



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**M G TELE COMMERCE COLLEGE CHINDHA AND
BARAKU RAMAJI TELE SCIENCE COLLEGE AND
KESHARBAI TELE COLLEGE OF MANAGEMENT
THALNER TAL- SHIRPUR DIST- DHULE**

THALNER, NEAR MSEB POWER HOUSE

425421

<http://mgtele.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1. Thalner is a rural village located in Shirpur Taluka of Dhule District, Maharashtra state. It is popular for the birth place of Swar Samragi Late Smt. Lata Mangeshkarji Thalner block (Gram Panchayat) is surrounded by Gujrat and Madhya Pradesh. Mejority of its population live among the remote and isolated hills and ranges of Satpura. There was drastic scarcity of education. On this background Godhatma Educational Society was established in 2006 by the visionary personality Dr. Chhagan Godha Tele and college was opened in 2012.
2. The institute is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon. The institute is a leading educational institute having lavish green campus.
3. The institute focusing enrolment by providing scholarships, financial aid and outreach programs. To ensure all eligible rural students have the opportunity to attend. Improving and maintain facilities to create and conducive learning environment, including library, labs and recreational spaces that cater to the specific needs of rural students. Regularly assess and enhance our programs and services based on feedback from students, faculty and the community to ensure we are meeting our goals effectively. The college offers an opportunity to make students self-reliant and become responsible citizens of the country.

Vision

- The vision of the institute is very clear and it has been abiding to work on the path of service to rural area. Apart from educational field, the institute witnesses to bring drastic changes in the lives of rural / tribal people.
- Apart from education, the institute organizes various extension activities to reach out of the last segment of the society. In the institute, there are various students-oriented departments such as National Service Scheme (NSS), Sports and Physical education and student development departments. These departments across the year organize various activities such as awareness rallies, blood donation camps, cleaning camps, tree plantation, disaster management camps, special winter camps in the adopted villages and various types of surveys. These underline that the institution works on the line to serve society also.
- To impart education that generates good citizens with academic excellence and a strong commitment to society.
- To perpetuate value and skill based education favourable to the progress of students and society so as to promote peace and harmony.

Mission

- To provide cutting edge education in science, business and technology, leading to the intellectual development of youth by exploring their potential and raising employability and wise citizenship,
- To inculcate moral and ethical values in students that empowers them to be good human beings for building a strong nation.
- To provide congenial academic atmosphere and enhance research competencies.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strong, dynamic, visionary resourceful management
- Good infrastructure well-furnished laboratories with latest equipments.
- Green audited campus.
- Socially linked active NSS unit, Sport and Physical education and Students Development.
- College has functional MoUs and collaboration with potential colleges.
- Effective use of ICT in teaching learning and administration.
- Well furnished college library with all facilities and sufficient number of books.
- Outdoor playground for different games.
- Dedicated, experienced and qualified academic faculty.
- The institute has inculcated holistic approach towards students resulting into renowned and successful alumni.

Institutional Weakness

- Rural location of the institute affects frequent visits of more eminent academicians
- Being rural and tribal students limitation to participate in more co-curricular and extension activities.
- No job opportunities at local level.
- English language barrier for students.
- Limited Ph.D. qualified staff.
- Being permanently unaided it is difficult for the institution to raise the funds from outside funding agencies.
- Less number of interdisciplinary programmes.
- Lack of basic exposure to students about IT skills, soft skills and cultural skills.
- Limited number of research activity.

Institutional Opportunity

- Scope for inter-institutional exchange programme
- To start more Add On or Career Oriented Courses to provide job opportunities.
- Scope to start more certificate courses in English to develop oral and written soft skills.
- More community linked extension activities should be implemented.
- Arranging more professional training programs for teaching and non-teaching staff.
- Emphasis of research cultural among faculty members.
- To design and conduct a greater number of skill-based programmes.
- To encourage entrepreneurship development with the help of Alumni.
- To go for effective participation in Government aided schemes.

Institutional Challenge

- Lack of academic autonomy restrains the college from introducing innovative and need based programs.

- To increase number of MoUs with the international institute and organizations.
- Difficult to motivate tribal girl students towards higher education.
- To overcome dropout due to lack of family and social background.
- To start professional skill development courses on no grant basis.
- Being located in remote area, there are difficulties in collaborating with industrial and other kind of reputed.
- To avail funds from external funding agencies for academic research and development.
- To increase the participation of staff in orientation and refresher courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Planning and Implementation:

- The institute follows the CBCS curriculum pattern from 2018 prescribed by the Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon
- Academic calendar is prepared in time with the university calendar and keeps adherence to it.
- Effective curriculum delivery is evidenced through well planned academic calendar, time table, teaching plan, teachers' diary, bridge courses maintaining records. The result analyses have also been done of Pos and Cos.

Academic Flexibility:

- Academic flexibility is provided through elective offered in the CBCS courses in all programmes.
- Rather than strictly, the teachers come out with innovative ideas internal assessment.
- The student centric mechanism is designed and employed to encourage participative. Collaborative and experimental learning through projects, internships, industrial visits, surveys and educational tours.

Curriculum Enrichment:

- All the cross-cutting issues such as human values, professional ethics, gender sensitization, environment and sustainability have been integrated into the curriculum and addressed properly through curricular and extension activities of various cells.

Feedback System:

- The institute has a self defined mechanism to obtain online feedback form for stakeholders. The feedback is collected on curriculum, teaching-learning support services and infrastructure facilities to review academic performance and the learning experiences.
- The analyses of feedback and action taken reports are displayed on the institute website.

Teaching-learning and Evaluation

Students' enrollment and profile:

- The average enrolment is 32 to 36%
- The average number of seats filled under reservation is 50%
- The students teachers ratio very less
- The university rank holders are very less.

Catering Students Diversity:

- The institute provide quality education and hence departments are instructed to identify slow and advance learners for improvement.
- For skill orientation of student workshops, seminars and conferences are organized and students participated in nearby colleges.
- For career orientation the career and counseling cell was developed in campus. Also, Career-Cutta programme of DHE have been undertaken for students.

Teaching-learning process:

- Through effective curriculum implementation and a students centered teaching and learning processes. The institute strive to guarantee students holistic development.
- To ensure effective learning and to make learning more students-centered. The institute employs experimental instructive learning, participative learning and problem-solving method.
- The institute give teachers freedom to chose the necessary ICT teaching tools in accordance with requirements in order to convey the course concept.

Student Performance and Learning Outcomes:

- Students' evaluation is done by all departments through conduction regular test, tutorials, college and university practical examinations, internal and university examinations.
- Programme outcomes and course outcomes for all programmes are displayed on website and attainment of Pos and Cos are evaluated regularly.

Research, Innovations and Extension

- The college regularly organizes workshops, seminars and conferences in research methodology, intellectual property rights (IPR) and entrepreneurship. Several programs were organized during last five years. The students have participated in university level Avishkar competition.
- The college promotes research culture and ethics. It has a lot of efforts in sensitizing students towards community issue gender disparities, social inequality etc. and in inculcating values and commitments to society.
- The institute conducts number of extension activities through various campaigns. Number of departments have carried out various activities for the empowerment and benefits of the neighborhood communities that has benefited to community and the students as well.
- Extension activities have made notable impact on sensitizing students towards issues like gender disparity, environmental conservation, social harmony, dowry, superstition eradication, female feticide etc.

Innovation: the institute administration anticipates the science departments to promote and develop projects like vermiculture, honey bees, green house and botanical garden in the campus itself.

Extension activities: the student centric departments like NSS and students' development have organized village outreach activities like "Swacchha Bharat Abhiyan", tree plantation and electoral and digital literacy.

- The institute has two functional MoUs and number of linkages for carrying out collaborative activities and research.

Infrastructure and Learning Resources

Physical Infrastructure:

- The institute has a separate academic building for conducting class rooms and administrative work
- The institute has 16 class rooms of which 2 classrooms are furnished with LED facilities and 4 laboratories.
- Semina hall is air conditioned with a facility of LCD projector, white screen, good sound system with the capacity of 150 students.
- 400 mts running track, badminton court, volley ball ground, kabaddi, kho-kho, foot ball ground and outdoor gym for students to inculcate sport habits as well as create health awareness.
- The institute has adequate parking facility, computer lab, library, cafeteria, common room for girls, ramp, sanitary facilities for divyanggan, pure RO water, electricity backup, hostel, solar heater, CCTV and separate staff room is available.
- Gymkhana has, NSS student development and competitive examination units have separate infrastructure setup.

