted in our institute to do activities related to Women Empowerment and Gender Issues. The institute provided Yuvati Sabha and Vishakha Women Cell for organization of such activities. Yuvati Sabha organized Swayam-sidhha Abhiyan in our institute.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	[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: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Green audit/environmental audit report from recognized bodies	[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:

- The College is always at the forefront of happy environment, mutual respect and understanding.
- The college is steadfast in its commitment to maintaining student equality; if all members foster mutual understanding and positive relationships, then undoubtedly progress can be made.
- The establishment is dedicated to fostering an inclusive atmosphere by upholding effective amicable relationships on campus, promoting plain communication, and demonstrating mutual respect for all cultures and religions.

- Furthermore, it guarantees the preservation of freedoms pertaining to religion, belief, language, theism, atheism, and worship.
- Due to the institute's location in a remote district, a significant number of students encounter numerous educational obstacles. This can be addressed through counselling of students. Facilitating lectures and group discussions pertaining to the preservation of religious and sociocultural harmony.
- Counseling for tribal and rural pupils is done to bridge their linguistic gap.
- The inclusion of all social classes and segments, including SC, ST, OBC, NT (A/B/C/D), SBC, EWS, women, and Divyangjan. In terms of the overall count of female pupils, tribal girls constitute the majority.
- The CASI certificate program is administered by the IQAC division for all students. CASI serves as the preeminent organization committed to advancing knowledge and scholarly inquiry concerning corporate social responsibility and sustainability.
- The Department of Bachelor of Computer Applications offers a Certificate course in Computer Fundamentals for students to learn the fundamentals of computer system concepts. The Department of English offers a Certificate Program in Professional Communication Skill, which aims to enhance language comprehension and acquisition.
- In order to comprehend and gain knowledge of the GST concept, the Department of Commerce and Management offers a Certificate course in GST Studies. The Yoga Certificate Course, offered by the Department of National Service Scheme (NSS), aims to promote stress-free living and healthful living through practice.
- Hindi Diwas is observed annually by the Department of Hindi, which also coordinates initiatives to promote Hindi as the nation's official language.
- The celebration of Maharashtra Diwas and Marathi Bhasha Gaurav Din serves to promote linguistic awareness.
- Likewise, the institution employs the subsequent initiatives to raise awareness among its employees and students regarding their constitutional responsibilities.
- Both the students and instructors engage in various campus initiatives such as cleanliness drives, blood donation camps, healthy India campaigns, and plastic-free campuses.
- Two-day awareness was raised against tobacco and corruption through the observance of an oath. An annual tree planting initiative is implemented, which fosters a sense of environmental responsibility.
- On Minority Day and Human Rights Day, lectures elaborating on the rights are held in observance of these occasions.
- A donation collection drive was coordinated in an effort to aid the victims of the flood disaster in Kerala and Kolhapur.
- The students and faculty implemented appropriate measures and precautions to prevent the transmission of the Corona virus, while NSS volunteers facilitated the distribution of face masks and sanitizers from vendors located off-campus.
- In summary, the institution's endeavor to establish an inclusive atmosphere demonstrates an authentic dedication to promoting harmony, tolerance, and an understanding of diversity.

File Description	Document
Upload 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:

1.Title of the Practice:

Happiness with Meditation and Yoga.

2. Objectives:

1. The Art of Living Program aims to promote stress, free living, and enhance well- being and faster sense of community through a combination of breathing exercises.
2. To impart importance of Meditation and practical wisdom teaching to all.
3. To focus on personal development stress management and fostering a positive mindset.
4. Concentration of mind due to meditation practice by "Har Ghar Dhyan" scheme.

3. The Context:

The institute mainly focuses on the happiness of students and teaching, non-teaching staff members for that purpose institute organizes Art of living sessions, Meditation sessions and stress management sessions and Har Ghar Dhyan Session.

The meditation and yoga practice also meditation helps in hypertension, diabetes, heart problems, skin problems, nervous system problems and a number of other problems.

Meditation creates positive and harmonious energy around us. Meditation can help one to keep a pleasant mood. It is a big help in preventing many of the mental illness and physical illness.

At current scenario there is great pressure among students related to their career, exams. Keeping this in mind the PM Narendra Modi has initiated "Pariksha pe Charcha" sessions. Owing to this need the college thinks there the college should also take of this aspect of education.

4. The Practice:

The college conducts meditation and yoga sessions with the help of "Art of Living". Mediation improves the bio-energy in our body; in our system.

These sessions improves health, help you improve your relationship with the world by managing your own emotions more effectively and also help students to remain calm and fearless during exam.

The yoga session is conducted on annual basis for three months.

Har Ghar Dhyan Session is successfully conducted in our college and certificate provided for students as well as teacher.

5. Evidence of the Success:

The success of art of living program is often evidence through testimonials participant feedback and measurable improvements in our college area such as stress reduction, enhanced well-being, and improved interpersonal and intrapersonal relationship.

