SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

D. D. BHOYAR COLLEGE OF ARTS AND SCIENCE

BEHIND GOVT. ITI, OLD BHANDARA ROAD, MOUDA
441104
www.ddbhoyar.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

D. D. Bhoyar College of Arts and Science, Mouda was started in the year 2010. The College is managed by the society, Ujjwal Bahu-uddeshiya Sanstha, Nagpur registered under BPT act 21 of 1860/609/07 and Bombay Public Trust 1950/F.24146 (Nagpur) with the aim of imparting quality education in the field of Arts and Science.

Our institution was founded by Hon'ble Dr. Satish M. Bhoyar, Secretary, Ujjwal Bahu-uddeshiya Sanstha with an objective to provide access to quality education to students in rural area. Hon'ble Dr. S. V. Khudale, Principal of the college, provides effective leadership and guidance are crucial in ensuring a successful in accreditation outcome, which recognizes the institution's commitment to quality education. Our beautiful campus is situated on banks of Kanhan river in 2598.37 Sq.mts. Student can study arts and science courses at our college. We have dedicated 15 teaching and 10 non-teaching faculty members.

In view of today's challenging environment, a responsibility is placed on the shoulders of young men & women possessing skills to manage the complex social environment. For this, the students of new era are required to be well-equipped with knowledge, skills, and inspiration to lead.

We invite all those who share our vision, goal, and purpose and will give justice to our efforts in building a new cadre of graduates and post graduates in the field of Arts and Science.

Our teachers try to reduce the communication gap between stakeholders by providing government benefits such as scholarships, by conducting parents teachers meet to inform parents about the development of their pupils and under mentor-mentee scheme teacher communicate with students to accommodate their queries if any. Our teachers lay emphasis on imparting not only job oriented but also life oriented education. For the very same purpose our students are encouraged to compete in events such as cultural event, sports, seminar, quiz, debates, art and science exhibitions. Our colleges runs a dedicated National Service Scheme (NSS) cell to educate students about the importance of giving back to our society and will work for the economically and socially students of the villages.

Our college boosts of a facilities such as play ground, botanical garden, seminar hall, library, science laboratories, central instrumentation room, canteen, girls and boys common room, student and staff parking etc.

Vision

"To provide excellent educational opportunities that are responsive to the needs of our students, empower them to meet and exceed challenges as active participants in shaping the future of our Country and transforming lives and communities through learning in rural area."

Mission

- To enhance access to Higher Education, ensuring equity, and in particular to the vulnerable sections of

the society.

- To promote quality of Higher Education.
- To focus upon improving employability of students after graduation.
- To develop the vocational and skill education.
- To deepen and extend knowledge about the formation and utilization of human capabilities.
- To offer a dynamic, interactive education environment that engages students in the learning process.
- To Provide students with an environment which will lead them to become good human being.
- To Provide clear learning outcomes, detailed instruction, and assessment for all courses to ensure course mastery and student success.
- To use technology to create effective modes and means of instruction that expand access to learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Qualified, dedicated, and experienced teaching faculty.
- The one and only grant-in-aid science stream college in Mouda tehsil.
- Students of weaker sections are admitted as per reservation policy.
- Supportive management and administration.
- Remarkable contribution of the NSS Cell.

Institutional Weakness

- Lack of autonomy in curriculum designing.
- Appointments of faculty and staff for the programmes are not done in a timely manner as approval from the government authorities is delayed.
- No minor and major research projects.
- Lack of placement and job opportunities in our region.
- No Alumni Funding as college is comparatively newer.

Institutional Opportunity

- Getting NAAC accreditation with good grade.
- Opportunity of empowering students from backward and rural region.
- Fetching research grants from government and non government sponsoring agencies.
- Seeking support from alumni for the development of the college.
- Doing MoUs with industries and institutes of good repute.

Institutional Challenge

- Delay in government approvals for filling vacancies.
- Current scenario of admission.
- Average quality of admitted students.
- Tie-ups with national and international educational institutes.

- Funded research projects with collaboration of government and private organizations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute being affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur adopts the syllabi prescribed by the university. Institution prepares academic pathway in aligned with the academic calendar of university. Also, the institute develops innovative and creative methods by using ICT tools for the effective delivery of curriculum.The identified gaps in curriculum are bridged by bridge course, value added programmes and life skills programmes.

The institute also addresses and integrates issues relevant to gender equity, environment and sustainability, Human values and professional ethics in addition to curriculum prescribed by the university. The students are encouraged to undergo study tours, Research project and field visits in their tenure of study. The institute has structured feedback mechanism from all stakeholders including students, alumni, parents, employers and teachers which is analyzed and feedback report is communicated to concern bodies for effective delivery of curriculum.

Teaching-learning and Evaluation

The institution maintains a rigorous and structured approach to teaching-learning processes and student development. Here are some key aspects highlighted:

1. **Admission Process**: Admissions for first-year B.A./ B.Sc./ M. Sc. programs adhere to the norms and reservation policies set by RTM Nagpur University and the Government of Maharashtra. The process includes an online application followed by the publication of a merit list based on these norms.
2. **University Examination**: End-semester examinations are conducted by RTM Nagpur University according to their schedule. Evaluation and result declaration are handled by the university.
3. **Faculty Development**: Faculty members hold Ph.D. degrees in their respective disciplines and actively participate in workshops, seminars, and conferences to stay updated. They are dedicated to the holistic development of students from diverse social backgrounds.
4. **Faculty and Teaching Methods**: The faculty members come from diverse backgrounds and employ student-centric methods, experimental learning, and ICT tools (Information and Communication Technology) to enhance learning experiences.
5. **Student Support and Extracurricular Activities**: The institution emphasizes holistic student development by offering bridge and remedial courses for weaker students. Students are encouraged to participate in NSS, sports, and other extracurricular activities. Academic and extracurricular achievements are recognized and meritorious students are felicitated.
6. **Academic Excellence and Governance**: The institution adheres strictly to the academic calendar and teaching plans, ensuring effective delivery of the curriculum. It also has a well-defined process for addressing examination-related grievances at both institute and university levels.
7. **Outcome-Based Education (OBE)**: The institution emphasizes outcome-based education, assessing attainment levels of learning outcomes. Continuous Internal Evaluation (CIE) mechanisms prescribed by the university ensure transparency and cover all learning domains.

Overall, the institution focuses on academic excellence, comprehensive student support, and holistic development, preparing students not only for academic success but also for future career endeavours and societal engagement.

Research, Innovations and Extension

The institute puts sincere efforts to promote research culture amongst the faculty by motivating and encouraging them to publish their work in reputed journals and conferences. The college has cultivated an environment conducive to innovation, the promotion of the Indian Knowledge System, women's empowerment, and a career Katta that facilitates the exchange of knowledge through various initiatives and practices. The institute organizes various seminars and guest lectures including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship to upgrade the knowledge of faculty and students. Various extension activities are regularly undertaken by the different departments or committees of the institute in order to sensitize students to social issues which contribute to their holistic development. Some of these activities are undertaken on the campus of the institute while others are carried out in the surrounding area. The NSS unit take various activities like tree plantations, cleaning drives, awareness programs on social issues (like dowry, gender equality, girl education, nutrition) etc. in college campus, nearby villages and primary schools. The institute organizes seminars/guest lectures to promote interaction between industries and the institution and MoUs are also signed with industries/ corporate houses/ firms to develop activities allied with industries.

Infrastructure and Learning Resources

- The institution has adequate infrastructure with well-equipped classrooms, laboratories, library, and seminar hall as per the requirement of the affiliating university. The institution motivates students to participate in various extra-curricular activities. Area for outdoor sports and separate facility for indoor sports is available for the students. Institution has a well-stocked library which is partially automated with MasterSoft software. Library has a good deal of downloaded e-books which are available to the students via open access. For effective internet access, the institute provides high internet speed and dedicated computer laboratory. In library there are plenty of books, journals, E-journals, magazines, E-books, Subscribed E-Resources, online open source books etc. as per university norms and also includes separate reading room, digital and reference section for accessing above mentioned facilities.
- The institute has a well-defined maintenance procedure to take care of the maintenance of infrastructure including laboratories, classrooms, and student support facilities. The entire campus is spread over area of 2598.37 Sq. mtr. Institute has well-furnished, spacious, ventilated, and illuminated classrooms, laboratories, computer laboratory, girls and boys common room and other student support facilities as per university requirements. Institute has enough classrooms for effective teaching–learning process and majority of classrooms are equipped with ICT facilities.
- A seminar hall with ICT facility is available to conduct training programs, guest lectures, workshops, seminars, conferences, FDPs, and other related activities.
- Institute possesses high-end computers with internet facility. Separate computer laboratory facility is provided for students to carry out project works, online exams, and to fill examination and scholarship forms online.
- Support and safety facilities like continuous power backup, fire extinguishers, water coolers with water purifiers, and CCTVs at key locations have been made available.
- Institute has green landscaping with lawn, garden, etc. In-house housekeeping staff is appointed to

maintain cleanliness in the campus. Separate common rooms for girls and boys are also available on the campus.