Library and Learning Resources:

- Library has a collection of 4000 books and text books.
- The library has separate section for students reading facilities.
- The total expenditure on books and journals during last five years rupees 669006/- has been spent.

IT Infrastructure:

- 25 computers, 2 LCD projectors, 02 Scanners, 04 printers, 01 smart TV, 02 xerox machines, 16 CCTV(DVR) etc
- Access to the internet 50MBPS, WiFi 24x7 open to all registered students and staff members.
- The institute has installed an antivirus system in the entire PCs in the office and departments.
- Fiber optic cables for smooth internet connectivity has been setup in the college.

Maintenance of campus infrastructure:

- The institute has its own campus area of 15 acres
- The institute incurred sufficient expenditure for maintaining and utilizing physical, academic and sports facilities like laboratories, library, sports, computers, class rooms etc.
- The financial audit conducted for expenditure incurred
- The total average expenditure for the last 5 years is Rs.3148000/-

Student Support and Progression

- The college extends financial support to needy students by fascinating partial or total exemption of their fees as per their financial condition. It also tries to enhance awareness among the students about various government, non-government and minority scholarships. 70% of students have been benefitted by Govt Scholarships.
- College has functional and effective students support mechanism like career counseling center, competitive examination guidance cell, grievance cell, internal complaint committee. The college organizes capacity building and skill enhancement programs.
- The institution has a transparent mechanism for timely redressal of student's grievances including sexual harassment and ragging cases. There were no such cases noted since the inception of the college.
- Institution always strives for students' progression to higher studies and placement; the college has good number students participated in sports and cultural programs.
- The college alumni association with 92 members. The students who have completed UG from the college are eligible to register as a member of the alumni association.

Governance, Leadership and Management

- Executive council is the apex body of Godhatma Education Trust and college governing council that plans policies and execute developmental activities of the college by setting and participative decision-making process in tune with the vision and mission of the college in building to organizational tradition.
- The college perform the democratic decentralized and participative governance. The leadership CDC, Principal, IQAC and the faculty play a pivotal role in the designing and implementation of its quality policies in teaching-learning, research and extension activities through collaboration and participative governance.
- Implementation of e-governance in the area of operation administrative works like online students' admission and support, examination has been practices.
- IQAC has become valuable in suggesting a number of quality improvement measures in the college. It plans a catalytic role in the quality improvement of the college. IQAC has organized quality related programs, seminars, webinars and workshops on various topics.

Institutional Values and Best Practices

- The college provides safe and secure atmosphere for girls' students. College organizes gender equality promotional programs such as Women Empowerment, Hemoglobin Test for girls, Youth festival, environment awareness program, Electoral roll survey in NSS, Training camp, Personality development workshops for girls etc.
- Values, rights, duties and responsibilities of citizens are well maintained by celebrating various national days, commorative national leaders and social reformers on their birth and death anniversaries, cocurricular, extension and field-based activities. Efforts have regularly been made to sensitize students and employees of the institution to the constitutional obligation.
- About 50% of the annual lighting power requirement is through LED bulbs and tube lights. The campus is endowed with greenery. The college conducted environment, energy, green audit regularly. the college tunes the best towards paperless office.
- The institution has identified two best practices viz., various activities organized in collaboration with attached units Elite International English Medium School, Annasaheb Dr. C. G. Tele Jr. College of

Science, Yuvati Sabha, and Vermicomposting.

- The institute observes a compulsory “No Vehicle Day” on every Saturday of the week.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	M G TELE COMMERCE COLLEGE CHINDHA AND BARAKU RAMAJI TELE SCIENCE COLLEGE AND KESHARBAI TELE COLLEGE OF MANAGEMENT THALNER TAL- SHIRPUR DIST- DHULE
Address	Thalner, Near MSEB Power House
City	Thalner
State	Maharashtra
Pin	425421
Website	http://mgtele.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Vinod Shankar Shrivastava	02563-285265	9922240251	-	alltelecollege@gmail.com
IQAC / CIQA coordinator	Mukesh Madhukar Shirsath	02563-285065	7709242773	-	memukeshkumar1993@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details 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	Thalner, Near MSEB Power House	Rural	15	26400

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,Chemistry,	36	HSC Science Passed	English	120	46

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				9			
Recruited	1	0	0	1	0	0	0	0	8	1	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	1	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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

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Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	32	1	0	0	33
	Female	13	0	0	0	13
	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	1	3	1	3
	Female	0	2	1	1
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	12	20	25	20
	Female	10	6	2	5
	Others	0	0	0	0
General	Male	6	7	11	7
	Female	9	7	3	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		38	45	43	43

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our Institute currently offers CBCS for all the subjects under the B.Sc. science program. An institute that offers professional and vocational courses, in addition to add-on and certificate</p>
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programs, and is comprised of multiple faculties, is an ideal fit for the implementation of multidisciplinary programs in accordance with the forthcoming NEP-2020 guidelines, as it provides students with a greater variety of academic flexibility across all streams. The college possesses an exceptionally committed and capable faculty, which is sufficient to execute and manage the forthcoming multidisciplinary courses in accordance with the NEP-2020. Once more, our infrastructure is adequate to support the implementation of the multidisciplinary courses. In addition to undertaking interdisciplinary studies, the institute promotes them via seminars, workshops, guest and expert lectures, industrial visits, and various competitions. Extension lectures are presented on a wide range of subjects, including banking, finance, insurance, and commerce. We have already begun motivating college faculty members to adopt the NEP-2020 in a broader sense of purpose, and the majority of our teaching faculty has already finished the NEP-2020 Short Term Course on the SWAYAM portal. Furthermore, we encourage faculty members to engage in the NEP-2020 seminars and webinars. In accordance with the directives received from the affiliated university, our institution, which is under the sponsorship of [subject], is adequately equipped to implement the inter-disciplinary and multidisciplinary curriculum mandated by NEP-2020.

2. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) furnishes students with a digital platform that facilitates credit redemption, credit deposition, credit accumulation, and credit transfers. The affiliating university has assumed the initiative and provided guidance to the colleges regarding the procedure in this regard. Due to the fact that our institution does not confer degrees, the institute is not officially registered. However, in light of the most recent directives and circulars from our affiliated university, our college has begun implementing ABCs for first-year students who are currently enrolled for the current academic year. They are receiving encouragement and support in order to access the Digi Locker on the ABC Portal. In order to provide students with academic mobility, the institution is developing a "credit transfer" mechanism based on the academic bank of credits (ABC) concept. The academic curriculum of

	<p>universities is determined by a credit system based on student choice. Awareness sessions regarding the implementation of NEP 2020 are coordinated, and endeavors are made to generate knowledge regarding critical elements of NEP, such as the Academic Bank of Credits. As of the current academic year, first-year admission will no longer be granted in the absence of an ABC ID. As of the current academic year, all newly enrolled students are required to complete ABC registration.</p>
<p>3. Skill development:</p>	<p>Skill development is a significant quality aspect that academic institutions are placing considerable emphasis on. The NSQF, which is administered by the UGC, has established a B.Voc. in Software Development program at the institution for the purpose of talent development. Moreover, the college offers seventeen supplementary and certificate courses that encompass both academic and professional domains, thereby fostering the comprehensive development of students' skill sets. The Commerce department and the Cell for Competitive Examinations, Training, and Placement are offering employability, talent development, interview techniques, and communication skills programs. Management of Stress, Tally ERP, Entrepreneurial Skills, Computing Skills, and additional critical components that contribute to the students' skill development. Skills development is the focus of the institute's extension sessions, industry visits, and initiatives. Our students actively participate in the AVISHKAR project competition, which is organized by the university to provide a forum for students to demonstrate their abilities and concepts. The students gain practical experience through experimental learning activities such as field trips, study excursions, and practical projects, all of which contribute to their skill development. In order to afford its students the chance to enhance their skill sets, the college has established memorandums of understanding, collaborations, and connections with numerous institutes and industries throughout the region.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>India's future educational goals and the development of its knowledge system would integrate material spanning from ancient to contemporary India. Additionally, India will have a strong understanding of its future aspirations regarding health and the</p>

