



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MUKTAINAGAR TALUKA EDUCATION SOCIETY'S SHRIMATI GODAVARIBAI GANPATRAO KHADSE COLLEGE MUKTAINAGAR

**MUKTAINAGAR TALUKA EDUCATION SOCIETYS SHRIMATI GODAVARIBAI
GANPATRAO KHADSE COLLEGE, MUKTAINAGAR TAL. MUKTAINAGAR
DIST. JALGAON**

425306

www.sggkhadsecollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Edlabad Taluka Education Society, now known as Muktainagar Taluka Education Society, was established in 1954 with the aim of providing quality education to the first generation learners of this area. The society opened Primary Schools and High schools at Muktainagar, followed by opening Junior College with Arts, Commerce and Science faculties. In the early 1990s, higher educational opportunities were scarce in the Tehsil. Recognizing this need, Muktainagar Taluka Education Society resolved to establish an undergraduate and post graduate college to serve the students in this rural area. The vision became a reality with the establishment of Edlabad Science College, Edlabad (Now MTES's Smt. Gadavaribai Ganpatrao Khadse College, Muktainagar) in 1990. The dedicated Management of MTES played a crucial role in the foundation and overall growth of the college. They worked tirelessly to provide equal educational opportunities to the students of the area.

Today fields like Electronics, Computer Sciences, and Chemical Sciences have gained prominence, the college introduced courses in Computer Science and Electronics in 1997, followed by B.Sc. IT in 2001. Presently, the college runs from a dedicated campus of 10.76 acres, with 16 UG Programmes, 04 PG Programmes, 08 Add-on/Skill Courses, and 03 recognized Research Centers, 18 Research Guides and 45 permanent teaching faculty and is affiliated with the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. The college **got** permanent affiliation in 2002 **and in the same year** received approval under section 2(F) of the U.G.C. Act 1956 and in the year 2006 the college was included in the list of college under section 12B of the U.G.C. Act 1956, which denotes recognition as an institution eligible to receive central assistance. The college has been twice accredited by the **NAAC** with B and B+ grade in the year 2003 and 2016 respectively. The college **is twice** placed in 'A' grade by the university in the Academic and Administrative Audit. The college is presently ISO 9001 certified. The institution is dedicated to imparting knowledge to students, with a focus on their overall progress and development.

Vision

"We at MTES' Smt. G.G. Khadse College Muktainagar are committed to impart good education, develop all round personalities and inculcate social and civic responsibilities"

Institutional Core Values:

- *Academic Excellence.*
- *Skill Development.*
- *Value Orientation.*
- *Social Commitment.*
- *Character and Nation Building*

Mission

"To educate and enable youth, enhance the dignity and progress of the society as well as the Nation."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Adequate space for future expansion.
- Cordial relationship among the stakeholders.
- Experienced and dedicated teaching and non-teaching staff having strong emotional bonding with students.
- Good teacher and student ratio.
- Optimum utilization of existing infrastructure.
- Remarkable organization of student support activity.
- Good academic results.
- Maximum students are benefitted by Government and University schemes.

Institutional Weakness

- Majority of the students hail from low economy social and educational background.
- Most of the students are first generation learners.
- Limited post graduate and professional courses.
- Early marriages of girl student.
- Limited financial resources.
- Tradition bound society.

Institutional Opportunity

- To create and nurture interest of students in higher education.
- To organize various student centric activities to boost the morale of the student.
- To look for various financial sources/support.
- Introduction of job oriented add-on, professional and PG courses.
- Recruitment of new faculties.
- Scope to organize extension activities in the nearby locality.
- Alumni engagement to be strenthned.

Institutional Challenge

- To improve the confidence and communication skills of the students.
- To organize placement camp.
- To establish linkages and collaborations with industries/Organizations.
- To prepare students to meet global challenges and making them employable.
- Strengthening the ICT facilities.
- To get financial support from Government/UGC and other sources.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

i. Curricular Planning and Implementation:

- The institute is permanently affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, and follows the semester pattern under CBCS curriculum from 2018.
- At the commencement of the academic year, the academic calendar is prepared and strictly followed.
- Time-table of regular teaching and practicals are prepared and displayed on the Notice-Board.
- Presently, 01 Faculty is a Faculty Member, in Science and Technology, 02 faculty members, presently, and for the period (2017-2022) 03 members are/were working as members of BoS in their respective subjects of the affiliating university.
- Teachers have taken active participation in the activities related to curriculum development, evaluation and various academic committees of the affiliating University.
- Teaching plan is prepared by the faculty members at the beginning of each semester and Daily Teaching Diary is maintained.
- Staff Meeting is conducted frequently by the Principal for monthly planning, follow up and implementation.