Many students shared positive experience, citing a sense of inner calm increased mindfulness and practical tools gained from the program that contribute to their overall success and happiness.

Additionally, research studies on mindfulness and meditation which are integral components of the art of living program, support its effectiveness in promoting mental and emotional well-being.

6. Problem encountered and Resources required:

A) Problem encountered:

The institute has to take Art of living sessions, Meditation sessions, stress management sessions and Har Ghar Dhyan Session for students and teaching, non-teaching staff members on Saturday or on Sunday only due to regular academic schedule. It is difficult to organize these sessions for large number of participants.

B) Resources required:

The practice does require physical kind of resources. If the number of participants increases the physical resource required for this practice also need more space for execution.

Best Practice 2

1.Title of the Practice:

SPA & Wellness Education

2. Objectives:

This program aligns with the institutions commitment to skill development and entrepreneurship in the beauty and wellness industry.

1. To provide an active forum for the exchange of ideas and information between spa and wellness industry professionals, suppliers and affiliated businesses and organizations.
2. This course is designed to provide the necessary knowledge and skill inputs for a beautician to work in an organized and disciplined manner by following safe working practices.
3. To liaise with other sectors of tourism industry to promote integrated growth.
4. To promote awareness and strengthen the profile of spa and wellness industry locally, nationally and internationally.
5. To educate the students of the many health benefits derived from spa treatments and therapies.
6. To improve the knowledge, technical skills and professionalism of all spa and wellness industry professionals.

3. The Context:

Currently there is tremendous need of skilled professionals in every area. One of the booming area is the "Spa & Wellness". The Spa and Wellness Education program is run by the ministry of rural development government of India to train rural poor youth in the age group of 18-25 years. Under the Spa & Wellness Education program, JCKRC SPA destination PVT. LTD. provide skill training in beauty hair styling for 695 hours.

4. The Practice:

Our institution has introduced the Spa & Wellness Education beauty therapy program as a best practice to provide specialized training in Nail Art, Hairstyle and beauty. Spa and wellness education is a best practice which has been started by Mrs. Rekha Chaudhari (Founder of Zep Foundation) in coordination with Zep Foundation and JCKRC Spa and Wellness Education (JSWE).

A dedicated and specialized curriculum is designed for the Spa & Wellness Education program, incorporating the latest trends and techniques in nail art, hairstyling, and beauty treatments. The curriculum is regularly updated to align with industry standards and emerging trends.

The institution has established a state-of-the-art beauty lab equipped with modern tools, equipment, and products required for practical training. Students have access to a simulated salon environment to practice and refine their skills under the guidance of experienced faculty.

The program fosters collaborations with industry professionals, beauty salons, and wellness centers. Guest lectures, workshops, and industry visits are organized to expose students to real-world practices and trends in the beauty and wellness sector.

The Spa & Wellness Education program not only focuses on skill development but also includes modules on entrepreneurship and business management in the beauty industry. Students are encouraged to develop business skills and explore entrepreneurial opportunities in the beauty and wellness sector.

5. Evidence of the Success:

On completion of the training, placement assistant will be provided as per student's proficiency for a monthly minimum salary of 6000 per month.

Our student from Spa and Wellness has been placed in Spa centers metro cities like Mumbai, Pune, Surat and in Nandurbar.

6. Problem encountered and Resources required:

A) Problems encountered:

While executing this practice, we did not encounter any problems but we do need advance spa set up as per new trends.

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:

Initiatives for Intellectual Development:

1. Highly effective syllabus:

Our institute follows a dedicated syllabus designed by KBC NMU, Jalgaon which promotes critical thinking and clears the concept in each subject.

1. Well–Planned Teaching:

Our faculty employs innovative teaching methods, deliver the subject content effectively.

1. Industrial Visits:

Department of Chemistry organizes industrial visits which exposes students to real world application of theoretical knowledge and enhances their understanding and provides insights into practice.

1. Departmental Tour Visits:

Department of Geography, Microbiology, Botany, Zoology organizes tours which allows students to explore specific area of interest, fostering a deeper understanding of their field.

1. Competitive Exam Guidance:

Our institute provide guidance and support for student s aspiring to excel in competitive exam.

1. Hands-on-Training/Practical:

Practical session allows student to apply theoretical concepts practically which enhances problem-solving skills and practical knowledge.

1. Use of ICT:

Use of ICT in teaching and learning process enhances engagement and provides student with digital skill.

8.   Advance SPA and Wellness program:

The college runs a SPA and wellness program for students which aid in their career development as well as broaden their job opportunities.

Initiatives for Emotional Development

1. Exam Guidance:

To alleviate exam-related stress, we often provide guidance on effective study techniques, time and stress management. This support helps students to overcome academic challenges with confidence.