	<p>environment. Our college has already integrated of the Indian Knowledge System into the curriculum for offline courses through teaching in Indian Language, culture etc, The institution provides Medium of instruction for B.Sc. Course is taught in bilingual mode (English and Marathi) but medium of question paper, teaching material and answer books are in English except Marathi subject. Use of Marathi language is also use along with English during teaching and learning for the better understanding of the courses. Compulsory activities are added as a co-curricular and extracurricular activities in order to integrate the local language, art and culture. Ethics, art and craft, cultural activities, motivational talks and different activities such as celebration of anniversaries of great leaders of India are organized for the holistic development of the students. To promote and integrate Art and culture, college took efforts towards exposing the students to the platform offered by the affiliating university by participating in Youth festivals, participating in cultural programs, celebrating the festivals, etc. The NSS unit of the college organizes a number of activities and a seven day residential camp at adopted village which cultivate values of Indian Culture and community engagement to a great extent.</p>
5. Focus on Outcome based education (OBE):	<p>In our Institution, all the courses in BSc programm have a focus on the outcome based education (OBE). Although the institute follows the guidelines and directions given by the KBCNMU Jalgaon but the learning outcomes are framed by the institution based on the curriculum prescribed by the University. All courses are design with outcome centered on cognitive abilities learning outcomes at all level ensure social responsibilities and ethics is implementing outcome based education for various programs specially in science programs have well defined program outcome, program educational outcomes and courses outcomes on our website and in the college. Institution is implementing OBE for all the programs offered. We have well defined Program Outcomes (POs) and Course Outcomes (COs) which are explained to students during admission process, same are mentioned in the university curriculum. Based on mapping of COs and POs, various curricular activities are organized. Students are assessed for their outcome attainment as</p>

	<p>per procedure taking into consideration the final outcome of term examinations conducted by the university and components like internal exams, group discussions, practicals the overall perception of the student. The College organizes various co-curricular and extracurricular activities and use of the results for evaluating POs and COs.</p>
<p>6. Distance education/online education:</p>	<p>Our Institute currently do not offer any program on distance mode affiliated to the KBCNMU, Jalgaon. Our institution is associated with the Kaviyatri Bahinabai Chaudhari North Maharashtra University Jalgaon power center and offers many offline courses. Motivating and empowering teachers is necessary to provide the greatest potential future for kids and teachers in our country. During the epidemic (COVID 19), our institution successfully delivered all course material in an online format and administered online assessments utilizing our own staff. During the COVID-19 Pandemic Institute has successfully imparted all its courses content delivery in online mode and also conducted online examinations successfully by using online platforms like ZOOM and Google Meet. The Institute is also guiding and motivating the students to skill through learning from the online platforms such as Google platform, Zoom and Online learning platform available through the registered SWYAM NPTEL Local chapter of the college. During the COVID-19 pandemic our faculty has created e-resources contents for the students of the college. We have still continued with WhatsApp groups of our students. These groups presently are used for communication of Notices, Circulars, University Circulars and important matters to be conveyed to our students.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>YES Electoral Literacy Club set up in the College is as follows; 1. Prof. Dr. V. S. Shrivastava (In Charge) 2. Mr. Mukesh Shirsath (Staff Member) 3. Mr. Harshada Rajput (Student Member)</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs</p>	<p>YES</p>

<p>are representative in character?</p>	
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<ul style="list-style-type: none"> • National Voter Day is celebrated every year. • Voter Awareness survey conducted in NSS camp every year. • Experts like lectures are invited to create awareness about voter registration, election process and ethical voting among the students.
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Voter awareness programme is organized by the institute every year.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Every year the institute runs the new voter registration drive through ELC with the coordination of Tehsil office and Panchayat Samiti, Thalner</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	45	43	43	44

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 29

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	3	7	7

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
31.24	39.71	32.23	39.34	37.19

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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:

The College is affiliated with the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon adheres to the university curriculum and provides undergraduate program in the field of science (BSc) that align with current national and global needs and developments. Faculty and students are provided with every relevant detail regarding curricular elements via the college's website and prospectus. In order to achieve the institute's vision and mission, a systematic, well-organized mechanism and set of documented procedures guarantee the deliverance of an effective curriculum.

As per the academic calendar of the University the academic calendar of the college is prepared by arranging meeting with the College administration, Principal, HOD and OS. The College Timetable is also prepared by arranging meeting with HOD and Timetable Committee for the academic year which helps the teachers to prepare Teaching Plans for smooth functioning of regular lectures and Continuous Internal Assessments of the students. The teaching and time plans are adhered to, so that the students can gauge with a degree of clarity, what portion of the curriculum will be delivered within the stipulated time frame. These teaching and time plans are also preserved each year as documentation. Besides traditional lectures and seminars, infrastructure for the use of power point presentations and support are all available to make the delivery of the curriculum interesting for students to make them enable. Our teachers continuously assess students as per the guidelines of the University by organizing classroom seminars, Internal Tests throughout the semesters. Internal assessment is done transparently with examined scripts are shown to students. In our college various activities like arranging programmes, workshops, annual gathering, and other curricular and extra-curricular activities are organized as per the academic calendar. The Principal, HOD and academic monitoring committees and other committees work in harmony to strengthen curricular aspects.

To convey effective environment awareness amongst UG students in our university Environmental Studies is a compulsory subject for first year of undergraduate classes. Undergraduate students of First Year B.Sc. for EVS have enough exposure to the experiential learning as they undertake field projects in the respective subjects.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Response: 00</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 0

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
00	00	00	00	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Institute integrates crosscutting issues relevant to the professional ethics, gender, human values, environment and sustainability into the curriculum. Though the college is affiliated to university and university decides the syllabus and the college has to follow it, college has done its best for cross cutting issues. Following is the mentioning of occurrence of the cross cutting issues in syllabus and activities of the college:

1. Professional Ethics: Students learn professional ethics through various subjects taught to them in their curriculum.

2. Gender: The curriculum in humanities reflects the gender issue effectively. In the curriculum of language and literature in Marathi and English topics based on Gender issues, Feminism are included in syllabus by the University. The college committee arranges various programmes for women and girl students such as Woman Empowerment, Women's Day, organization of haemoglobin check-up camps. The N.S.S. unit of our college has been very proactive in conducting different extension activities not only in college premises but also in adopted villages. Major gender issues are focused and addressed through the activities like Save girl child Campaign, Essay, Rangoli and Poster Exhibitions, Wall Paper Presentations, etc.

3. Environment and Sustainability: To promote compulsory Environment Awareness amongst the Under Graduate Students University has taken very positive step by making Environmental Studies compulsory subject for F.Y.B.Sc. classes. Special Non-Credit Course entitled Practicing Cleanliness is introduced at T.Y.B.Sc. level to maintain personal and public cleanliness.

N.S.S. Unit of the college also promotes environmental protection through tree plantation and other sustainable development programs and competitions. Every year, N.S.S. unit undertakes a host of activities in the nearby villages during the special camps. N.S.S. organizes various environment related

programs including tree plantation, village cleanliness, cleaning of gutters, digging of soak peats, Plastic Free Drive, etc. Invited talks are organized to create awareness about nature, biodiversity, environment and sustainability. Different activities have been initiated by the college to save environment such as Cleanliness Campaigns at public places. Celebration of various days like World Environment Day and Vasundhara Day. The college has taken initiative in Swachh Bharat Abhiyan introduced by the Indian Government.

4. Human Values and Professional Ethics: To inculcate human values amongst students along with creating scientific approach and social awareness among them University has already incorporated the items based on human values and Professional Ethics in the syllabus. The syllabus of languages focusses on the human values through characterisation, moral lessons from the prescribed poems, drama, novels and stories.

The college takes efforts for integration of ethical and human values through extra-curricular activities also. Programs conducted under N.S.S. to inculcate human values among students. Guest lectures on value education have been organized for students. National festivals like Independence Day and Republic Day serve as a platform to enliven patriotic and moral values. Different social activities have been initiated by the college like Health and Hygiene awareness, AIDS awareness, Voter’s awareness program etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 0

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

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

1.4 Feedback System

1.4.1

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

the feedback is made available on institutional website

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 13.67

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
21	15	10	12	24

2.1.1.2 Number of sanctioned seats year wise during last five years

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 22.9

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
16	15	9	10	21

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
62	62	62	62	62

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.67

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:

Experimental learning: The process through which students develop knowledge, skills and values from direct experiences outside the traditional academic setting.