- Institute has specious playground for development of physical and mental health of students. Also available indoor and outdoor game facilities.

Student Support and Progression

The college continuously strives to provide excellent mechanisms for the support and progression of students. Student support and progression at the college are facilitated through various initiatives and structures designed to ensure student's academic success and holistic development.

- The college provides access to scholarships and free-ship schemes offered by the government for students from economically weaker sections.
- Capability enhancement and skill development programs are available, including soft skills development, language and communication skills training, personal counseling, yoga/meditation sessions, and awareness about current technology trends.
- The college offers guidance on various competitive exams and career paths through the Competitive Exam Guidance and Career Counseling Cell.
- Student and staff grievances are addressed through committees such as the Grievance Redressal Committee for Students and Staff, Anti-Ragging Committee, Internal Complaint Cell, and SC/ST/OBC Cell and Minority Cell.
- Various training programs are organized to provide students with placement opportunities. Additionally, students who are interested in pursuing higher education are motivated and guided.
- Students actively participate in sports and cultural activities and competitions at inter-college, intra-college, and university levels.
- The college maintains strong and healthy interactions with alumni through annual alumni meets.

These initiatives collectively contribute to creating a supportive environment that fosters student progression and overall development.

Governance, Leadership and Management

The decisions and policies of the management are implemented through the Principal, and the coordinators of various committees. The faculty members and students have representation on decision making committees. The strategic plan is prepared and its effective implementation is carried out for the attainment of the vision and mission of the institute. E-governance system is used for planning and development, administration, finance, student admission, and examination. Administration takes care of key attributes such as budgetary provisions, financial support, and Infrastructure development for the smooth functioning of the institute as well as for the empowerment of the faculty and nonteaching staff.

The institute has performance appraisal system to judge the performance of teaching and non-teaching staff members.

The Principal implements the action plan to improve the quality of the teaching-learning process of the institute as per the recommendations of the IQAC cell. The IQAC cell is functional and regular meetings are held, audits are done, and NAAC supporting works are carried out under the guidance of IQAC.

Institutional Values and Best Practices

Gender Equity and Sensitization: Over the past five years, the institution has initiated a gender audit and implemented measures to promote gender equity. Gender equity and sensitization are integrated into both curricular and co-curricular activities. The institution offers various facilities to support women in campus, including safe and accessible environments, dedicated spaces, and support services. Regular workshops, seminars, and awareness programs on gender sensitization are conducted to foster a more inclusive atmosphere. These efforts ensure that all students and staff are educated on gender issues and that women have the resources they need to succeed.

Sustainability and Environmental Initiatives: The institution has committed to sustainability through various initiatives: Alternate Energy and Conservation, Waste Management, Water Conservation, Green Campus Initiatives, Inclusive Environment.

Quality Audits: The institution regularly undertakes quality audits on environment and energy to monitor and improve its sustainability efforts: Green/Environment Audit, Energy Audit, Clean and Green Campus, Beyond Campus Activities.

Inclusive Environment and Sensitization: The institution promotes an inclusive environment that embraces cultural, regional, linguistic, communal, and socioeconomic diversity. Students and employees are sensitized to their constitutional rights, duties, and responsibilities through workshops, lectures, and activities that emphasize civic values and social responsibilities.

Best Practices: Two best practices implemented by the institution include:

1. **VASUDHAIV KUTUMBKAM** (Social Outreach): Institute Conducts various activities related to environmental protection, cleanliness drive, tree plantation, education awareness, health awareness, personal hygiene, literacy, awareness related to superstitions, gender equality, self-defense, women empowerment, etc.

2. **Assistance in Online Scholarship Form Filling**: The students who belong to reserve category are convinced to apply for Government of Maharashtra and Central Government Scholarship and free-ship so that they can be benefited by these schemes. Many students don't have resources to fill online forms.institution has decided to assist students for filling their online scholarship and free-ship form in the institution.

Distinctive Area of Performance: The institution excels in promoting Mentor-Mentee Scheme. At the start of the semester Mentors are allocated to the students. Mentees meet mentors for any issue of their concern and get the solution. A record of the same is also maintained.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	D. D. BHOYAR COLLEGE OF ARTS AND SCIENCE
Address	Behind Govt. ITI, Old Bhandara road, Mouda
City	Mouda
State	Maharashtra
Pin	441104
Website	www.ddbhoyar.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sanjay V. Khudale	07115-295950	9158003321	07115-295951	ddbascmouda@yahoo.com
IQAC / CIQA coordinator	Abhishek M. Thakre	07115-295952	9822225642	07115-295953	abhis_thakre@yahoo.co.in

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	28-12-2017	View Document
12B of UGC		

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

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

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Behind Govt. ITI, Old Bhandara road, Mouda	Rural	0.57	2598.37

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	BSc,Science,	36	HSC	English	220	152
UG	BA,Arts,	36	HSC	Marathi	120	120
PG	MSc,Science, Botany	24	BSc	English	22	22
PG	MSc,Science, Chemistry	24	BSc	English	22	22
PG	MSc,Science, Zoology	24	BSc	English	22	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				1				20			
Recruited	0	0	0	0	1	0	0	1	11	3	0	14
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				27			
Recruited	0	0	0	0	0	0	0	0	7	8	0	15
Yet to Recruit	0				0				12			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				14
Recruited	9	1	0	10
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				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.	0	0	0	1	0	0	6	1	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	2	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	8	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	199	0	0	0	199
	Female	473	0	0	0	473
	Others	0	0	0	0	0
PG	Male	21	0	0	0	21
	Female	116	0	0	0	116
	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	7	17	8	11
	Female	25	34	8	20
	Others	0	0	0	0
ST	Male	4	3	2	6
	Female	6	7	3	4
	Others	0	0	0	0
OBC	Male	76	86	44	79
	Female	211	223	128	156
	Others	0	0	0	0
General	Male	2	6	5	2
	Female	7	5	2	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		338	381	200	284

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur designed new syllabi as per the requirement of NEP. As our college is affiliated with RTMNU, Nagpur, we are bound to abide by the rules and regulations of the affiliating university. The NEP demonstrates our commitment to providing students with a holistic education that transcends traditional disciplinary boundaries. This approach can lead to more well-rounded graduates who are better equipped to navigate an ever-changing global landscape. By embracing multidisciplinary and interdisciplinary education, our college is not only staying current with educational trends but also empowering students to thrive in a dynamic and interconnected world.

2. Academic bank of credits (ABC):	The Academic Bank of Credit (ABC) is a revolutionary concept proposed in the draft of the National Education Policy (NEP). It introduces a flexible approach to education, allowing students to access multiple entry and exit points in their academic programs. This means students can earn credits at their own pace and choose to exit with a certificate, diploma, or degree based on the credits accumulated. Our college is actively working on implementing ABC under the guidance of RTM Nagpur University.
3. Skill development:	By offering a diverse range of certificate and add-on courses, our college is empowering students to acquire both technical and soft skills that are highly relevant to today's workforce. This proactive approach aligns closely with the NEP's vision of creating a skilled workforce capable of meeting the demands of the modern economy.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	There are some papers/courses in various disciplines where the integration of the Indian knowledge system is reflected.
5. Focus on Outcome based education (OBE):	The college emphasizes Outcome-Based Education (OBE) through programs designed to ensure that learning is effectively achieved. We follow the curriculum prescribed by RTMNU, Nagpur which includes clearly defined intended outcomes that students should achieve by the end of their courses or programs. These outcomes, known as Course Outcomes (COs) and Program Outcomes (POs), are clearly communicated to both students and faculty. Our faculty understands the specific knowledge and skills students should possess upon completing each course. They actively engage students in projects, seminars, and class discussions to encourage them to reach their full potential. Additionally, we provide expanded opportunities for students to explore their areas of interest. We also assess CO and PO attainment to evaluate whether the desired learning outcomes of a course or program are being achieved.
6. Distance education/online education:	The utilization of various online platforms such as Zoom, Google Meet, and Google Classroom during the COVID-19 pandemic showcases the college's adaptability and willingness to embrace technology to facilitate teaching and learning. These platforms offer interactive features that enhance the virtual

learning experience and promote student engagement, despite the challenges posed by physical distance. Overall, the college's efforts to promote online education and provide support to both faculty and students during the pandemic reflect a commitment to ensuring access to quality education under any circumstances. By leveraging technology and adopting innovative teaching methods, our college is not only overcoming challenges but also setting a precedent for future educational practices in a rapidly evolving digital landscape.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Establishing an Electoral Literacy Club (ELC) in 2022 was a proactive move by the college to educate students about the electoral process and the significance of exercising their voting rights. By sensitizing students to these aspects, the college aims to instill a sense of responsibility and participation in the democratic system of governance. Through various activities and initiatives, the ELC can provide students with essential knowledge about the electoral process, such as voter registration procedures, understanding the electoral system, the importance of informed voting, and the role of elections in shaping the future of the nation. The ELC can organize workshops, seminars, guest lectures, and interactive sessions with electoral officials and experts to deepen students' understanding of electoral processes and democratic principles. Additionally, activities like voter registration drives, poster presentations, rangoli competitions, essay, elocution, debates on political issues, and awareness campaigns can further engage students and encourage active participation in the electoral process. By fostering a culture of electoral literacy and civic engagement, the ELC plays a crucial role in empowering students to become responsible citizens who contribute positively to the democratic fabric of society.
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 students' coordinator and the coordinating faculty members are appointed by the College. Dr. Suyash Y. Mullemwar has been appointed as the Teacher Coordinator, and six students have been appointed as members of the Electoral Literacy Club