ii. Academic Flexibility:

- All the **16** UG, and **04** PG, programmes, through the Choice Based Credit System/Elective and **03** Ph.D. programmes are offered in the institute.
- Add-on/Value Added Courses and Certificate Courses are introduced with a view to add skills among the students.
- The institute offers **07** Certificate Courses and **01** Certificate Course under Ordinance 181 of the affiliating university.
- During the Assessment Period total **604** students were enrolled for the Add-on/Value Added/ Certificate Courses
- The college has introduced **02** new programmes at UG and **01** PG level during the assessment period (2018-19 to 2022-23).

iii. Curriculum Enrichment:

- The curriculum offers **231** courses related to cross-cutting issues like Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability in UG/PG programmes.
- As many as **2557** students are benefited from experiential and participative learning through field visits/Industrial visits/excursions/study tours/projects etc. during the assessment period.
- Various activities/programmes on gender sensitization, gender equity, human values etc are organised.
- Regular curriculum is enriched through the programmes/activities on ethical values, human values, national integration and environmental studies besides moral values.

iv. Feedback system:

- The structured feedback system is in place.
- The Feedback report is prepared and submitted to the Principal for necessary action, if any.

Teaching-learning and Evaluation

i. Student Enrolment and Profile:

- The average First Year enrolment of students, in the assessment period, is **58.74%**.
- The student-Teacher ratio in the institute during the last year is **22.92:1**
- More than 80% of the students admitted to the college are from socially and economically backward categories.

ii. Catering to Student Diversity:

- Learning levels of the students are identified.
- For slow learners, the departments conduct extra sessions/classes/counselling.
- Advanced learners are motivated to participate in *Avishkar* and other co-curricular activities.
- Career counselling workshops arranged for students.
- Alumni Talks are arranged, in some departments.
- Add On/Value Added and Certificate Courses are conducted to enrich the curriculum.

iii. Teaching-Learning Process:

- Teaching-learning and Evaluation process is carried out as per the Academic Calendar.
- Apart from the regular classroom-teaching, the faculty uses ICT tools like PowerPoint, Google Classrooms, social media, YouTube etc.
- Faculty adopts student-centric teaching methods- Seminars, Group Discussions, Industry Visits, Expert Talks, Practicals/Demonstrations, Field Visits, experiential and problem solving methods etc.
- Various programmes/activities are conducted for the holistic development of the students.
- The students of literature are shown films, based on the prescribed syllabus, in the classroom.

iv. Teachers' Profile and Quality:

- About **80%** of the teachers are filled against the sanctioned posts.
- Permanent full-time teachers with Ph.D./NET/SET are **39/45**.
- Average teaching experience – **14.75** years.

v. Evaluation Process and Reforms:

- Internal evaluation is pre-defined, robust and conducted as per the instructions of the affiliating university
- Continuous Internal Evaluation (CIE) is conducted, as per Academic Calendar, along with two internal assessment tests and assignments, attendance, performance in practicals, seminar/quizzes/activities, projects, group discussions etc.
- The institution takes the necessary steps to resolve the Grievances related to evaluation.
- Result Analysis is done at the departmental level and college level.
- The pass percentage for the assessment period is **70.98%**.

vi. Student Performance and Learning Outcomes:

- COs, PSOs and POs are displayed on the institutional website.
- POs, PSOs, and COs are measured directly by calculating the marks secured in internal tests, practicals, assignments, seminars, and semester end examination.
- Total **09** students have secured university ranks in the university examinations during the assessment period.

Research, Innovations and Extension

i. Resource Mobilization for Research:

- Now, out of the **45** permanent faculty members, **29** are having Ph. D, **02** are awaiting Final Viva-voce for Ph. D, and **04** have registered for Ph.D.
- Presently the Institution has **03** University Recognized Research Centres and **18** Recognized research guides.
- Till date **08** Students have completed Ph.D. from the Institute and **17** are currently registered for Ph.D.
- Some Faculty members have completed MRPs and few are working.

ii. Innovation Ecosystem:

- The IQAC has significantly contributed in the promotion of research culture in the institute by organising workshops/programmes on Research Methodology/IPR/Research Ethics/Professional Development etc.
- **156** Programmes on Research Methodology/IPR/Entrepreneurship etc. are organised.
- The college has Research Advisory Committees in Various Departments that monitors research quality.
- **88** Students participated in District/University Level 'Avishkar' (Research Convention) during last 05 years.
- The Central Library with N-List and INFLIBNET facility ensures access to e-resources.

iii. Research Publication and Awards:

- A total of **150** research papers have been published by the faculties in Peer-reviewed/UGC care listed Journals, during the assessment period.
- **74** number of books/chapters in the edited books and research publications in conference proceedings are to the credit of the faculty of the college, during the assessment period.
- **06** Patents are registered in the name of faculties.
- Faculties attended 500+ conferences/seminars/workshops.

iv. Extension Activities:

- **206** Extension Activities have been conducted during the last five years.
- Extension activities reflect the institution's commitment to community engagement, social responsibility and inculcation of civic responsibilities among the students.
- The college organizes Tree Plantation programmes.
- The NSS unit sensitizes students and village communities about the issues of social relevance like *Swacchatha*, Save Girl Child, Literacy, Health and Hygiene etc. during **7** day residential NSS camp, in the adopted village.

V. Collaboration:

- There are **08** functional MoUs of the institutes/NGOs for the enhancement of academic, research collaborations and exchange of expertise.
- **25** Collaborative activities are carried out in association with other institutions, associations, and agencies.

- Institute organized various activities, exchange of expertise, exchange of knowledge and organization of academic and student development programmes.

Infrastructure and Learning Resources

i. Physical Infrastructure:

- The college is situated in **10.76** Acres area, with a serene campus and has adequate infrastructural facilities and resources, in **8941** Sq. Mt. Built Up area.
- There are **21** classrooms, of which 12 classrooms/Labs are with LCD facilities and **18** laboratories, and **01** Seminar Hall.
- Expenditure of infrastructure augmentation in the assessment period is **Rs.79.28 lakhs**.
- Adequate parking facility, Computer Labs, Library, Canteen, Common Rooms for girls, Indoor Stadium, CCTV, Girls Hostel, Play Ground, Generator Room, etc. are available in the college.
- Administrative Block, the Principal Cabin, Vice-Principal Cabin, IQAC Office, Student Development Department, Career *Katta*, and NSS unit have separate departments.

ii. Library as Learning Resource:

- The Central Library of the college has books worth Rs. **8718645.65** including the Donated Books of Rs.**8,29,892.75**
- During the last 5 years total books of worth Rs. **1806495.75** including the Donated Books of Rs.**6,32,263.75** are added in the Central Library.
- The library is partially automated with Soul-02 Software and Web OPAC.
- Separate Reading rooms for Boys and Girls are available in the Central Library of the college.
- The Library has a collection of **42602** Books and **12029** Titles.
- Periodicals and Journals/Magazines are subscribed in the Central Library.
- Botanical Garden is developed and maintained in the premises.

iii. IT Infrastructure:

- Total **122** computers, **05** Laptops, **11** scanners, **22** printers, **44** CCTVs (DVR) and **12** LCD Projectors are available in the college.
- Internet facility with **200 Mbps** and Wi-Fi 24x7 is available in the college.
- ERP is used in the college for Online Admission and Office Management.
- For money transactions, PFMS, NEFT and RTGS facilities are operational.

iv. Maintenance of Campus Infrastructure:

- All campus infrastructure facilities are properly maintained and outsourced under respective Annual Maintenance Contracts (AMCs).
- Well defined Maintenance Policy, available on the institutional website.
- Total expenditure on academic and physical facilities for the last 5 years: **Rs. 155.71 lakhs**.
- Total campus is under 24/7 CCTV surveillance.
- RO drinking water facility is available to ensure the health of the students and staff.
- Vending and Disposal machines are available for female students in the girls' Common Room and hostel.