Projects: To enhance practical ability, awareness about independent research and study of their various courses, especially the students of BSc chemistry undertake industrial tour / field visit / projects as a part of their curriculum.

Participative Learning: Students are the first and foremost stakeholders of the college and they form the strength of any educational institution activities.

MoUs are signed with various organizations so that students are exposed to real professional world. Some of the activities are mostly handled by the students, through which they learn management and team work.

Problem Solving Methodologies: Mentors are allotted for the students where they try to solve their personal as well as academic problems. While teaching in the class, students participate in the learning process and experience those things in practical, field work, industry visits. Faculties encourage students to lead their learning towards solving of their problem and satisfaction. College organizes expert lectures, video lectures, visits, which helps them to pacify the curiosity of their problem raised while learning in the class.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 57.78

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
9	9	9	9	9

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

2.4.2

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

Response: 15.38

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
1	1	1	0	1

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

All complaints about the internal assessment are first taken care of by the heads of the departments involved. In some cases where they are not satisfied, they are sent to the examination committee (if required). If there is a problem at the university, applications on the right forms are collected and sent to the right people. The problems that students have with exams, like filling out forms online or having questions about their hall tickets (like if they need to change their name, subject, subject code, programme, or pattern, or if they put the wrong number of marks or were absent), are taken care of in a timely manner at the college and university level. According to the rules of the university that is affiliated with the college, a centralized assessment programme (CAP) is being used in the first-year classes of the UG programme, and a separate examination cell made up of a senior teacher, administrative staff, and an exam clerk is set up to handle complaints about exams. If a student isn't sure how his or her answer sheet was graded, he or she can ask for a copy of the graded answer sheet. Students can ask for an online copy of their results within 10 days of the results being announced. Students can get a photocopy of their graded answer sheets if they ask for them within 30 days of when their application was received. Once the student gets the online photocopy of the answer sheet, he or she talks to the teacher of that subject and asks for his or her opinion. Within 10 days, the student's answers are rechecked and regraded. Within 45 days, the result of reevaluation is made public. A candidate is eligible for reevaluation if the difference between their original score and their score after reevaluation is 10% or more of the maximum score allowed by the university. Internal evaluation of practical work is a process that goes on all the time. Any complaints about practical work are dealt with right away by the teacher in charge and the head of the department. Problems with oral, project, and practical exams are taken care of by the department. There is a lot of follow-ups with the university until the problem is fixed. For students whose grades are missing or wrong on the university mark list because of a mistake, the college sends a photocopy of the teacher's mark list along with an application to fix the mistake at the university level. If you have a problem with a university question paper, such as a question that wasn't on the syllabus or that was asked more than once, or if the marks were split wrong or you missed points, or if the question number was wrong, you should tell the principal. The principal will then take your complaint right to the university.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college is associated to K.B.C. North Maharashtra University in Jalgaon and follows the curriculum set by the university. This curriculum is based on results and has clear Program Outcomes (POs), and Course Outcomes (COs). POs, and COs for all of the college's programmes are listed and posted in each department and on the college's website, which is always up-to-date. The PO's, PSO's, and CO's are

shown through the knowledge, skills, and attitudes that make up all of the college courses. The programme outcomes, program-specific outcomes, and course outcomes are communicated to the faculty, students, parents, and other stakeholders in the following ways: The details of each program's POs, and COs are written in clear and precise language and posted on the college website under the link of academic section. POs and COs are written in department file for teachers and students to see. Details about the course outcomes and programme outcomes make it easy for stakeholders to get information about the courses and help students choose the right programme courses and electives. Teachers list and explain the goals of each course in their classes. The teachers lead discussions and answer any questions about how well the course goals are being learned. At the beginning of the semester, teachers give introductory lectures where they talk about the POs, COs, and evaluation methods, as well as the performance expectations. Even though the affiliated university gives the COs and the syllabus, the concerned faculty members can change and reframe the COs if they need to. Through IQAC, the teachers have been told how important learning outcomes are. According to what the stakeholders want, the teachers at the institute take part in curriculum-making workshops where they help make sure POs, and COs are included in the curriculum.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college is associated to the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon and follows the curriculum set by the university. This curriculum is based on results and has clear Program Outcomes (POs), and Course Outcomes (COs). POs, and COs for all of the college's programmes are listed and posted in each department and on the college's website, which is always up-to-date. The PO's, PSO's, and CO's are shown through the knowledge, skills, and attitudes that make up all of the college courses. The programme outcomes, program-specific outcomes, and course outcomes are communicated to the faculty, students, parents, and other stakeholders in the following ways: The details of each program's POs, and COs are written in clear and precise language and posted on the College website under the link for each department. POs and COs are displayed in the curriculum as well as in the institution departmental bulletin boards for teachers and students to see. Details about the course outcomes and programme outcomes make it easy for stakeholders to get information about the courses and help students choose the right programme courses and electives. Teachers list and explain the goals of each course in their classes. The teachers lead discussions and answer any questions about how well the course goals are being learned. At the beginning of the semester, teachers give introductory lectures where they talk about the POs, COs, and evaluation methods, as well as the performance expectations. Even though the affiliated university gives the COs and the syllabus, the concerned faculty members can

change and reframe the COs if they need to. Through IQAC, the teachers have been told how important learning outcomes are. According to what the stakeholders want, the teachers at the institute take part in curriculum-making workshops where they help make sure POs, and COs are included in the curriculum.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 71.67

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
2	15	18	8	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	19	18	11	4

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.54

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The entrepreneurial spirit is essential in today's rapidly evolving and competitive world. Recognizing the importance of promoting entrepreneurship among students, many colleges and universities are organizing entrepreneurship workshops to provide budding entrepreneurs with the knowledge and skills they need to succeed in the business world. One such workshop was recently organized in our college, and it proved to be a valuable learning experience for all participants. The workshop started with a keynote address by a successful entrepreneur who shared their journey from being a college student with a dream to owning a thriving business. The speaker highlighted the challenges they faced and the lessons they learned along the way, providing valuable insights and inspiration to the audience.

On a regular basis, the institution organizes conferences, seminars, and workshops on topics such as research methods, intellectual property rights (IPR), and entrepreneurship. In the last five years, a number of different programs have been organized. The pupils have taken part in the Avishkar

competition that was held at the university level. The institution encourages a culture of research and ethical procedures. It makes a significant amount of attempts to educate students about issues pertaining to the community, such as gender inequities, social injustice, and other similar issues, as well as to instill ideals and obligations to society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 1

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.07

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
2	0	0	0	0

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

3.3.2

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

Response: 0.14

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
1	0	1	2	0

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Extension initiatives organized in colleges play a vital role in bridging the gap between academic knowledge and practical experience. These initiatives aim to engage students in community service, promote social awareness and responsibility, and foster holistic development. By actively participating in extension activities, students not only enhance their leadership skills, but also develop a sense of empathy and compassion towards society. One of the main objectives of extension initiatives in colleges is to encourage students to apply their theoretical knowledge in real-world scenarios. Through programs such as community outreach projects, environmental conservation activities, and skill development workshops, students have the opportunity to understand the practical implications of their academic learning. This hands-on experience helps them gain a deeper understanding of the subject matter and also enables them to develop critical thinking and problem-solving skills. Furthermore, extension initiatives in colleges provide students with a platform to engage with the community and make a positive impact. By volunteering their time and skills in various social welfare activities, students not only contribute towards the betterment of society but also learn valuable lessons in teamwork, communication, and leadership. These initiatives help in cultivating a sense of social responsibility among students and inspire them to become active agents of change in their communities.