(ELC) as of its formation date on 05th January 2022. The ELC is functional, with regular activities designed to promote electoral literacy among students. The Electoral Literacy Clubs (ELC) are representative in character. They include a diverse group of students from various backgrounds, ensuring broad representation and inclusivity. The clubs aim to reflect the diversity of the student body and encourage participation from all sections of the college community, thereby fostering a democratic environment and promoting electoral literacy effectively.

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.	The diverse range of activities organized by the Electoral Literacy Club (ELC) to engage students and raise awareness about the electoral process. Our college signed MoU with District Election Office, Nagpur and Worship Earth Foundation, Pune. Under this MoU various activities are organized for the students and society. Debates: Debates provide a platform for students to discuss and deliberate on various aspects of the electoral process, such as voting rights, electoral reforms, and the role of youth in elections. Debates encourage critical thinking and help students develop informed opinions on these topics. Elocution: Elocution competitions allow students to hone their public speaking skills while addressing important issues related to elections and democracy. Topics could include the importance of voting, electoral integrity, and the responsibilities of voters. Essay Competition: Essay competitions provide students with an opportunity to delve deeper into electoral issues and express their thoughts in a structured manner. It encourages research and reflection on topics such as voter education, electoral reforms, and the significance of democratic participation. Rangoli and Poster Competition: Poster competitions are a visually engaging way to communicate messages about electoral literacy and ethical voting. Students can create posters that highlight the importance of voting, the principles of ethical voting, and the impact of individual votes on the democratic process. Spreading Awareness: Encouraging students to spread awareness about ethical voting and the principle of 'one vote, one value' among the common masses is crucial for fostering a culture of responsible citizenship. Students can utilize various platforms such as social

	media, community events, and awareness campaigns to reach out to a wider audience and promote electoral literacy. New Voter's registration camp:A special camp of new voter's registration was organized for the students. A new voter enrolment programme was carried out under this drive. The students were asked to bring residential proofs and documents as well as identity cards for the registration process. During the drive held at the college, the names of all the new voters were enrolled and also the guidance was given on linking of Aadhaar number and voter ID card. By organizing these activities under the banner of the ELC, the college effectively engages students in learning about the electoral process while also empowering them to become ambassadors of democratic values within their communities.
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 "No Voter Be Left Behind" program organized by the Electoral Literacy Club (ELC) demonstrates a commendable commitment to ensuring inclusive participation in the electoral process. By conducting special awareness drives and engaging with nearby villages, the student members of the ELC are actively working to sensitize people about their right to vote and the importance of enrolling themselves as voters.
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.	The students above 18 years' age are cultured to be the registered voter by way of awareness camps and pledge. The ELC conducts camps for the same.

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
809	754	616	590	603

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: 27

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
26	23	17	18	33

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
20.68	20.85	15.16	11.87	5.39

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:

- D. D. Bhoyar College of Arts and Science, Mouda, being affiliated to Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur, has to follow the academic calendar of the university for conducting the curricular activities. According to the academic calendar of the university, the institute prepares academic calendar before the commencement of each academic year. The calendar includes the schedule of examination, semester end examination, and internal examination, curricular, co-curricular and extracurricular activities.
- Before commencement of each academic year, university gives the pathway regarding date ofcommencement of each semester, end of semester, and tentative schedule of examination in the form of university academic calendar. The academic calendar of the institute, based on the university guidelines, is then prepared and given to all the faculties concerned.
- A faculty meeting is then conducted by the Principal to discuss the Academic Calendar, teaching load distribution, time table, etc.
- The time table co-ordinator follows the given Academic Calendar and load distribution, and accordingly prepares the timetable for the class and various courses of the program.
- Accordingly, the students are informed about the semester Academic Calendar through notice-boards and the website of the institution. Final year projects, if any, are also decided and allotted as per interest area of students.
- Every faculty prepares the course plan and course file to deliver lectures as per the course syllabus.
- Students' attendance for individual subject is monitored by faculty and at the end of every month the Principal takes the reviews of attendance, syllabus coverage, and planned activities of the month.
- Method of continuous internal evaluation/ assessment of the student with respect to assignments, tutorial, mini projects, final year projects, etc. is adopted by the institute as per the guidelines of the university.
- University, in its syllabus, has prescribed the industrial visits for the students and hence the institute conducts the industry visits accordingly.
- The system of feedback from all the stakeholders is also undertaken by the Institute, which is further conveyed tothe higher authorities for corrective measures.
- Before commencement of each Academic Year, university gives the pathway regarding date of commencement of each semester, schedule of examinations, and term-end examination in the form of academic term circular. The academic calendar of the institute, based on the university guidelines, is then prepared. The calendar outlines the semester class work, internal examination, and term-end examination schedule, curricular, co-curricular, and extracurricular activities.
- Faculty members prepare course plan before the commencement of each semester, indicating the

topics to be covered, teaching methodologies being applied, and assignments given to the students with evaluation process for each allotted subject, and get it approved by the Principal.
- The performance of the student is assessed on continuous basis as per guidelines prescribed by the university. The continuous internal assessment evaluation sheet is shared with the students to clarify their doubts about the evaluation process.
- The academic schedule prescribed is strictly adhered to by all the faculties and monitored by the Principal.

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: 8

File Description	Document
Institutional data in the prescribed format	[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: 30.78

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
263	0	0	345	430

File Description	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:

The institute plans for the overall and holistic development of the students in the fields of gender, environment and sustainability, human values and professional ethics in spite of limitations imposed on the design and development of the curriculum in this regard.

Institute plans extra-curricular and co-curricular activities like technical events, sports day, cultural day, festivals and National Service Scheme (NSS) activities to address these issues.

1. Gender

The institute undertakes all the required initiatives to ensure gender equity in various facets of classroom teaching-learning and various activities conducted outside classroom by incorporating equal representation of gender without any discrimination on the basis of gender.

2. Environment and Sustainability

The subject **'Environmental Science'** is introduced in the curriculum of the fourth semester by the universityto create awareness about environmental challenges amongst students and impart fundamental knowledge about the environment. Its main aim is to promote better environmental awareness and eco-friendly practices. Its curriculum focuses on burning issues such as global warming and its consequences, ecological studies and strategies for environmental protection, and conservation of biodiversity. The institution also offers **Environmental Science** as an optional subject for science students. This helps in developing an attitude of concern for the environment and encourages them to take care of environment and be aware about its conservation. Apart from this, various programmes related to environment and sustainability like Tree Plantation, Cleanliness Drive, etc. are also regularly conducted.

3. Human Values and Professional Ethics

To inculcate values among students and to gain real life experience special days such as International Women's Day, Human Rights Day, World Environment Day, AIDS Awareness Day, etc. are celebrated by conducting guest lectures, seminars, debates, poster exhibitions, rallies, street plays, etc. The syllabi of various subjects provide ample opportunities to deal with various values in detail, for example, the syllabus of Political Science for B.A. Final year incorporates issues such as human rights and morals which are not only seriously taught in the classroom but guest lectures are also organized to highlight their importance. Similarly, for effective development of professional ethics, various programs are regularly organized. These activities help to inculcate the multidisciplinary approach in students for better understanding of managerial responsibilities towards society in a successful manner.

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 32.39

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

Response: 262

File Description	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](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.85

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
338	381	200	284	287

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

2022-23	2021-22	2020-21	2019-20	2018-19
406	418	240	288	288

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 84.51

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
160	185	93	127	128

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
203	209	120	144	144

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 31.12

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:

D. D. Bhoyar College of Arts and Science, Mouda has developed a comprehensive approach to education that focuses on student-centric methodologies.