Student Support and Progression

i. Student Support:

- In the assessment period, **5833 out of 6699** students have received various Government Scholarships as per the GOI and GOM guidelines.
- **156** capacity building/skill enhancement/professional skills related activities are organised during the assessment period, and total **8866** students participated in the activities.
- **4778** students are benefitted from the programmes on career counselling/entrepreneurship and competitive examinations and **22** students were placed..
- The college has spent **Rs. 2,75,375/-** under Earn and Learn Scheme, to help the poor and needy students during the assessment period.
- The Institution has a transparent mechanism for timely redressal of student grievances. There is not a single event registered in such cases during the last five years.
- Every year the Student Development Department conducts a health check-up camp for first year students and each student is insured under the Student Insurance scheme.
- *Yuvati Sabha* plays a crucial role in the over-all development of female students.

ii. Student Progression:

- Placement Camps and Guidance on Careers are organized in the college.
- Average **492** students have enrolled to higher education during the last five years.
- **366** Students have played in various Sports activities at Intercollegiate/University/National Level in the last five years.
- **09** Students have secured ranks in the University Merit List.
- **03** Students have won the Prizes for their articles in the University Level Magazine Competition.

iii. Student Participation and Activities:

- **22** Students have represented the college/university at State/National level camps/activities.
- **89** awards and medals for sports/cultural activities are won by students.
- The students have representations on IQAC and various cultural committees.
- **02** students have bagged Medals at the university Level Youth Festival.
- **01** student has participated in the **State Republic Day Parade**.
- **01** student has participated in the **National Republic Day Parade** on 26/01/2023 at Delhi.
- **1744** students have participated in Sports and Cultural activities/events.

iv. Alumni Engagement:

- Alumni Association is registered under Maharashtra Societies Registration Act, 1860, with Registration No. **Maha/22013/AL, dated 21/12/2021**.
- Alumni association is constantly engaged in the activities like Guest Lectures, Counselling, and Guidance/Mentoring.
- So far more than **106** Alumni have been registered and raised the fund of Rs. 106511/-

Governance, Leadership and Management

i. Institutional Vision and Leadership:

- The Governing Body and College Development Committee work day and night for the academic growth of the college.
- The institution's governance structure ensures clarity, transparency, accountability, and effective decision-making processes.
- The Management, CDC, Principal, IQAC, and faculty members play a pivotal role in the designing and implementation of its quality policies.
- Recently the college has received the sanctioning of Rs. 5 Crores under PM-USHA.
- The college strives to translate the vision, mission, core values and objectives of the college.

ii. Strategy Development and Deployment:

- Perspective plan is prepared in tune with the vision and mission of the college, the recommendations of the Previous NAAC Committee Report and discussions with the stakeholders.
- E-governance modes in admissions through MKCL and ERP, student support, OPAC, N-LIST, alumni registration/ feedback, Exam related redressal, communication with university and authorities are used.

iii. Faculty Empowerment Strategies:

- Well-established policies for recruitment and appointment of the faculty.
- 231 teachers have attended OC/RC/FDPs and Other Professional Development Programmes.
- Welfare schemes for the staff are implemented.

iv. Financial Management and Resource Mobilization:

- Internal and External Audit is conducted.
- Total expenditure for academic and physical facilities during the assessment period is Rs. 476.37 lakhs.

v. Internal Quality Assurance Cell:

- IQAC actively shoulders in quality initiatives such as Preparation of Perspective plan, Academic Calendar, timely submission of AQAR, participation in NIRF, AISHE, and organization of Conferences/Workshops on quality aspects, Feedback Analysis, and ATR.
- IQAC collects and organizes all the necessary data etc.
- IQAC promotes collaborations and MoUs with institutes, GOs and NGOs.
- IQAC takes initiative to organize teacher-centric and student-centric activities.
- IQAC has taken initiatives to introduce online internal evaluation, ICT-enabled teaching etc.

vi. Quality Measures Initiated by IQAC:

- ICT enabled pedagogy, administration, and documentation.
- Strengthened Research Culture.
- Structured feedback and Review of learning outcomes.
- Review of Lectures and Assignments, promotion of ICT in Teaching-Learning.
- Induction Programme for Staff, Programmes on IPR etc.

- ISO 9001:2015 Certification, Green Audit, Academic and Administrative Audit, Energy Audit, and Environment Audit is done.
- E-Payment mode is introduced in the college

Institutional Values and Best Practices

i. Measures for Gender Equity:

- The institution aims at maintaining transparency in all its functionings.
- Institutional Core Values are imbibed among students through proper initiatives which mark the Institutional Distinctiveness.

ii. Gender Equity

- Adequate safety measures are adopted for the safety of the girl students.
- Dress codes for staff and Identity cards for students are mandatory and monitored through CCTVs.
- The separate girls' common room is available for girl students.
- The empowerment programs for girl students are organised every year.
- Programmes are conducted to prevent ragging and sexual harassment cases.
- The institution emphasizes gender equality activities throughout the year.