Extension initiatives have had a significant influence on the overall level of awareness among students about problems such as gender inequality, environmental preservation, social harmony, dowry, the elimination of superstition, female feticide, and other related topics. The management of the institution believes that the scientific departments will, within the campus itself, promote and develop initiatives such as vermiculture, honey bees, green houses, and botanical gardens. Programs for extension departments that are focused on students, such as the National Service Scheme (NSS) and the Students' Development Department, have conducted village outreach programs such as the Swacchha Bharat Abhiyan, tree plantation, and electoral and digital literacy. The institution has a number of connections and two functional memorandums of understanding (MoUs) that allow for the conduct of joint activities and research.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Different extension activities are undertaken by the Institution according to the Vision and Mission of the institution. These activities mainly focus on the burning and requisite social, gender, health, environment, cleanliness, organ donation, voter, and de-addiction issues. Many government and non-government agencies have appreciated our contribution in extension activities by confirming awards and honours. The Special activities of these are:

Extension Activity in Adopted Village: Various extension activities like Village cleanliness, voter awareness, tobacco free village, plastic waste collection and disposal, water conservation, electoral survey, Mahatma Gandhi Clean India Movement etc. are undertaken in adopted village NaveAdhe from 2018-19 to 2023-24. The policies of Government and our institute have been implemented in the village by the NSS unit. The college is appreciated and honoured on behalf of the village Panchayat of NaveAdhe.

Voter Awareness campaign: Voting is an essential aspect of any democratic society as it provides citizens with the opportunity to have a say in their government and shape the future of their country. However, many young people, especially college students, often neglect their right to vote due to a lack of awareness about the importance of voting and their role in the electoral process. To address this issue, voter awareness campaigns in colleges are crucial in educating and engaging students in the democratic process. In association with Grampanchayat office Thalner, our college students actively participated in the voter awareness campaign through Ragoli competition, Painting and poster presentation.

Women Empowerment and Gender Equality: N.S.S. Unit of our college organises activities for gender equality and women empowerment effectively every year. These include programs like girls atmanirbhar, regular health check-up and medical counselling for girls, legal awareness workshops, personality development workshops, Beti Bachvo-Beti Padhavo, various competitions to showcase the talents of college girls. The college has been given appreciation certificate by the institution.

Environmental awareness: Majhi Vasundhara Abhiyan (My Earth Campaign) and Campaign of Swachha Sarvekshan(Cleanness Drive) was organized by State Government of Maharashtra. In this campaign, NSS unit and students of Student Welfare Department of our college actively participated in tree plantation, conservation of biodiversity and Clean India Movement. The students created awareness

among the peoples with poster presentation. These efforts are also recognized, appreciated and award certificates.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 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
5	3	2	4	4

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

3.5 Collaboration

3.5.1

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

Response: 2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Classrooms and ICT Facilities :

The institute has a separate academic building for conducting class rooms and administrative work. The institute has 16 class rooms of which 2 classrooms are furnished with LED facilities and 4 laboratories. Every class is equipped with facilities like an electric fan, a tube light, wooden benches, a table, a desk, a green board, and a notice board outside the classroom. Four laboratories (Chemistry 01, Physics-Electronics 01, Botany - Zoology 01, Computer 01). All laboratories are well equipped with enough number of advanced instruments which are used for practical purposes. Seminar hall is air conditioned with a facility of LCD projector, white screen, good sound system with the capacity of 150 students. The institute has installed an antivirus system in the entire PCs in the office and departments. 25 computers, 2 LCD projectors, 02 Scanners, 04 printers, 01 smart TV, 02 xerox machines, 16 CCTV(DVR) etc Access to the internet 50MBPS, WiFi 24x7 open to all registered students and staff members. Fiber optic cables for smooth internet connectivity has been setup in the college. The institute has adequate parking facility, computer lab, library, cafeteria, common room for girls, ramp, sanitary facilities for divyanggan, pure RO water, electricity backup, hostel, solar heater, CCTV and separate staff room is available.

Library Facility :

A library is an essential facility that adds invaluable richness to a college campus. It serves as a hub for knowledge, research, and academic enrichment for students, faculty, and staff. A well-equipped and well-maintained library facility can be a game-changer for any educational institution, providing a conducive environment for learning and growth. First and foremost, a library plays a crucial role in supporting the academic curriculum of a college. It provides students with access to a wide range of resources, including textbooks, journals, research papers, and other reference materials that are essential for their studies. The college has a rich library having a good number of textbooks, reference books, rare books, journals, newspapers, and magazines. It also has a spacious reading room for students.

Facilities for Sports :

The college has a good ambience of sports facilities for indoor and outdoor games. The institute has its own campus area of 15 acres. The institute incurred sufficient expenditure for maintaining and utilizing physical, academic and sports facilities. Institute also encourage to students participate in course on Yoga which boost their confidence and mental health. Institute celebrates International Yoga Day on 21 June every year. The institution is secured through C.C.T.V. Surveillance. First Aid Box is available in the

Sport Department for any immergency. Doctor is also available on cell for any medical emergency. The financial audit conducted for expenditure incurred.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 2.64

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
1.65	1.19	0.67	0.42	0.81

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS),

adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The college has central library enriched with 1796 books, reference 192, titles 297 nad 4 journals, NEWS papers. The total area of library is 600 square feet which has a Librarian's office, Library counter and passage. The library Advisory Committee chaired by the principal is composed to monitor the working of the library. New arrivals are displayed on the notice board. There are issue counters for students and staff. The students are made familiar with the library collection. order of arrangement of books in the cupboards. The books are arranged subject- wise and alphabetically in the library in systematic manner. Reference books also arranged alphabetically. There is a separate Newspaper section. Question papers of University examination are available for the past 5 years for students reference.

Highlights in library facilities:

The books are arranged Subject- Wise and alphabetically in the library in systematic manner.
 Reference Books also arranged alphabetically
 Journals and Periodical are arrange separately
 Daily NEWS Papers

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

M.G. Tele College Thalner strongly believe that regular update of IT facilitates improve their efficiency and span life of it, so college has established procedure for updating of it, as lab technician periodically checking the requirements update it likewise, If couldn't do by himself Institute hire a private technician from outside agency to update if it is necessary. The college has the following hardware related facilities- The college is equipped with servers which is utilized by the entire college. College having total 25 computers, 2 LCD projectors, 02 Scanners, 04 printers, 01 smart TV, 02 xerox machines, 16 CCTV camera and one LED screen etc Access to the internet 50 MBPS, WiFi 24x7 open to all registered students and staff members. The institute has installed an antivirus system in the entire PCs in the office

and departments. Fiber optic cables for smooth internet connectivity has been setup in the college.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 1.52

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

Response: 25

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 17.52

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
5.70	7.95	3.47	4.89	9.47

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 45.54

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
14	23	23	19	18

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 55.4

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
18	26	27	17	30

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

5.1.4

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

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

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

5.2 Student Progression

5.2.1

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

Response: 6.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	2	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	15	18	8	0

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 5

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
1	0	1	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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
1	1	0	1	1

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 0.6

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

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

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

5.4 Alumni Engagement

5.4.1

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

Response:

We have not registered alumini but it is on progress at college level. The Alumni Association of our institution is underway. Alumni registration is done free of cost. Meetings of alumni association are held at regular intervals, at least once a year. The alumni association is a mix of working women and homemakers and all are eager to contribute their share of experience through interaction with current students in the form of lectures, activities, sharing work knowledge and the like Alumni are employed in different departments organization etc. Few alumni are also self employed Alumni provide guidance to current students as and when needed Alumni are invited to the college functions and events Alumni, still living in neighboring villages, assist during N.S.S camps, extension programmes, outreach programmes, plantations etc. One alumni member is inducted into the IQAC committee. The most significant contribution of the alumni is in area of job searching for freshstudents.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our Institute, M G Tele Commerce College, Chindha and Baraku Ramaji Tele Science College, and Kesharbai Tele College of Management Thalner has set its vision and mission at the moment it laid the stone of its foundation. The visionary, Dr. C. G. Tele the President, Godhatma Shaikshank Bahuuddeshiya Sanstha, Thalner worked hard to create a path to trudge on by deciding its vision and mission. The Vision is to impart education that generates good citizens with academic excellence and a strong commitment to society and to perpetuate value and skill based education favourable to the progress of students and society so as to promote peace and harmony. The Mission of the institute is to provide cutting edge education in science, business and technology, leading to the intellectual development of youth by exploring their potential and raising employability and wise citizenship, to inculcate moral and ethical values in students that empowers them to be good human beings for building a strong nation. To provide congenial academic atmosphere and enhance research competencies. Since its establishment the institute is operating the mechanism intensively to keep the academic programmes, cocurricular, extracurricular and extension activities in tune with the vision and mission of the institute. Departments and Various units organises programmes and activities under the guidance of the President and Principal of the College.