1. **Experiential Learning**: By engaging students in hands-on experiments, projects, educational tours, and industry visits, the institute ensures that students not only understand theoretical concepts but also gain practical skills and real-world experience. Activities like NSS camps and inter-collegiate competitions further enrich their learning experience.
2. **Participative Learning**: Through participative teaching-learning techniques, such as interactive teaching methods and group work like seminars and presentations, students are encouraged to actively engage in the learning process. Collaborative methods like Google Classroom facilitate

group discussions and teamwork, while extracurricular and cultural activities provide a well-rounded education.

3. **Problem-Solving Methodologies**: The emphasis on problem-solving methodologies helps students develop critical thinking skills and a collaborative mindset. By incorporating problem-based teaching and practical sessions in laboratories and fieldwork, students learn to analyze problems and find effective solutions. The students are encouraged to participate in various competitions organized by the university such as 'Avishkar Research Competition'.

4. **Use of ICT Tools**: Leveraging technology, such as online teaching platforms, YouTube channels, webinars, and social media, the institute enhances the learning experience and provides access to a wide range of educational resources. This approach enables students to engage with content outside the classroom and facilitates self-directed learning.

Overall, these student-centric methods empower students to develop self-reflection skills, critical thinking abilities, and problem-solving capabilities, fostering their holistic development. By integrating traditional teaching methods with innovative approaches, the institute prepares students to thrive in an ever-evolving world.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.9

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
27	24	18	19	34

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

2.4.2

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

Response: 60.68

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
15	16	16	17	7

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The mechanism of internal and external assessment helps teachers to integrate the process of teaching and evaluation; to test natural skills and analytical abilities of the students; to continuously frame innovative ideas in a friendly environment; to encourage the active participation of students in self assessment of their thinking skills; to promote inter and intra personal skills between students and teachers for effective communication and finally to co-ordinate a teacher's role as a mentor and guide. The institution monitors all these happenings in its true sense and sets standards in a transparent manner Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustrations and special lectures. Lessons are taught through Power Point presentations to make learning interesting, besides oral presentation methods. These aspects are considered positively for internal assessment of learners.. Continuous Internal Evaluation system for evaluating the academic performance of the students is done by referring guidelines given by R. T. M. Nagpur University, Nagpur. Out of the 100 Marks per course, for the arts programme, the internal assessment marks are awarded out of 20 Marks and end semester examination is conducted for 80 marks by the university. For the science programme (Chemistry, Botany, Zoology, Physics, Computer Science), out of the 150 marks per course, the internal level assessment marks are awarded out of 20 marks, practical examination out of 30 marks and university theory exam out of 100 marks and (Mathematics) the internal assessment marks are awarded out of 30 marks and university theory exam out of 120 marks. Moreover for languages such as English and Marathi the internal assessment marks are awarded out of

15 marks and university theory exam out of 60 marks

Institution adopts internal assessment system prescribed by R. T. M. Nagpur University, Nagpur for the evaluation of the students.

Transparency in internal assessment is maintained by-

1. Displaying/Sharing Continuous Internal Evaluation Norms.

2. Sharing of evaluated assignments with each individual student.

3. Returning evaluated answer sheets of unit test.

4. Sharing evaluative remark of subject presentation/ viva-voce seminar by panel of faculty.

For CIE, regular and subjective tests are also planned in the annual programme plan of every department. Guidelines for internal and external assessment supplied by the university are faultlessly followed. External assessment for practical examinations is done by examiners appointed confidentially by the university. University theory as scheduled evaluation is done spot valuation center.

Grievance Redressal System:

Internal:

The grievances regarding internal assessment are resolved immediately by the concerned subject teachers and Principal.

External:

The Examination Clerk, in accordance with the guidelines of the RTM Nagpur University, Nagpur follows mechanism in dealing with the examination related grievances in a transparent and time-bound manner. Examination related grievances are mainly dealt with the college administrative office. If any students come with any grievance it is addressed by student through college via examination controller office of the university as per standard norms and procedures.

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:

Program Outcomes (POS) are displayed on the college website, Principal's cabin and the Course files of the teachers. Program outcomes are also displayed on the college's notice board. The Course Outcomes

(Cos) are written by the respective faculty members. All the faculty members maintain The Course Outcomes(COs) in their course files. Cos are discussed by faculty members in the class rooms during the introductory lectures of the respective Subject /Course.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of various outcomes like COs, POs, is carried out in four stages, namely: Planning, Implementation, Evaluation and Action Taken.

1. Planning:-

Various outcomes are defined and a correlation is established between outcomes and tools used.

2. Implementation:-

An individual faculty member uses different direct tools like class tests, university exam, assignments, seminars, projects etc., for the evaluation of Course Outcomes (COs). Principal evaluates POs by using evaluation of COs and indirect tools like surveys / Feedback from alumni, employer, parents, teachers and students etc.

3. Evaluation:-

Attainment of all outcomes are calculated and compared with expected level of attainment decided

4. Action Taken:-

If attainment was up to the expectation, then appreciation is extended to the concerned faculty member and in case of deviation from the expected attainment of outcome necessary corrective actions are initiated to improve the outcome as per expectations.

2.6.3

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

Response: 75.61

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
106	175	180	95	61

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
211	190	189	97	129

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: 3.92

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:

D. D. Bhoyar College of Arts and Science Mouda has try to create conductive ambience, infrastructure resources, confidence for enhancement of the capability of students and teachers in research and innovations.The college organizes programmes such as seminars, workshops, books exhibition, study tours etc. everyacademic year.

The college has cultivated an environment conducive to innovation, the promotion of the Indian Knowledge System, women's empowerment, and a career Katta that facilitates the exchange of knowledge through various initiatives and practices.

- **Faculty members have contributed by publishing numerous research papers in reputable journals and obtaining patents.**
- **Equal opportunity Cell:**To address issues of gender equality and gender-related discrimination among the staff and students, the college has established the Equality Opportunity Cell.

Outcomes:

1. Workshop on "Cyber Security" in session 2022-23.
2. Guest lecture on "Importance of having a positive mindset for excellence in class" in session 2022–23

- **Woman Development Committee (Internal Complaint Committee):**

Women Empowerment Committee is designed to empower women socially, economically, politically and legally with a focus on promoting decision making. It conducts variousactivities and arranges Guest Lectures to accelerate the academic enhancement, leadership development and cultural enrichment in the lives of young women.

Outcomes:

1. Guest lecture on the topic- "A *Women in modern age*" on the occasion of InternationalWomen's Dayin session 2022-23.
2. Health & Sanitization Awareness Program for Women in session 2022-23
3. Guest lecture on the topic- "*Women Health problems, precautions and Law related to women*" on the occasion of InternationalWomen's Day in session 2021-22.
4. Guest lecture on the topic- "**Kawet Ambar Ghetana.....**" on the occasion of InternationalWomen's Day in session 2020-21.
5. Awareness on Sexual Harassment for women's in college with Haldi Kumkum in session 2020-21.

- **Career Katta:**Career Katta, an initiative by the Department of Higher and Technical Education, Government of Maharashtra, in collaboration with the Maharashtra Information Technology Support Centre, organizes a range of activities aimed at providing guidance to students regarding careers and competitive examinations such as UPSC, MPSC, banking, SSB, SSC, police, LIC, and more

Outcomes:

1. Provided online add on course and conducted Guest Lecture

- **Indian Knowledge System (IKS):**The college always imbibes Indian Knowledge System into all areas of learning and activities.

Outcomes:

1. List of Courses involving Indian Knowledge System (IKS): B.A Marathi, B.A. English, B.A. Economics, B.A. Political Science & B.A. History.

Student studies the rich cultural heritage of India and historical perspective through the History Discipline, the political thought through the Political Science and the economic landscape of India in the past through the subjects under Economics.

1. Various events are taken under Indian Knowledge System (IKS)

Students learn the rich cultural heritage of India through observation of nationally significant days, festivals and events.

- **Innovations by students include:**

Outcomes:

1. Participation of student in "Aviskar Research Convention 2022-23"
2. Participation of student in "University Level Aviskar 2019-20" and achieved 2nd rank.
3. Participation of student in "Aviskar Research Convention 2018-19"
4. Building of working models.

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: 16

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
3	2	6	4	1

File Description	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: 1.56

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
10	13	11	5	3

File Description	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: 0.67

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
07	6	4	1	0

File Description	Document
Institutional data in the prescribed format	[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:

Extension activities play a pivotal role in channeling the energy and enthusiasm of youth towards the growth and development of a nation. In light of social accountability, the institute, through its **National Service Scheme(NSS)** unit**,** has undertaken earnest and significant endeavours to raise awareness among its students and faculties about their social responsibilities by ensuring their active participation in several direct or indirect activities associated with burning social issues. These efforts of the institute over the years since its inception have not only resulted in developing a sense of responsibility but also in nurturing a culture which promotes the holistic development of the students by engaging them in various activities. This leads to the development of social responsibility and concern towards healthcare and community services.