iii. Environmental Consciousness and Sustainability

- The campus is well maintained.
- Quality audits on the environment and energy are regularly undertaken by the institution
- Green campus initiatives are undertaken through regular cleaning, plantation programs, use of solar post lights, and LED lights.
- The institute has installed a solar plant of 30 KV as a part of promotion of alternate energy sources.
- Tree Planatation is regularly done in and outside the campus.
- The Institution has *Divyangjan*-friendly, barrier-free environment.
- e-policy is made and followed in the college.
- Code of Conduct and Functioning Guidelines for Principal, teaching staff, non-teaching staff, and students is available on the institutional website.
- The college organizes various programmes/activities to inculcate environmental consciousness in students.
- Most of the students make use of public transport to reach college.
- The college observes 'No Vehicle Day' on every Saturday.

iv. Inclusive Environment:

- The students are made aware of their duties and responsibilities through various programs.
- Various activities are held for the promotion of universal values, human values, and national integration.
- The college celebrates national/international commemorative festivals and observes birth anniversaries of National Heroes.

v. Best Practices:

- Blood Donation Camps are organized every year to promote health consciousness and sense of social commitment among the students.

Programmes are regularly organized to instil self-confidence among the girl students, to establish Gender Equity, Gender Sensitization and Personality Development of girl Students and to empower girl students from the rural area.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Muktainagar Taluka Education Society's Shrimati Godavaribai Ganpatrao Khadse College Muktainagar
Address	Muktainagar Taluka Education Societys Shrimati Godavaribai Ganpatrao Khadse College, Muktainagar Tal. Muktainagar Dist. Jalgaon
City	Muktainagar
State	Maharashtra
Pin	425306
Website	www.sggkhadsecollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	HEMANT ANANDA MAHAJAN	02583-234408	9421521051	-	khadse_college1990@rediffmail.com
IQAC / CIQA coordinator	Anil P. Patil	-	8668725903	-	anilppatil3@yahoo.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	16-01-2002	View Document
12B of UGC	20-03-2006	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Muktainagar Taluka Education Societys Shrimati Godavaribai Ganpatrao Khadse College, Muktainagar Tal. Muktainagar Dist. Jalgaon	Rural	10.76	8941

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science And Technology,Computer Science	36	XII Sci. Pass	English	120	51
UG	BSc,Science And Technology,Zoology	36	XII Sci. Pass	English	120	5
UG	BSc,Science And Technology,Botany	36	XII Sci. Pass	English	120	3
UG	BSc,Science And Technology,Mathematics	36	XII Sci. Pass	English	120	0
UG	BCA,Science And Technology,	36	XII Pass	English	60	32
UG	BSc,Science And Technology,Chemistry	36	XII Sci. Pass	English,English + Marathi	120	32
UG	BSc,Science And Technology,Bio Technology	36	XII Sci. Pass	English	120	0
UG	BSc,Science And Technology,Physics	36	XII Sci. Pass	English	120	0
UG	BBA,Commerce And Management,	36	XII Pass	English + Marathi	60	5
UG	BCom,Commerce And Management,	36	XII Com or Sci. Pass	Marathi	120	33
UG	BA,Humanities,Economic	36	XII Pass	Marathi	120	22

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	s					
UG	BA,Humanities,Hindi	36	XII Pass	Marathi	120	21
UG	BA,Humanities,Geography	36	XII Pass	Marathi	120	29
UG	BA,Humanities,English	36	XII Pass	English,Marathi	120	20
UG	BA,Humanities,Political Science	36	XII Pass	Marathi	120	24
UG	BA,Humanities,History	36	XII Pass	Marathi	120	29
UG	BA,Humanities,Marathi	36	XII Pass	Marathi	120	15
PG	MSc,Science And Technology,Computer Science	24	B.Sc. Computer Sci.	English	40	28
PG	MSc,Science And Technology,Organic Chemistry	24	B.Sc. Chemistry	English	50	40
PG	MCom,Commerce And Management,	24	B.Com	English + Marathi	120	31
PG	MA,Humanities,English	24	B.A.	English	120	29
Doctoral (Ph.D)	PhD or DPhil,Science And Technology,Computer Science	60	M.Sc. Computer Science	English	4	3
Doctoral (Ph.D)	PhD or DPhil,Science And Technology,Chemistry	60	M.Sc. Chemistry	English	24	12
Doctoral	PhD or DPhil	60	M.A. English	English	8	3