The institute is committed to create competent citizens for the nation in all respects by intensively administering academic programmes for rural and tribal population; making the youth and deprived classes of the province able to solve their problems by enhancing their problem solving and decision making skills. Continuous up-gradation of lab equipment, books and educational resources occurs. Efforts are being taken to develop communication skills and analytical ability of the students by intensively administering academic programmes.

We strive hard to boost the zeal of education of the students by offering fees instalment and bus facility to the needy and poor students at the time of admission; besides traditional teaching methods, Student centric innovative teaching methods are being used to make the teaching and learning process more intelligible and interesting. Various stakeholders are given representation in CDC and IQAC which help us to achieve the goal of the institute through their expertise and revise the process of formulation of vision and mission.

For fulfilment of mission and goal the policies are- To undertake programmes and promote technology for excellence in teaching, research and administration; to overcome the hurdle between theoretical and practical knowledge. To promote outcome based programmes and events. To provide value embedded education for all-round development of students by focusing more on cross cutting issues in the syllabi. In order to enhance the strength of the institute, field visits, industrial visits and guest lectures are

organized by connecting networks with industry, and academicians.

Without blue print the journey of any educational institute seems impossible. The blue prints are the perspective and strategic plans of the educational institute. They are the road-ways for the institution to reach its destination.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

One of the key advantages of a decentralized governance system in colleges is the ability to promote collaboration and shared decision-making. By distributing authority among various stakeholders, such as faculty, staff, students, and administrators, colleges can ensure that different perspectives are considered when making important decisions. This collaborative approach to governance allows for more inclusive and transparent decision-making processes, leading to better outcomes for the entire college community. Decentralized governance systems in colleges can lead to greater innovation and creativity. With decision-making power spread out among different individuals and departments, colleges are better positioned to adapt to changing circumstances and respond to new challenges. This flexibility and agility can enable colleges to stay ahead of the curve and remain competitive in a rapidly evolving higher education landscape.

Our Institute vindicates the trend of decentralized governance system. The management of the institute consists of Executive Council, College Development Committee, President, Principal, OS, HODs and chairpersons of the academic committees such as internal Evaluation/Examinations Committee, Medical Check-up, Grievance Redressal Cell for Students, Sexual Harassment Prevention Committee for Students, Grievance Redressal Cell, Anti-Ragging Committee under IQAC etc. Regular meetings are held for the effective and smooth functioning of the institute. All the main decisions related to the institute are taken by respected President in consultations with the Principal and HOD. Principal is the academic and administrative head of the Institute. The Department Heads are responsible for day-to-day administration of their departments. Besides, staff members can give suggestions and ideas for improvement in general meetings formally and informally. The institute always promotes the culture of participative management; it offers opportunity to staff and students for voluntarily involvement in various activities.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Being affiliated to KAVAYITRI BAHINABAI CHAUDHARI NORTH MAHARASHTRA UNIVERSITY, JALGAON, the institute uses formats of the government for teacher appraisal. Performance Based Appraisal system is very important to assess the merits, improvements, performances, potentials of the staff. Self appraisal forms are filled by the staff every year and submitted.

The HOD and Principal check and instruct to improve the weak areas. Result analysis, teaching-learning process, academic performance, workload, class control internal marks, students attendance and behavior and feedbacks are taken into consideration when the form are filled up. The performance and contribution of the faculties are evaluated based on their active participation in teaching, learning and research activities. They submit the documents of their academic and other achievement to the concerned committees at the closing of the even semester of the academic year. Active participation in national and international seminars and conferences as well as publication in national and international journals is also considered. Delivering lectures as recourse persons, punctuality, communication skill of the students. activities are considered.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 23.08

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
4	1	0	0	1

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 6.52

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
0	0	2	1	0

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Resources and funds received from various government and non-government organizations are the best means to an institution for its development. But our college is self funded. Proper use of resources and funds for an institution can bring the sea change in infrastructural as well as physical facilities in the institution. At the same time management and maintenance of the resources strategically required on the part of the institution. Regular audits of resources and funds are significant in this relation. To keep watch on the resources and funds mobilized and optimally utilized committees are formed in the institution. These committees supervise and take action as per the advice of the management and internal auditor. The proper mechanism has been developed by institution to use the resources received. The internal Audit Committee headed by the Principal is formed every year which conducts internal audit bi-annually.

The heads of the departments submit their tentative budget by considering the fluctuation in the budget of previous year to the principal of the college at the commencement of academic year. The principal follows the procedure. The funds obtained from the government and non-government organizations are utilized properly. Research and development committee takes review of the funds and resources and directs the researcher for internal audit. In order to audit research contingencies the audit committee performs final analytical procedure. The audit of the salary grant is conducted by the external auditor while non-salary grant is audited first by the internal audit committee and then external auditor finally. Examination Audit, Gender Audit, NSS Audit also done by the institution.

Proprietor Ravi K. Patel is appointed as the external auditor by the institution. He conducts regular external audit of the institution every year and the certificate of the same is given to the institute by him.

The institution keeps the records of its cash and stock registers according to departmental norms and government office processes. The account section has audited the income and expenditure statements for all past years. Heads of different departments and the faculties who have been granted particular amount for organization of programmes submits their bills in time for internal audit. In addition to this, the heads also submit their proposed budget to the account section through Principal of the College. Any internal audit clarifications are closed as soon as possible under the supervision of the Management.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college has a functional IQAC constituted as per the guidelines. It includes the Principal as Chairperson, a Coordinator, Members from Management, Teacher Representatives, a representative of Administrative Staff, one nominee each from Local Society, Student, Alumni, Employers and Industry. IQAC works as a think tank giving strategic inputs for continuous improvement in teaching-learning, extension and research activities.

Regular Feedback from Stakeholders : IQAC has constituted a feedback committee which seeks online feedback regularly using Google form from students, alumni, parents, teachers and employers on syllabus, infrastructure, teaching-learning process and their expectations. Based on their feedback cognizance is taken. We take necessary action on feedback. IQAC suggests concerned teachers to use ICT based teaching methods to improve the teaching-learning process. A report of feedback analysis is also submitted to the affiliating university which mainly includes inputs for improvement in curriculum. The IQAC advises the academic departments for induction programmes through welcome functions for students so as to make newly admitted students aware about college activities.

Focus on Outcome Based Learning : The IQAC organizes training sessions for defining learning outcomes, mapping of outcomes and also for understanding the procedure for calculating attainment thereof. Teachers are guided for mapping of syllabus with Programme Outcomes and Course Outcomes and for enumerating course outcomes for their respective courses. The learning outcomes (COs and POs) are made available on the institutional website for all the stakeholders. They are also physically available at the entrance of each academic department. Teachers are guided by the Principal to understand the concept, practice and apply for their students. Along with results of examination, student

progression and placements, research publication, participation in events, competitive examinations bring out outcome based learning.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college undertakes effective measures to promote gender equality on campus premises. Our organisation takes proactive actions to protect the safety and security of the female students. Our efforts to foster gender parity have been successful; in the previous three to four years, enrolment ratio of girl students in our college. It is only because the parents feel secure and safe while admitting students in the college. A number of gender equity promotion programs are organized by the institution during the last five years. The management of the college has taken significant steps to ensure campus security since its inception. It includes the college infrastructure which ensures safety of female students.