Major Extension Activities to Sensitize Students to Social Issues and to Assist their Holistic Development:

Various extension activities are regularly undertaken by the different departments or committees of the institute in order to sensitize students to social issues which contribute to their holistic development. Some of these activities are undertaken on the campus of the institute while others are carried out in the surrounding area. Different extension activities in this regard are as follows:

NSS Special Camps/NSS Residential Camps at the adopted village, Tree plantation and Environmental Conservation Programme, Blood Donation Camp, Health Checkup Camp, Cleanliness Drive, Construction of Toilets/Road for villagers, Disaster Management, Water Conservation, Plastic hazards, Road Safety Awareness Programme, Eradication of Superstitions (Andhashradha Nirmulan), and cultural activities such as dancing, singing, drama, etc. Volunteer services are also offered by the NSS unit of the institute to various organizations in the nearby region from time to time or whenever necessary.

3.4.2

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

Response:

Various extension activities are regularly undertaken by the different departments or committees of the institute and has received various rewards and appreciation letters from government and other recognized bodies. Some of these activities are undertaken on the campus of the institute while others are carried out in the surrounding area.

The activities carried out by the institution for which recognition are extended areherewith described in brief:

The students in association with NSS have carried out various social service programs which include awareness on yoga at Mathani, Healthy Village and Clean Village Campaign at Ajangaon, Cleanliness Drive at Parmatma Ek Sevak Manavdharm Aashram, Mouda after Manavdharm Sevak Melawa, Awareness program on Prohibit use of all Tobacco product at Lapka, Cleanliness Drive and Awareness program at Borgaon, Personality Development & Literacy awareness at Dhamangaon.

The letters of appreciation/awards/recognitions received the institution from various government and other recognized bodies is given here below:

Name of the activity	Name of the Award/ recognition	Name of the Awarding government/government recognised bodies	Year of award
Speech competition on National voter day	Appreciation	Tahasil Office, Mauda	2022-23
Ghandhi Vichar Sanskar Pariksha	Appreciation	Gandhi Research Foundation	2022-23

Awareness program on women Empowerment	Appreciation	Gram Panchayat Office, Ajangaon	2022-23
Healthy Village and Clean Village Campaign at Dhamangaon	Appreciation	Gram Panchayat Office, Dhamangaon	2022-23
Ghandhi Vichar Sanskar Pariksha	Appreciation	Gandhi Research Foundation	2021-22
International Women's Day	Appreciation	Tahsil Mouda, Dist. Nagpur	2021-22
Voter Awareness at Chirva	Appreciation	Gram Panchayat Chirva	2021-22
Awareness on Yoga at Dhamangaon	Appreciation	Gat Gram Panchayat Dhamangaon	2021-22
AIDS Awareness at Ajangaon	Appreciation	Gram Panchayat Ajangaon	2021-22
Healthy Village and Clean Village Campaign at Mathani	Appreciation	Gram Panchayat Mathani	2021-22
Cashless India-Digital India	Appreciation	Gram Panchayat Wadoda	2020-21
Clean School Competition 2021	Appreciation	Nagar Panchayat Mouda	2020-21
NSS Special Camp	Appreciation	Gat Gram Panchayat Dhamangaon	2019-20
Awareness on Yoga at Mathani	Appreciation	Gram Panchayat Mathani	2019-20
Healthy Village and Clean Village Campaign at Ajangaon	Appreciation	Gram Panchayat Office, Ajangaon	2019-20
Cleanliness Drive at Parmatma Ek Sevak Manavdharm Aashram, Mouda after Manavdharm Sevak Melawa 2020	Appreciation	Parampujya Parmatma Ek Sevak mandal, Nagpur	2019-20
Awareness program on Prohibit use of all Tobacco product at Lapka	Appreciation	Gram Panchayat Office, Lapka	2019-20
Cleanliness Drive and Awareness program at Borgaon	Appreciation	Gram Panchayat Office, Borgaon	2019-20
Personality Development & Literacy awareness	Appreciation	Gat Gram Panchayat Dhamangaon	2019-20
Healthy Village and Clean Village Campaign at Ajangaon	Appreciation	Gram Panchayat Office, Ajangaon	2018-19
NSS Special Camp	Appreciation	Gat Gram Panchayat Dhamangaon	2018-19
Cleanliness Drive at	Appreciation	Parampujya Parmatma Ek	2018-19

Parmatma Ek Sevak Manavdharm Aashram, Mouda after Manavdharm Sevak Melawa 2019		Sevak mandal, Nagpur	
Participation in cultural Events on the occasion of 69 Republic Day at Tahasil Office Mouda	Certificate	Tahasil Office Mouda	2018-19
Genaral knowledge examination by Eklavya Gyanvardhani Nagpur	Appreciation	Eklavya Gyanvardhani Bahuuddessiya Nagpur	2018-19
Awareness program on Prohibit use of all Tobacco product at Borgaon	Appreciation	Gram Panchayat Office, Borgaon	2018-19
Actively participation in Parmatma Ek Sevak Manavdharm Dhamangaon	Appreciation	Gat Gram Panchayat Dhamangaon	2018-19
Awareness program on Clean Environment & Healthy life at Dhamangaon	Appreciation	Gat Gram Panchayat Dhamangaon	2018-19

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: 18

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
03	03	02	04	06

File Description	Document
Institutional data in the prescribed format	[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: 07

File Description	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 possesses a well-developed infrastructure meeting the requirements stated by the affiliating university and other statutory bodies to fulfill the need of all stakeholders.
- The entire campus is spread over 2598.37 Sq. mtr. Key features of the Institute: Institute has well-furnished, spacious, ventilated, and illuminated classrooms, laboratories, computer laboratory, and other student support facilities as per university requirements. Institute has enough classrooms for effective teaching–learning process and majority of classrooms are equipped with ICT facilities.
- A seminar hall with ICT facility is available to conduct training programmes, guest lectures, workshops, seminars, conferences, FDPs, and other related activities.
- Institute possesses high-end computers with internet facility. Separate computer laboratory facility is provided for students to carry out project works, online exams, and to fill examination and scholarship forms online.
- Wi-Fi facility is provided at prominent locations on the campus.
- Institute has well-stocked library comprising plenty of books, journals, magazines, E-books, E-Resources etc. as per university norms. The library is partially automated with master software.
- The library also includes separate reading room and reference and digital section for accessing E-books, E-journals, and online open source books and Subscribed E-Resources.
- Support and safety facilities like continuous power backup, fire extinguishers, water coolers with water purifiers, and CCTVs at key locations have been made available.

Institute has green landscaping with lawn, garden, etc. In-house housekeeping staff is appointed to maintain cleanliness on the campus. Separate common rooms for girls and boys are also available on the campus.

4.1.2

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

Response: 5.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.18	2.45	1.09	00	00

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 institute has a well-developed library equipped with Integrated Library Management System (ILMS) called as LIBMAN. Library has a good collection of books both for courses run in the college and for competitive examinations. It also has subscriptions to standard journals and newspapers in Marathi, Hindi, and English. The facility of separate reading sections for teachers and students is available. It has an Information Resource Centre (IRC) equipped with computers and internet which is used by teachers and students to access e-books, e-journals, and online open source books. Library is open for users from 10.00 AM to 05.00 PM. Total number of books in the library is more than 3000. The institution follows inter library loan scheme with Renuka College Besa Nagpur for accessing National Library Infrastructure Service (N-LIST) through which staff and students can access reputed e-Journals, e-books, and reference books.

The library provides following facilities and services:-

- **Easy circulation**: There is a set method of issuing books to students, staff members, and other users. The record of books issued and returned is maintained using the Integrated Library Management System. Taking into consideration the number of copies of a particular book available and its demand, priority is given to the one who demanded it first.
- **Issue return period:** The students are given a 07 day issue-retaining period normally which can be extended for another 07 days by renewing it. There is no such time limit for staff members.

- **Reading room facility**: There are separate reading rooms for students and staff members in the library. There is also a newspaper reading section which is common to both.
- **Digital Section**: The library also has an Network Resource Centre where in 03 computers are kept exclusively for students use. The librarian monitors the center.
- **OPAC:** Online Public Access Catalogue (OPAC) allows users to browse a book by author, title, publisher or any relevant keyword.
- **Printing and reprography services**: library users, particularly regular college students, are also provided with printing and reprography services free of cost.
- **Inter Library Loan Service**: library provides these services to requirements of the user. Library provides these services from other colleges.
- **New Arrivals Service**: library display the list of new arrivals books for staff and students.
- **Best library user**: library gives the "Best Library User Award" for students

E-RESOURCES :

1.e-journals

2.e-ShodhSindhu

3.Shodhganga Membership

4.e-books

6.Remote access to e-resources

7. Q.R. Code Access

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:

The institute provides computing facilities with required configuration for computer systems. These are distributed among the various departments for academic and administrative work. During pandemic period, it has been fabulous change in teaching – learning process. Now our Institute provides online-offline teaching mode. Institute are equipped with sufficient computers & Internet connectivity. During pandemic lecture were engaged on google classroom & zoom platform. The library also provide e-services, e-resources-study materials on google classroom. The institute has high speed internet of 200 Mbps to cater to the need of academics as well as allied processes.