(Ph.D)	,Humanities, English				
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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	1				10				60			
Recruited	1	0	0	1	8	2	0	10	27	7	0	34
Yet to Recruit	0				0				26			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	4	9	0	13
Yet to Recruit	0				0				2			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						22
Recruited	11		0		0	11
Yet to Recruit						11
Sanctioned by the Management/Society or Other Authorized Bodies						14
Recruited	9		1		0	10
Yet to Recruit						4

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	6	1	0	15	6	0	29
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	4	1	0	8	1	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	4	9	0	13
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
	2		0		2

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	598	0	0	0	598
	Female	489	0	0	0	489
	Others	0	0	0	0	0
PG	Male	45	0	0	0	45
	Female	83	0	0	0	83
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	13	0	0	0	13
	Female	4	0	0	0	4
	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	113	100	100	103
	Female	54	60	67	63
	Others	0	0	0	0
ST	Male	39	31	46	33
	Female	3	5	7	7
	Others	0	0	0	0
OBC	Male	419	404	418	366
	Female	374	410	437	455
	Others	0	0	0	0
General	Male	78	65	81	57
	Female	70	55	47	52
	Others	0	0	0	0
Others	Male	124	126	121	124
	Female	78	77	53	60
	Others	0	0	0	0
Total		1352	1333	1377	1320

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The fact that the college is multi-faculty (Science, Humanities, Commerce, BCA and BBA) indicates a move towards a multidisciplinary approach. It suggests that the institution is diversifying its academic offerings beyond traditional disciplines. The students are encouraged to undertake interdisciplinary projects in Avishkar and other activities. Guidance on Current Trends in research are organized to orient the students about the multidisciplinary/interdisciplinary approaches. The departments organize intra-departmental activities to promote interdisciplinary studies. This is in alignment with the ethos of the NEP, which emphasizes a multidisciplinary approach to</p>
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	<p>education. At present, the institution is ready to implement NEP from the next educational year. Orientation Programmes of the students are conducted to inform the students about the changes being introduced along with the NEP-2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>College has undertaken a proactive initiative to promote the Academic Bank of Credit (ABC) system by encouraging more than 80% of first-year students to open ABC accounts immediately after admission. This initiative reflects the college's commitment in implementing the principles of the National Education Policy (NEP) and fostering a student-centric approach to education. By facilitating the creation of ABC accounts, the college aims to empower students to accumulate and transfer academic credits seamlessly, promoting flexibility and mobility within the education system while aligning with the broader objectives of the NEP.</p>
<p>3. Skill development:</p>	<p>To align with the emphasis on skill development in NEP 2020, the college has introduced Career Oriented Certificate Courses. These courses are designed to equip students with practical skills and competencies that are in demand in the job market as well to encourage entrepreneurship. By offering such courses, the college aims to enhance the employability of its students and prepare them for various industry-specific roles. Apart from this, skill enhancement courses are introduced and made a part of the curriculum by the affiliating university. Some departments organise programmes/trainings on the practical skill sets in the subjects. Yuvati Sabha, Student Development Department, NSS and other Academic Committees organize skill enhancement programmes. Some departments encourage the students to participate in field visits to Banks, MIDCs, Government Offices, SHGs and Entrepreneur Projects.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution demonstrates a thoughtful integration of the Indian Knowledge System (IKS) through its academic offerings and cultural initiatives. By teaching Marathi and Hindi languages at the graduation level, the college not only preserves regional linguistic heritage but also fosters appreciation for Indian languages and literature. Moreover, its commitment to organizing cultural programs serves as a platform to introduce students</p>

	<p>to diverse facets of Indian culture, promoting cultural awareness and identity. With the upcoming introduction of IKS as a subject for two credits in accordance with the National Education Policy (NEP), the college further solidifies its dedication to integrating indigenous knowledge systems into the academic curriculum, enriching students' understanding of India's rich cultural and intellectual heritage. Webinars and seminars are offered to encourage the learners to understand the cultural values of literary works. Field visits/trips to local heritage sites/museums are arranged to make the students aware about the local heritage, tradition and rich cultural heritage. During Annual Social gathering, a special day is assigned for wearing Traditional clothes.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college has embraced the Outcome-Based Education (OBE) approach, where the desired learning outcomes (POs, PSOs, and Cos) of each academic program are clearly defined and communicated, well in advance. These outcomes are displayed on the college website and are made accessible to students and other stakeholders. Faculty members are encouraged to align their teaching strategies, assessments, and learning experiences with these outcomes to ensure that students achieve the expected levels of knowledge and skills. OBE ensures that the education process is more student-centric, result-oriented, and promotes continuous improvement. All courses are designed with outcomes centred on cognitive abilities: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. The Learning Outcomes are mapped and evaluated on the basis of the final results of the students.</p>
<p>6. Distance education/online education:</p>	<p>The Institution expands educational accessibility by offering Programmes through distance mode, made available in the college, through Study center of Yashwantrao Chavan Maharashtra Open University (YCMOU). This initiative enables students to pursue higher education regardless of geographical constraints, facilitating flexibility in learning and accommodating diverse student needs. By embracing distance education, the college promotes lifelong learning opportunities and widens access to quality education, thereby empowering individuals to enhance their academic and professional skills while</p>