- **CCTV Cameras:** CCTV cameras are installed at various strategic points or location in the campus to ensure the safety and security. It helps us to keep our premises free from external nuisance. It also makes the college environment safe for female students.
- **The safety wall on the boundary of campus** prevents unauthorised entry of outsiders or trespassers.
- **Prevention of Sexual Harassment Cell :** The college has a active Sexual Harassment Prevention Cell which conducts orientation program for the girl students at the beginning of every academic year. This cell deals with the cases of sexual harassment (if any) in their regular meetings. This creates a hassle-free ambience for the female students and helps them to focus on their academics.
- **Counselling:** Counseling is the most effective means to shape the minds of girls and boys to issue of gender sensitivity. The ladies teachers personally council the girls they need any help or advice. Our college faculties provide both, group and individual counselling to help students to avoid addictions, personal issue, career etc. The college teachers facilitates the female students with personal counselling, psychological problems and problem related to economical background, transportation etc.
- **Common Room:** Our college has made available the girls common room in the college with necessary facilities. Separate toilets and washroom are made available for the girls on the campus. A separate common room is also made available for ladies teachers. The common room for the girl students is available to maintain their privacy and personal needs. It is equipped with basic amenities and facilities required to them.
- **Women empowerment programs:** Every year the college conducts self-defence training to female students through programme which helps girls to improve their self-confidence. The College has a separate and dedicated cell of girl students called Yuvati Sabha Manch which is headed by female teachers and all admitted girl students are members. This cell provides exclusive platform to girl students for their personality developments. Theyl conducts various activities which includes

workshops, expert lectures, competitions etc. It also conducts health related activities like HB, CBC testing etc.

- The teachers also shoulder the responsibility of the safety of the girls on the campus they take rounds at peak hours special care is taken on the occasion of annual gathering, festivals, rally's etc
- The security guard at the main entrance of our college always keeps watch on the students, staff and visitors. He does not permit outsiders without proper investigation. Students are not permitted to enter the premises without a valid I-card.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The Moto of our college is "Dnyanam Hi Param Shreya". The students should be able to achieve knowledge and skill useful for his own feeding and should be able to do something for the cause of the society. In this way the college is proceeding towards welfare of the both. Most of the students admitted in the college are from rural area. They are the farmers wagers, from tribal/ adiwasi and economically backward families. They speak different dialects like Ahirani, Pawari, Bhili, Gujari, Dhangari etc. The students belong to different categories like SC, ST, NT, OBC etc. with observe marvelous variety among the students yet they show unity in diversity respecting each other regardless of class cast and other discrimination. The college administration, management teaching and non-teaching staff are not aware of any discrimination regarding with the students. The college makes equal opportunity available for each and every student for his overall development. The teachers make use of simple language for the proper understanding of the students in their teaching. Sometimes scientific and technological concepts of various science subjects are explained and clarify in mother tongue and local dialects spoken by students. During question hour male and female students are given equal opportunities to ask questions. The students get two fold benefited. They participate in communications as well as they comprehend the concepts in detail. The students admitted in national service scheme (NSS) get the opportunity to upgrade

themselves in displaying their qualities and skills. The teacher's guide them to make proper use of their qualities and skills for their personality development and social development. The students perform social activities like experience of hard work, to understand social prestige, rural sanitation etc. The male and female students are gathered together in special winter camp arranged in an adopted village by the national service scheme of the college. They experience self dependent leadership qualities importance of hardwork lifestyle of villagers an the vicinity of animals. They knew live like brothers and sisters learning emotional integrity. The students who are interested in sports are motivated to participate in various sports competitions. The students are provided text books and reference books by college library. The students who are interested in competitive exams are guided and provided with the relevant books. The students are encouraged to participate in debating competition elocation competition as well as in the programs in the celebrating the birth anniversary is of great national leaders like Chhatrapati Shivaji Maharaj Mahatma Gandhi Dr. Babasaheb Ambedkar, Mahatma Phule, Savitribai Phule so on. In annual social gathering the students are encouraged to display their arts qualities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice - 1 :

Title of the Practice: Yuvati Sabha for the Empowerment of Women

Objectives : To reduce gender imbalance by ensuring equal opportunities for female students. To develop self-confidence, courage and strength to the female students

Context: About 35.50% enrolment of the college is of female students from last five years . The girls students enrolled in the College belong to surrounding rural and socio-economically deprived region. It is needed to develop confidence and personality of a girl student who comes from the rural areas and deprived sections of society. The aim of this scheme is to develop a critical mind, self-confidence and a commitment to society. The girl students are provided training in health, personality development, self-deference, law and social activities, selfemployment and all possible other activities that enhance her social confidence. This scheme is open to all regular girl students admitted in the college.

The Practice: Majority of the female students studying in the College are from the rural areas and they travel to the college by bus or auto rickshaw. They grew up in rural traditional environment of violence

against women, increasing molestation and unhealthy social condition. Due to it, female students hesitate to participate in extracurricular activities. These girls are strong, self-reliant. They need to identify their strengths in order to protect themselves. Personality development workshops, career guidance, guidance on legal issue etc. are regularly arranged for female students for their personality development and better future. Competitions like rangoli competitions, mehendi competitions are arranged to develop their potential skills.

Evidence of Success: This practice boosts self-confidence and feeling of self-reliant among the female students. The girl students are self-reliant in the self-defense whenever certain unexpected situation occurs by their knowledge of Karate and other techniques. It helps to remove their shyness and hesitation. They understand the necessity and importance of regular health check-up. They are also aware about their health problems and how to take care. The workshops and seminar on legal issues, career opportunities, entrepreneurship development etc. develops their personality. All these activities help to minimize gender gap.

Problem Encountered: Female students could not participate in all the activities of Yuvati Sabha. Most of the girl students come from economically poor families. Some soft-skills training programs like fashion design, embroidery, stitching, beauty parlour etc. can be started for making them financially self-reliant and able to continue their higher education by their own pockets. Institute is trying for this purpose.

Best Practice - 2 :

Title of the Practice: Activity Based Working (ABW) with Attached Units

Objectives :

- To organise the several activities collaborated with the School & Jr. College
- To involve the studetns in the programs and to motivate them for build up the self confidence
- To train the teachers for collabarative work environment.

Context: Traditionally, colleges and universities have employed a more traditional office layout, with fixed workspaces for faculty and staff members. However, this setup can often be restrictive and does not cater to the diverse needs and preferences of individuals. By adopting an Activity Based Working (ABW) culture, colleges can create a more fluid and flexible environment that allows students and faculty to choose where and how they work based on their tasks and preferences.

The Practice: Activity based working culture with attached units in college is a modern concept that aims at enhancing productivity, collaboration, and flexibility among students and faculty members. This innovative approach revolves around the idea of creating a dynamic work environment that allows individuals to choose how, when, and where they work based on their specific tasks and goals. In this essay, we will explore the benefits of activity-based working culture in college settings and how it can positively impact the overall academic experience.

Moreover, activity-based working culture promotes collaboration and interaction among students and faculty members. By breaking down physical barriers and fostering a sense of community, individuals

are more likely to engage in meaningful discussions, share ideas, and work together on projects. This collaborative approach not only enhances learning but also helps build strong relationships and networks within the college community.

Another key benefit of activity-based working culture is the ability to maximize space utilization. With attached units that can be used flexibly, colleges can make more efficient use of their physical resources. This can lead to cost savings, reduced waste, and a more sustainable approach to facilities management. By optimizing space usage, colleges can create a more engaging and productive learning environment for their students and faculty members.

Furthermore, activity-based working culture promotes a healthier work-life balance for individuals. By providing a range of workspaces and allowing flexibility in how and when work is done, colleges can help reduce stress and burnout among their community members. This can lead to increased job satisfaction, improved mental health, and ultimately, higher levels of performance and creativity.

Evidence of Success: Activity-based working culture with attached units in college is a progressive approach that can have a positive impact on the overall academic experience. By promoting flexibility, collaboration, efficiency, and well-being, colleges can create a dynamic and engaging work environment that empowers individuals to thrive and succeed. As colleges continue to adopt innovative practices to enhance student and faculty experiences, activity-based working culture is certainly a strategy worth considering. Following activities were conducted with the collaboration with attached Elite International English School and Dr. C. G. Tele Science Jr. College Thalner actively worked with one campus.

List of collaborative activities organised with affiliated with school and jr. college is as follow;

- 1) National Days Celebration
- 2) Sport Activities
- 3) Cultural Activities
- 4) Field Visits
- 5) Curricular and extra Co-curricular Activities
- 6) Worlds Women Empowerment Day Celebration
- 7) Worlds Asteriod, Biodiversity, Cancer etc days celebration
- 8) Regular medical checkup camps
- 9) Teaching-Learning Activities
- 10) Practical based Teaching-Learning in Labs so on.