Key Features:

- Separate computer laboratory to facilitate internet access for all the students having 25 computers, staff members, and faculty members. This facility enables users to access meaningful information available online. E- Governance system with the help of ERPs is implemented in the Administrative office and library.
- LCD Projectors, Printers, Scanners, CCTVs, Wi-Fi, Internet facility, etc. are also available for effective teaching-learning process.
- Network Resource Centre (NRC) in the library with high speed internet connection helps the students and faculty members to browse educational videos, e-journals, e-magazines, e-newspapers, etc. A set of thirty two CCTV cameras keeps surveillance of the entire building and the campus.
- There is also a biometric machine to maintain attendance record of the staff members.
- All these equipment are provided power backup by inverter and a diesel generator.
- All ICT facilities are updated as and when the need arises to do so.

4.3.2

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

Response: 24.52

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

Response: 33

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: 3.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.50	1.04	0.66	0.36	0.06

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 78.47

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
675	623	469	454	425

File Description	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: C. 2 of the above

File Description	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: 21.03

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
231	158	94	97	129

File Description	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: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 20.42

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
34	56	12	20	4

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
106	175	180	95	61

File Description	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: 3.87

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
10	6	3	0	0

File Description	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: 1

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

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

File Description	Document
Upload supporting document	[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: 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
02	03	01	02	02

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

5.4 Alumni Engagement

5.4.1

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

Response:

The College has registered alumni association in 2023.The alumni association is constituted with a President, Vice president, Secretary, Treasurer and three members from among the Alumni. The tenure of the association is of five years. The body of the association is decided by the alumni unanimously. The primary objective of the alumni association is to create a platform to facilitate a congenial interaction between the alumni and the enrolled students for the benefit of the institution and the student fraternity. In order to have continuous and formal interaction, an Alumni association is constituted.

The alumni meet is conducted every year.It has also been decided, during the recent alumni meet, that the alumni will be engaged to assist the institute by means of financial inclusion/support as per the willingness of the individuals. The alumni are valuable assets and the institution has responsibility towards it. The meetings of Alumni Association are organized in the institution itself last year to bring together old students to share their experience with current students as well as other stakeholders. In these meetings, the alumni discuss and suggest steps to be taken for the improvement and development of the institution. The alumni contribute and assist the institute in thefollowing important areas such as

1. Conduction of Personality Development Program

2. Career Counseling

3. Industry Institute Interaction

4. Placement Assistance

5. Project Assistance to final year students etc.

The suggestions are conveyed to the head of the institution. In the meeting the Alumni also gives a written feedback.

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:

The Vision and Mission of the institute are in tune with the core values of NAAC and the objectives of national policies on higher education. All the activities belonging to the academic, co-curricular, and extracurricular domain are properly planned and implemented and the leadership of the institution ensures that academic activities and administrative planning go hand in hand so as to achieve the vision and mission of the institution. The CDC (College Development Committee) and IQAC (Internal Quality Assurance Cell) the play a vital role in formulating the action plans which are in tune with the quality policies aimed at fulfilling the vision and mission of the institution. The action plans for the academic years are formulated at the beginning of the session and are included in the institution's academic calendar. During an academic year, appropriate measures are taken to ensure that the action plan is implemented effectively. There are various committees consists of few teachers which look after the routine administrative activities of the institution.

According to new education policy (NEP), our university redesigned the programs and syllabi which gives flexibility to students to choose from a variety of subjects and move out with a certificate, diploma, or full degree, depending on the number of years spent on the course. It gives students multiple entries and exit points in degree programs, which further encourages lifelong learning philosophy. An Academic Bank of Credit will be introduced to the students in which they will store the academic credits earned from different HEIs digitally and these credits will be counted towards the final degree earned.

The practice of de-centralization and participation in the institutional governance is followed in which all the stakeholders are involved at various levels.

The management is the leading governing body which initiates various functions in the institute. Policy decisions are framed and approved in the CDC along with the IQAC. The Principal is the ex-officio secretary of the CDC and the Chairman of the IQAC. The CDC comprises the Chairperson of the management, Principal of the college, teaching and non-teaching representatives of the teaching & non-teaching staff, the IQAC Coordinator, experts from industries, educational field, and the alumni. All the stakeholders participate in the decision making process, and the Principal of the institution implements the decisions of the CDC for the welfare of the institute and students. The IQAC plays a major role in decision making and also participates in framing and implementing the various policy decisions. It initiates student centric curricular and extra-curricular support programmes which are communicated to the Principal of the institute. Decisions framed by the CDC and the IQAC are implemented by the college Principal. In this way, various work related to the institution is distributed among stakeholders and their active participation is ensured.

The college CDC, IQAC and Heads of the department provided the guidelines for preparing the plan. It was thoroughly discussed with all stake holders and inputs from them have been used as the base in formulating the Prospective plan.

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:

Academic calendar of the institute is prepared after calendar published by the university. Department-wise academic calendars are prepared on the same lines and everybody follows it religiously. Admission committee is formed under the chairmanship of a senior teacher as soon as results of the 12th standard are declared by the Maharashtra State Board, Pune and B.Sc. final declared by RTM Nagpur University, Nagpur. Actual teaching-learning activity starts in the first week of July irrespective of the number of students admitted by that time. Test examinations are conducted in each semester before conduction of university examination.

The functioning of the institute operates at four different levels such as Student, Teacher, Principal and Management. Various forums at the college and society level are made available to them. They are assigned various responsibilities as per their strengths/capabilities assessed by the Principal of the institute. Involvement of the teaching faculty is also tested during execution of specific tasks assigned.

Ujjwal Bahuuddeshiy Sanstha is at the topmost tier in the organizational structure of the institution and holds the final authority in all internal matters.

The College Development Committee (CDC) constituted as per the norms laid down by the Maharashtra Public Universities Act, 2016. Preparing budget and financial statements, recommending creation of teaching and non-teaching posts to the Management, and discussing academic and other progress/issues of the college are the primary functions of the CDC. The institutional decisions are made by the Principal in consultation with the management. Faculty and various committee/cell in-charges are directed by the Principal and he is head of the institution.

The institute has constituted committees as per norms of regulating authorities and also additional committees for internal coordination and monitoring of the activities. The Principal monitors the functioning of every committee and he ensures the smooth conduct of all the committees. Some committees as follows:

1.College Development Committee (CDC)

2. Internal Quality Assurance Cell (IQAC)

3. Library Committee

4. NSS Cell

5.Cultural Committee

6.Sports Committee

7.Student Council

8.Anti-ragging Committee

9.Committee for SC, ST and OBC

10.Minority Cell

11.Competitive Examination and Career Guidance Cell

12.Women's Grievance Cell/ Anti Sexual Harrasment Committee/ Women Development Cell

13.Grievance Redressal Cell for employees and students

14.Alumni Association

15.Parent-Teacher Association

Appointment and promotional policies, Service Rules, Procedures

Our Institute is affiliated to the RTM Nagpur University, Nagpur and governed as per the norms laid down by the UGC and the Maharashtra Universities Act. 2016. The institution strictly follows the service rules, procedures of appointment and promotional policies laid by legislations of the government of Maharashtra, especially the Maharashtra Public Universities Act, the ordinances and statutes of the affiliating university norms and regulations of the UGC. The college functions entirely within these norms and meticulously follows all rules and regulations promulgated by the relevant authorities from time to time.

The institute has a grievance redressal committee for the welfare of students and staff members to resolved the issues and grievances for the same.

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

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 institute implements performance appraisal system and effective welfare measures for the teaching faculty as well as the non-teaching staff members.

Teaching Faculty:

Our institute effectively implements the different welfare schemes for teaching staff. The college has a Performance Based Appraisal System (PBAS) for the teaching staff which adheres to the UGC regulations, 2010 and four amendments thereafter. Currently, the college follows the guidelines of UGC regulations, 2018. These Regulations may be called the University Grants Commission (Minimum Qualifications for appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in higher Education) Regulations, 2018. It is mandatory for every teaching staff to submit his/her self-appraisal form. A committee scrutinizes all the form for wellbeing of teaching staff.

API & confidential reports are collected at the end of the academic year. The performance- Based Appraisal System (PBAS) (API) is divided into three categories.