balancing other commitments. Our institution was already prepared, especially during the COVID-19 pandemic and teaching learning process through different online modes. The whole college campus is wi-fi enabled. Hence there is no hindrance to online education. During the COVID-19 Pandemic, the college made available e-content to students through digital platforms.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the college has set up an Electoral Literacy Club.</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 are representative in character?</p>	<p>The college has established an Electoral Literacy Club (ELC) with the NSS Programme Officer as its coordinator. The Assistant Programme Officers and NSS Volunteers help the coordinator in the organization of various activities/programmes. The club is inclusive and representative in character. Students were appointed as volunteer's in the voter awareness campaign.</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>	<p>The Electoral Literacy Clubs (ELCs) undertake various innovative programs and initiatives aimed at promoting voter awareness and ethical voting practices among students and the community. Here are some of the innovative programs and initiatives undertaken by the ELCs: • Voters Awareness Campaigns: The ELC organized voter awareness campaigns to educate students and the community about the importance of voting, the electoral process, and their role as responsible citizens in shaping democracy. • The Awareness about Ethical Voting: ELC emphasized the significance of ethical voting and encouraged the student-voters to make informed choices based on the candidate's credentials, policies, and track record. They highlighted the importance of voting and information about the electoral process. • Observance of Indian Constitution Day: ELC and NSS jointly organized special events and lectures on Indian Constitution Day to commemorate the adoption of the Indian Constitution and raise awareness about the fundamental rights, principles, and values enshrined in the Constitution. These programs helped students to understand the</p>

	<p>significance of constitutional provisions in safeguarding democracy, equality, and justice. • Lectures on National Voter's Day: ELC and NSS conducted lectures and interactive sessions on National Voter's Day to mark the foundation of the Election Commission of India. • New Voter Registration Drive: ELC and NSS jointly organized new voter registration drive. The application forms to enroll new voters in the Voters' List were made available and were assisted in getting filled. The filled-in application forms were submitted to the Tehsil Office, along with the necessary documents. • Students participation in related activities: The College through NSS and ELC promoted students participation in the activities like elocution, slogan and rangoli competition organised by Election Officer, Muktainagar.</p>
<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>The NSS unit conducts a survey of the enrolled students in the college and makes sure that the names of the eligible students are registered in electoral roll.</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>The Electoral Literacy Clubs (ELCs) and NSS play a crucial role in addressing this issue by actively encouraging and educating students above 18 years about the importance of voter registration. These local Booth Level Officers (BLOs) are asked to get the help of NSS Volunteers, if needed. Information Dissemination: ELC through NSS disseminates information about voter registration procedures, eligibility criteria, and important deadlines for enrollment. They distribute informational materials such as pamphlets, brochures, and posters to raise awareness among students and encourage them to take proactive steps to register as voters. They facilitate the distribution and submission of voter registration forms, assist in completing the necessary documentation, and liaise with electoral officials to address any queries or concerns raised. Institutional preparedness for NEP</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
1352	1333	1377	1320	1517
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 70

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	54	54	58	51

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
105.68	66.92	92.87	72.02	138.88
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 has a well-designed curriculum delivery approach and mechanism, which is essentially learner-centric, to ensure the best learning environment for students. Constant efforts are made to create a fair and prolific learning environment in the college. The college has a robust curriculum delivery system. Some of the key features of the curriculum delivery system of the college are:

- **Learner-Centric Approach:** The institution adopts a learner-centric approach, placing students at the forefront of the educational process. This approach recognizes the diverse learning needs and preferences of students and strives to accommodate them through varied teaching methodologies and interactive learning experiences. Departments identify the learning levels of students to address their specific needs and take up necessary initiatives to prepare them academically.