1. Career Counselling:

We guide student in making career choices by understanding personal strengths, interest, and career opportunities.

1. Celebration of World Mental Health Day:

Acknowledging the importance of mental health, we actively participate in World Mental Day, organizing event to raise awareness and promote mental well-being.

1. Freshers, Farewell Party, Ganesh Festival:

Social Events like fresher's party, farewell party, along with cultural celebrations like Ganesh Festival, provides a platform for students to connect emotionally, foster a sense of belonging.

1. Theme Days:

Celebrating theme days like Saree Day, Traditional Day, Fashion Day, Halloween Day etc. adds a fun to campus life, promoting creativity, self-expression. These events contribute to a positive and emotionally vibrant campus atmosphere.

1. Personality Development Workshop:

Regular workshops focuses on enhancing soft skills, communicate abilities and leadership qualities which contributes to the holistic development of students.

1. Yuvarang:

Yuvarang, an inter college level competition provides students an opportunities to showcase their talents in various cultural activities, fostering a sense of pride and accomplishment.

Initiatives for Physical Development

1. Celebration of Yoga Day:

Yoga Sessions are organized has part of Art Of Living Program to promote physical well-being and mental peace emphasizing the importance of healthy life style.

1. Celebration of Youth Day:

Youth Day celebration includes activities that encourages physical fitness, team work and healthy competition among students.

1. Celebration of Sports Day:

Annual Sports Day involves sports like cricket, football, running etc. promotes physical fitness and sportsmanship.

1. Sports Competitions:

Students participate in various sports competition like inter-college, inter-university, state level and national level.

1. Physical Activities in NSS Camp:

NSS camp includes physical activities that contribute to community services and personal fitness.

1. Swayamsiddhas Abhiyan:

Swayamiddha Abhiyan focuses on promoting physical well-being among students.

Initiatives for Social Development

1. Exposure to Social Issues:

Including social issues in the curriculum ensures that students are aware of and engaged with societal challenges.

1. Social Awareness:

Conducting social awareness camps and events educates students about social issues, encouraging them to be informed, active and responsible citizens.

1. Cleanliness Rally:

Organizing cleanliness rallies at public places to promote civic responsibility and insists a sense of responsibility and pride in maintaining a clean environment.

1. Tree Plantation:

Tree plantation contributes to environmentally consciousness, ecological sustainability and insists a sense of environmental responsibility.

1. Celebration of Social Justice Day:

Social Justice Day provides a platform to discuss and address issues related to equality, justice, and human rights.

1. Celebration of Unity Day:

Unity Day celebrations emphasizes the importance of unity, diversity and fostering a sense of belonging within the campus.

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

5. CONCLUSION

Additional Information :

Shri. Kakasaheb Hiralal Maganlal Chaudhari Arts, Commerce and Science College, Nandurbar was established in 2016 by the Management of the Hira Pratishtan which was established on 1959. The educational institution has been established aiming at providing & qualitative education to the students of the Nandurbar region which is known as a Tribal District. The student used to prefer to other cities for their higher education and the pratishtan observed it and envisioned to make available a qualitative higher education for the students of this region. I fell overwhelmed to express that the students hail from rural, tribal & social economically weaker sections and it is very prideful for us that we are providing there education by charging nominal fees. It is also a matter of pride for us that the institution is contributing to bring the students in the mainstream education which helps for their overall development.

Core Values:

- Academic Excellence
- Social Commitment
- Inculcate Research Culture
- Skill Development
- Society Building

Concluding Remarks :

One of the distinguishing features of this institution is the evident connection that exists between the instructors and the students, as evidenced by the feedback and interactions. The alumni express their appreciation to the educational establishment for imparting to them the values of diligence, organizing one's time, professionalism, and ethical conduct within their respective groups. The enhancement efforts of the institution were motivated by both the accreditation process and the stakeholder evaluations.

By organizing and coordinating an array of Workshops, Conferences, and Seminars, the IQAC has been at the forefront of initiatives to institutionalize quality-maintenance programs. The college is dedicated to cultivating a progressive educational environment and providing opportunities and experiences that facilitate the growth and success of both its faculty and students.

Through the provision of a safe academic environment, the college has established a positive reputation with all stakeholders. Students are empowered by virtue of a variety of extension activities, value-based education, and discipline. The institution promotes the acquisition of knowledge among its students through a focus on collaborative and interactive learning.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
542	420	348	189	189

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
311	243	151	135	162

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
632	469	348	240	209

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
632	469	348	240	209

Remark : DVV has made changes as per the 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:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	48	33	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	44	33	27

Remark : DVV has made changes as per the 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 the 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:

2022-23	2021-22	2020-21	2019-20	2018-19
12	3	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	3	0	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	49	2	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
109	194	150	45	0

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	4	2	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	3	1	1	1

Remark : DVV has made changes as per the 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:

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	0	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	44	36	27

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	44	33	27