CATEGORY- I: Teaching, Learning, and Evaluation Related Activities

CATEGORY- II: Co-Curricular, Extension, and Professional Development Related Activities

CATEGORY -III: Research and Development

Outcome: Performance Based Appraisal System (PBAS) helps in identifying the potential area of faculty and staff. Through this, each faculty becomes aware of areas of improvement and accordingly, improvement takes place.

Decision: The score obtained in the PBAS contributes to the decision about faculty appreciation. Faculties with a low score are personally counseled by the Principal.

IQAC always has taken initiative to enhance the research culture amongst the faculty members of the college. Encourages teachers to attend workshops, conferences, seminars, short term courses, faculty development programmes, etc. also financial assistance is provided and grants duty leave for the same. All faculty members upgrade their research work by publishing in quality journals with high impact factor and also published book or work in the capacity of editor. Free Wi-fi facility is provided by the

institute and the staff inside campus. Promotes and motivates teachers to use ICT tools in their teaching-learning process. Staff grievance redressal cell is established address the issues and grievances of the staff.

Non-Teaching Staff:

The institute organizes training programmes as per the need of the non- teaching staff for the development and improvement of their skills. They are encouraged to participate in the organization of social events organized under community out-reach Services.

The other welfare provisions made for both teachers and non-teaching staff are:-

The Leaves (Casual, Earned, Medical, Vacation), Maternity leave for female staff members, Paternity leave for male staff members and provision of Insurance to all staff as per the University and Govt. of Maharashtra norms.

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: 19.16

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
08	08	10	05	01

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
10	10	10	10	10

File Description	Document
Institutional data in the prescribed format	[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:

Institutional strategies for mobilization and the optimal utilization of resources and funds from various sources:

Before the financial year begins, Principal and Heads of Departments prepare the college budget. College budget includes recurring and non-recurring expenses such as salary, electricity and internet charges, equipment and facilities, maintenance cost, stationery and other consumables, etc. It includes planned expenses such as purchase of lab equipment, furniture, and other development expenses.

Mobilization of funds is done through tuition fee and consultancy and conduction of various off-line and online examination of competitive nature.

The optimal utilization of funds is as follows:

- For salary, arrears, and welfare measures
- For mandatory deposits, annual fee of statutory bodies/university, etc
- For creation and maintenance of academic infrastructure
- For purchasing equipment, books, and software
- For construction and renovation of building
- For research and development

- Financial assistance for the purchase of sports equipment.
- For organizing various programmes/activities such as cultural activities, field work and study tours,
- ICT in education, extension activities, etc.
- For improving the existing premises such as common room for girls, human rights and duties education, Career and Concealing Cell, etc.

Thus, the funds received have always been utilized properly and effectively by the college.

Financial audits regularly (internal and external) :

The institute prepares the annual budget of each department and financial allocation is done for the recurring and non-recurring items. The internal audit of the expenditure is conducted by our office accounts department. Mr. Y. S. Zalke, Chartered Accountant has been appointed by the management for external audit. This, in turn is assessed and audited by the Administrative Officer of the Regional Joint Director Office and the Government Auditor of the Finance Department.

The effective and efficient use of available financial resources of the college is ensured through proper system adopted by the college. Whenever there is a need of any expenditure incurred on any item, a proper demand in writing is made by the faculty of the department concerned or non-teaching staff with full details of requirement to the Principal. The Principal scrutinizes the application and if the purchases cost more than Rs. 5000 the person concerned has to invite quotation of reputed concerns. A meeting of purchase committee is held on the receipt of the quotation. The Principal forwards the same quotation to the management for final approval. Purchases are finally made on the approval and sanction of the management. All the official formalities are completed i.e. preparation of vouchers / stock entry and issue of cheques to the parties concerned. The College Development Committee (CDC) comprises members of the management and representatives from teaching and nonteaching staff which effectively monitors (and regulates) the use of available financial resources.

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) has contributed significantly for institutionalizing the

quality assurance strategies and processes :

Practice I

To modify labs as per new syllabus

Resolution:

It was brought to the notice of all the IQAC members that as Institute has shifted to new building there is scope of modifying labs as per new syllabus as well as lot of space available to make laboratory learning effective. Thorough discussion was made and it was decided to call quotations for purchase of various equipments and start the process. Hon. Principal Dr. S. V. Khudale has been authorized to do same in consultation with management.

Evidence of Success:

Laboratories were modified as per suggestion of IQAC.

Practice II

Initiating energy conservation practices

Resolution:

Dr. Abhishek Thakre proposed that there was a need of taking initiatives regarding energy conservation in the new building. The matter was discussed thoroughly and it was decided that Solar Lamps, LEDs can be purchased as well as Rain Water Harvesting (RWH), Waste Management, Botonical Garden etc. can be created so that Institute can start in the direction on energy conservation and green practices.

Evidence of Success:

Energy conservation and green practices started in the campus.

Reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities :

On the initiative of IQAC, the institution reviews and implements teaching learning reforms. IQAC has taken many initiatives for teaching, learning and assessment strategies of the institute for continuous improvement. Some of these include:

- Value Added Programs has been designed and conducted every year.
- Feedback forms related to design and review of syllabus prepared and collected from the stakeholders, analysis is made and relevant actions were initiated.
- Slow Learners and Advanced Learners:- Mechanism For Slow Learners and Advance Learners developed.
- Learning is made student-centric through series of Guest lectures, seminars, presentations and industrial visits.
- Student Mentoring:- Mentoring system for the students to address academic and stress related issues is in place.
- Outcome-based learning:- COs, POs are defined and attainment is calculated.
- Preparation of calendar of event and activities including Sports, Cultural and Extension Activities.

- Library software in the library was updated along with subscription of e-journal.
- ICT facilities enhanced by purchasing of projectors, creation of Computer Lab and increasing internet speed to 200 Mbps.
- Energy Conservation, Waste Management, Green Campus initiatives has been started to make campus green and pollution free.

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

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:

Being a progressive institute, we believe in providing equal opportunity to all the employees as well as students in matters related to gender sensitivity and we make no discrimination while providing various facilities such as safety, security, counseling, and common room for boys and girls.

Gender sensitivity on campus:

The institute ensures that boys and girls work together in curricular and co-curricular; such as Seminar, Practical, cultural, sports, and other activities. However, institute takes care of gender sensitivity to ensure safety and security of girl students.

Safety and Security:

1. Safety and security is provided on the campus by deploying security guards.
2. Identity cards are mandatory for employees and students on the campus.
3. Security is provided at the entrance to ensure all the visitors adhere to the entry procedure.
4. CCTV cameras are installed at important locations as well as in all the classrooms.
5. Adequate provision is made with first-aid box for the employeesand students.
6. As a policy, female faculty members accompany girl students when they participate after college hours in outdoor or indoor activities.
7. Fire extinguishers are installed at important locations as a safety measure.
8. In case of any major medical emergency, institute has doctor on call facility available.
9. Institute hasa Equal Opportunity Cell, Grievance Redressal Cell for prevention, prohibition, and Redressal of sexual harassment of employees and students.

Counseling:

The counseling of students is done through Mentor - Mentee scheme available in the Campus.

Common Room &Vending Machine:

Common room facility is provided in the college for students to hold meetings, to study, or to simply relax.

Vending machine is installed and available for girl students in girls common room.

Other Initiatives Taken by the Institute:

1. Institute Celebrates 'International Women's Day' with zeal and enthusiasm.

2. Various female-centricthemes and topics are taken up for discussion and debates during cultural events.

3. Institute has constituted various committees as per the guidelines of UGC and State Government to ensure safety and security of female employees and students on the campus. Some of these committees are as follows:

- Anti-Ragging Committee
- Grievance Redressal Cell for employees and students
- Women's Grievance Cell
- Discipline Committee
- Equal Opportunity Cell

All the above committees have representation from students. Notice is also put up on the notice board about the committees and their members. It is our endeavor to make the campus of the institute a discrimination-free campus wherein everyone enjoys equal opportunities, resources, services, benefits, decision-making powers, and influence.

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

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

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 institute believes in cultural diversity and cultural tolerance as a key to social harmony. Cultural diversity focuses on various aspects which are mentioned below.

- Cultural practices
- Values
- Religion
- Language

Diverse cultures not only make societies more robust but also help humans to cope with changes in a better way. Institute believes in mutual cooperation and respect among students of different communities, languages and religions. It also gives emphasis on adherence to the principle of cultural tolerance.

Students from different socio-economic backgrounds are admitted through centralized admission process. These students are admitted not only from urban but also from rural areas. Mostly, admitted students belong to the rural area.

Irrespective of the state or the religion, the institute practices cultural inclusiveness to deepen mutual understanding and trust. Regardless of the cultural background, the institute focuses on developing the student sthrough academics, co-curricular, and extra-curricular activities.

The various cultural events which the institute celebrates are mentioned below.