Problem Encountered:

- 1) Difficult to keeping data and photographs of the students activities separately
- 2) Also difficulty to write the reports along with students data, event dates photographs to show the external academic committee visits.

Best Practice 3: Vermicomposting

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The college being run by Godhatma Shaikshanik Bahuuddeshiya Sanstha, Thalner, Shirpur, Maharashtra efficiently works upon the quality guidelines of the meticulously planned strategies of the management. The college is dedicated to provide ample opportunities to students to learn theoretical concepts practically as well as overall skill development of the students. The institute follows the under given process:

The priority and thrust of the institute is in tune with its vision and mission

VISION :

- The vision of the institute is very clear and it has been abiding to work on the path of service to rural area. Apart from educational field, the institute witnesses to bring drastic changes in the lives of rural / tribal people.
- Apart from education, the institute organizes various extension activities to reach out of the last segment of the society. In the institute, there are various students-oriented departments such as National Service Scheme (NSS), Sports and Physical education and student development departments. These departments across the year organize various activities such as awareness rallies, blood donation camps, cleaning camps, tree plantation, disaster management camps, special winter camps in the adopted villages and various types of surveys. These underline that the institution works on the line to serve society also.

MISSION :

- To provide cutting edge education in science, business and technology, leading to the intellectual development of youth by exploring their potential and raising employability and wise citizenship,
- To inculcate moral and ethical values in students that empowers them to be good human beings for building a strong nation.
- To provide congenial academic atmosphere and enhance research competencies.

The institute has been established in the year 2012 with the aim of spreading higher education amongst the rural population and deprived classes of the region. The major thrust area of the institute revolves around its commitment to education, community development, and environmental sustainability. Our efforts to boost the energy of the college youth for the betterment of the society and make them

selfreliant to tackle with the glocal problems have always been at the centre of the policies of the institute. To tackle with the environmental issues like global warming and creating echo- friendly atmosphere, the

institute organizes various activities through its unit of National Service Scheme of the college. The unit contribute to the plans of the institute to implement them for fruitful outcome. The extension activities conducted by the units during last few years are noteworthy as these activities are practically dealing with the problems and issues related to environment, electroral, health and gender equality. Every year NSS and other Units in the College open tree plantation drive during rainy season. It helps us to create awareness about water scarcity and global warming. For better production of agricultural products, Vermi-Composting project in the institute is ideal one for the farmers in nearby villages. It helps the farmers in amending fertility of their farm-land by using the vermi-compost.

Environmental sustainability is a key focus area of the institute. It recognizes the importance of protecting the environment and promoting sustainable practices for a greener future. It actively engages in initiatives and programs that contribute to environmental conservation and create awareness about the pressing issues of global warming, pollution, pess use of plastic and resource depletion. The institute prioritizes environmental sustainability by organizing various activities, campaigns and programs. It focuses on tree plantation, water conservation, raising awareness about environmental issues, promoting sustainable farming practices, and fostering an eco-friendly atmosphere. By emphasizing these efforts, the institute aims to instill a sense of environmental responsibility and contribute to a greener and more sustainable society.

Community development is a significant focus area for the institute, as it actively works towards creating sustainable, inclusive, and empowered communities. Through various initiatives and programs, the institute strives to address environmental concerns, uplift marginalized sections, promote health and education and provide support during times of crisis. The institute actively works towards the development of rural areas and marginalized sections of society. Varieties of programmes and camp have been organised by NSS, Student Welfare Department for the wellbeing of the society. The units organised different awareness programmes on environment, agriculture, health, and gender issue.

The NSS Unit and college committies conducted:

- Tree plantation on and off the campus and at the adopted village.
- Water conservation through Rain water harvesting, bund building, and building of percolation tanks;
- Raised awareness about air pollution and global warming through bicycle rally, and Mazi Vasundhara Sunder Vasundhara campaign.
- Created awareness about innovative and modern methods of farming, water conservation, lectures of experts on agricultural issues, veterinary camps for animals etc
- Cancer day, Biodiversity day, Yuth day, National sport day, Worlds nature conservation day, Womens day, National voters day so on.
- College have been conducted Gender audit, Examination audit, Academic audit and Green audit, Environment audit so on.

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

5. CONCLUSION

Additional Information :

Most of the students belong to the rural area and socio-economical deprived section of the society. Majority of the parents are farmers, therefore, most of the students are first generation graduates. The proportion of girls students is higher in the enrolment. The college pays special attention on the overall development of the students.

The management of the our college provides follwing facilities;

- 1) College having its own transportation system
- 2) Hostel facility for boys
- 3) Wheel Chair for differently abeled students
- 4) RO Water System
- 5) Vehicle Parking Facility
- 6) CCTV & WiFi Facility
- 7) Fee concession
- 8) Staff support facility
- 9) Vending Machine
- 10) Tobacco free campus
- 11) Pollution free greenary environment.

Concluding Remarks :

It is an extreme privilege for us to submit this SSR to the NAAC. The SSR is prepared with extreme care and contains true and correct information. Thalner, a rural village in Shirpur Taluka, Maharashtra state. The village faces education scarcity, leading to the establishment of Godhatma Educational Society in 2006. The college, affiliated with KBCNMU Jalgaon, opened in 2012. The institute follows the CBCS curriculum pattern from 2018 and maintains a well-planned academic calendar. Academic flexibility is provided through elective courses and student-centric mechanisms. Cross-cutting issues like human values, professional ethics, gender sensitization, environment, and sustainability are integrated into the curriculum. A feedback system is established for stakeholders to review academic performance and learning experiences. The institute offers quality education, catering to student diversity through workshops, seminars, and conferences. It also has a

career counseling cell and the Career-Cutta programme. The teaching-learning process is student-centered, employing experimental instructive, participative, and problem-solving methods. The college hosts workshops, seminars, and conferences on research methodology, intellectual property rights, and entrepreneurship. It promotes research culture and ethics, educating students about community issues like gender disparities and social inequality. The institute conducts extension activities, empowering neighborhood communities and students. Student-centric departments organize village outreach activities and collaborate on research. The institute has adequate parking, computer lab, library, cafeteria, common room, ramp, sanitary facilities, electricity backup, hostel, solar heater, CCTV, and separate staff room. The library has large collection of books and a separate section for students' reading facilities. The college offers financial support to needy students and promotes awareness about scholarships. 70% of students benefit from government scholarships. The college has a supportive system, including career counseling, competitive examination guidance, and grievance cells. It also organizes capacity building and skill enhancement programs. The college's leadership, principal, IQAC, and faculty collaborate on quality policies, implementing e-governance, and organizing quality-related programs, seminars, webinars, and workshops. The college offers a safe environment for girls' students and promotes gender equality through various programs. It maintains values, rights, and responsibilities through celebrations and activities. The campus is green, energy-efficient, and has a paperless office.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 8 Answer after DVV Verification: 0</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																																								
2.1.2	<p>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</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>15</td> <td>9</td> <td>10</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>15</td> <td>9</td> <td>10</td> <td>21</td> </tr> </tbody> </table> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>47</td> <td>47</td> <td>47</td> <td>47</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>62</td> <td>62</td> <td>62</td> <td>62</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	16	15	9	10	21	2022-23	2021-22	2020-21	2019-20	2018-19	16	15	9	10	21	2022-23	2021-22	2020-21	2019-20	2018-19	47	47	47	47	47	2022-23	2021-22	2020-21	2019-20	2018-19	62	62	62	62	62
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62	62	62	62	62																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19																																			
2022-23	2021-22	2020-21	2019-20	2018-19																																					

10	10	10	10	10
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	1

Answer After DVV Verification :

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

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

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement**

initiatives identified and implemented

2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 7</p> <p>Answer after DVV Verification : 29</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7</td> <td>3</td> <td>7</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>6</td> <td>3</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3	7	3	7	9	2022-23	2021-22	2020-21	2019-20	2018-19	3	6	3	7	7
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	7	3	7	9																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	6	3	7	7																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40.82</td> <td>50.02</td> <td>43.33</td> <td>51.28</td> <td>50.09</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>31.24</td> <td>39.71</td> <td>32.23</td> <td>39.34</td> <td>37.19</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	40.82	50.02	43.33	51.28	50.09	2022-23	2021-22	2020-21	2019-20	2018-19	31.24	39.71	32.23	39.34	37.19
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