- Diwali
- Navratri
- Christmas
- Makarsankanti
- Eid
- Marathi Rajbhasha Din
- Woman's Day
- Yoga Day
- Republic Day
- Independence Day
- Teacher's Day

The institute celebrates annual cultural festival where students display cultural values of differentcommunities. Staff members also participate and display cultural uniqueness through diverse culturalactivities and festivals of different communities. Allthe employees work in harmony and perform various rituals/duties as members of the community. The institute under its NSS cell has undertaken various initiatives like Swatch Bharat Abhiyan, Sanitation and Hygiene Awareness, Eradication of Superstition, Har Ghar Tiranga, Ekta Diwas, Good Governance Day, Constitution Day, Voter

Awareness, Cyber Crime Safety, Sickle Cell Health checkup Camp, Literacy Day, Granth Dindi (rally) etc. in the surrounding region to create awareness in the community. For sensitization of students and employees of the institution to the constitutional obligations such as values, rights, duties, and responsibilities of citizens, the following activities/ programmes are conducted / celebrated. For sensitization of students and employees of the institution to the constitutional obligations such as values, rights, duties, and responsibilities of citizens, the following activities / programmes are conducted/ celebrated.

- National Voters Day
- Road Safety Week
- Independence Day
- Republic Day
- Non-violence Day
- Reading Inspiration Day (VaachanPrerana Din)
- Environmental Day
- International Women's Day
- Teachers Day
- Constitution Day
- Sadbhawana Din
- NSS Day
- Kranti Din

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:

Best Practice – I

1. Title of the Practice: VASUDHAIV KUTUMBKAM (Social Outreach)

'If you want to find God, serve man'. – Swami Vivekananda.

2. Objective of the Practice:

- To promote extension activities in the neighborhood community
- To make students behaviorally refined with essential life skills.
- To develop among students a sense of responsibility towards society.
- To promote the growth of students in their abilities and interests regarding social issues.
- To induct practical thinking, general awareness, managerial abilities and leadership skills that aids them in goal setting for career and life.
- To make education relevant to real life situation to serve as an intellectual intervention in the

community's living problems which need to be overcome through an educational process.

3. The Context:

To provide the opportunities to inculcate the qualities among the students to understand social consciousness and problems of communities. These activities sensitizing the students to social issues and develops belongingness to the welfare activities towards the society.

4. The Practice:

Institute conducts various activities related to environmental protection, cleanliness drive, tree plantation, education awareness, health awareness, personal hygiene, literacy, awareness related to superstitions, gender equality, self-defense, women empowerment, etc.

5. Evidence of Success:

It is observed by performing various activities in the neighborhood society, Institute has got appreciation by renowned government and non-government agencies in terms of awards, appreciation letters and momentous. It is worthwhile to mention that, local media also covered many of the activities mentioned under this practice.

Academic Year	Number of Activities	Awards/Appreciation Received
2018-19	17	08
2019-20	14	07
2020-21	05	02
2021-22	14	06
2022-23	10	04

1. Problems Encountered and Resources Required:

It is difficult to find collaborating/ associating agency for doing activities. Funding is the major issue for doing activities on large scale. Involvement of government and non-government agencies needs proper documentation and permissions. It finds difficult to arrange funds and appropriate resource person. Communication with the rural area community becomes difficult for the students of urban area.

Best Practice – II

1. Title of the Practice: Assistance in Online Scholarship Form Filling.
2. Objectives of the Practice:

To provide assistance for online application of scholarship and free-ship to students by filling their form in Institution. To aware and educate student about online scholarship form filling. No one should miss opportunity of higher education because of financial problem.

3. The Context:

The institute is located in vicinity of Mouda which comes under rural area. Students who take admission

belong to economically backward families. Many of them are the first graduating students from their family. The parents and students are not aware about online process of applying scholarship or free-ship of Maharashtra Government and Central Government. Assistance in online scholarship form filling is given to students who want to apply for scholarship and free-ship form.

4. The Practice:

The students who belong to reserve category are convinced to apply for Government of Maharashtra and Central Government Scholarship and free-ship so that they can be benefited by these schemes. We analyzed that many students don't have resources to fill online forms like computer, internet facility, and they are not aware about the procedure of filling form. After considering all these reasons, Institution has decided to assist students for filling their online scholarship and free-ship form in the institution. Those students who are eligible for scholarship and free-ship of Maharashtra Government and Central Government need to apply online through official website https://mahadbtmahait.gov.in/. The Institution provides assistance to such students through filling their online forms before the last date of online form submission so that they can get benefited by government scholarship. The institution administration department takes responsibility of filling forms in time. After successful submission of scholarship forms, the Institution takes follow up and if any queries arise then it is solved by administrative department. We found out that by offering such assistance, number of students applying for scholarship and free-ship forms have been raised considerably.

5. Evidence of Success:

Academic Year	Number of Students benefitted by Scholarship
2018-19	425
2019-20	452
2020-21	469
2021-22	623
2022-23	675

6. Problems Encountered and Resources Required:

1. Some students fail to submit their documents in time so they don't get that benefit

2. Awareness issue amongst first year students.

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:

Mentor - Mentee System :

Objective of the Practice: To counsel students on personal and professional issues. The Context: As the college is situated in a rural area, students have different issues related to family, money, studies, etc. So, the college thought to start the Mentor: Mentee System for counselling students. The Practice: At the start of the semester Mentors are allocated to the students. Mentees meet mentors for any issue of their concern and get the solution. A record of the same is also maintained.

Evidence of Success: It is observed that after the implementation of the Mentor: Mentee Scheme students became more proactive in participating in various activities and students are happy as they got mentors as a parent in the college.

5. CONCLUSION

Additional Information :

D. D. Bhoyar College of Arts and Science, Mouda is the institution run and managed by Ujjwal Bahu-uddeshiya Sanstha, Nagpur in 2010. The core values of the college are inspired by the thought of a great visionary and philanthropist Late. Shri. Dayaramji Dajiba Bhoyar. Our college has been striving hard to uphold the ideals of our founder Hon'ble Dr. Satish M. Bhoyar, Secretary, Ujjwal Bahu-uddeshiya Sanstha. The College is working for the welfare and betterment of rural students and people. The College follows the student-centric approach and students are always acquainted with the growing competition and new job avenues available to them.

Concluding Remarks :

Our college has been working to provide quality education to the students in the rural area. The College has facilitated the opportunities of higher education in the area. Despite several challenges college is steadily marching on the path of progress. The college follows the norms stipulated by the RTM Nagpur University, Nagpur and the UGC. Satisfaction of all of the stakeholders is the sole motto of our college.

Every possible care was taken while preparing this SSR with a thoughtful consideration of all of the aspects of each criterion at length and breadth. However, being the first attempt to accreditation, it may suffer some lacunae. The college has taken a first step in the form of this SSR to move ahead for accreditation and through the honest and organized efforts being made, we hope to secure accreditation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :8 Remark : As per clarification received from HEI, and excluding multiple counting of the same course during the assessment period, thus DVV input is recommended.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}} 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: {{TABLE3}} Answer After DVV Verification : {{TABLE4}} Remark : As per clarification received from HEI, and number of the students admitted should not be more than the number of the seats earmarked, thus DVV input is recommended.
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:

Table 1 (2.1.2.1 before):

2022-23	2021-22	2020-21	2019-20	2018-19
203	209	120	144	144

Table 2 (2.1.2.1 after):

2022-23	2021-22	2020-21	2019-20	2018-19
160	185	93	127	128

Table 3 (2.1.2.2 before):

2022-23	2021-22	2020-21	2019-20	2018-19
203	209	120	144	144

Table 4 (2.1.2.2 after):

2022-23	2021-22	2020-21	2019-20	2018-19
203	209	120	144	144

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	26	26	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	24	18	19	34

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	12	5	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	13	11	5	3

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	6	4	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	6	4	1	0

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	13	5	12	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	02	04	06

Remark : As per clarification received from HEI, and excluding days celebration and awareness program on generic themes, thus DVV input is recommended.

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

Answer before DVV Verification :
Answer After DVV Verification :07
Remark : As per clarification received from HEI, and only functional MOUs to be considered, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.66	4.15	3.10	1.61	0.38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.18	2.45	1.09	00	00

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19.01	16.69	12.06	10.25	5.01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.50	1.04	0.66	0.36	0.06

Remark : As per clarification received from HEI, thus DVV input is recommended.

5.1.2

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

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

 Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : As per clarification received from HEI, thus DVV input is recommended.

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	12	7	20	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	03	01	02	02

Remark : As per clarification received from HEI, and Multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	13	13	17	1

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and financial support of less than Rs 2000 per faculty per year, should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	11	11	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	08	10	05	01

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
10	8	10	9	8

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 29 Answer after DVV Verification : 27
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	26	20	21	35

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	23	17	18	33