- **Academic Calendar and Teaching Plan:** At the beginning of each academic year, the college develops a comprehensive academic calendar and teaching plan and also adheres to the academic calendar prepared by affiliating University. These documents serve as roadmaps for scheduling classes, assessments, extracurricular activities, and other educational events throughout the year. By outlining key milestones and deadlines. The academic calendar ensures effective coordination and planning across departments and faculty members. Time-Table Committee prepares a master timetable and the respective departments prepare their schedule of lectures and practicals.

- **Teaching Methodologies:** The institution employs a variety of teaching methodologies to cater different learning styles and preferences. Classroom pedagogy primarily includes lecture methods, discussions, participative learning, experiential learning, ICT enabled teaching, field works and use of social media. Additionally, field visits and projects complement classroom teaching, providing students with hands-on experiences and real-world perspectives.

- **Adaptation to Online Teaching:** In response to the COVID-19 pandemic, the college swiftly adapted to online teaching methods to ensure continuity of education. Leveraging digital platforms and virtual classrooms, faculty members delivered lectures, facilitated discussions, and conducted interactive sessions with students remotely. Teachers shared e-resources and study materials through social media and other digital platforms. ICT based teaching is an inseparable part of regular teaching-learning process.

- **Continuous Internal Assessment:** Continuous internal assessments play a crucial role in monitoring student progress and comprehension throughout the academic year. These assessments take various forms, including classroom discussions, presentations, participation in academic activities and

projects, allowing faculty members to gauge students' understanding, identify areas for improvement, and provide timely feedback for growth and development. Internal examination schedule is shared with students in advance through notices. All students are informed about Internal evaluation mechanism at the beginning of every academic year, and different kinds of evaluation methods, marking schemes, nature of question papers, and marking weightage. Internal marks are submitted to the University via e-Suvidha Portal with the utmost care by the internal examination committee.

Stakeholders' Feedback: The college actively solicits feedback from various stakeholders. Online feedback is collected from the out-going students. A comprehensive Feedback Report is prepared and submitted to the Principal for necessary action and is also used for improvements.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 5

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

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: 4.57

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	30	90	105	90

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:

The college has a vision statement of inculcating social and civic responsibilities and prioritizing the practice of human values. The college has integrated the discourse of Gender, Environment Sustainability, Human Values and Professional Ethics into the curriculum in different ways. The Principal addresses students regarding contemporary issues, ethics and moral values. Apart from this, soft skills, professional and life skills are also addressed. The college caters to the educational needs of rural masses; vis-a-vis efforts are being taken to integrate various cross-cutting issues through the curriculum.

- **Human Values and Professional Ethics in Curriculum:** The classes of Language and Literature strongly imbibe human values among the students and sensitise them towards various social values. The courses in UG Political Science deal with Fundamental Rights and Duties, Justice, Liberty and Equality, Democracy, etc. Commerce, Economics, BBA, BCA and Computer Science students study courses like Business Ethics, Business Communication, Basics of Programming, Computer Languages and Professional Values, required in the job market. The IQAC and many other Departments have organised webinars on Intellectual Property Rights. Students participate in various social activities like Blood Donation Camps, Swachha Bharat Abhiyan, Health Check-Up etc. campaigns through which they understand the human values.
- **Gender Sensitization:** Many courses offered by the Literature, Social Sciences and Life Sciences deal with the issues of gender sensitization. The college regularly organizes International Women's Day, World Environment Day and Gender Equity programs to make the

students aware of their cultural and environmental surroundings and their impact on human life. The involvement of females along with males in every walk is one practice implemented by the college, an encouraging step in accordance with Gender Equity. Special programmes are organized to make students aware about the role play based on genders.

- **Environment and Sustainability in the Curriculum:** A course in Environment studies is mandatory for the first-year UG students. It acquaints the students regarding its multidisciplinary significance, the need for renewable resources and concern regarding depletion of non-renewable resources, and the forthcoming challenges regarding environmental sustainability. Some courses in Literature, Economics, Chemistry, Electronics, Physics, Zoology, Botany, Geography etc. cater to environmental and sustainability issues. Botany club of college motivates students to create environmental consciousness. No Vehicle Day on every Saturday is practiced to make awareness about the environment and pollution. A plantation drive and maintenance of planted trees is conducted in the college and adopted village. Awareness about Rainwater harvesting, water conservation means, etc are emphasized in the adopted villages and through talks in the neighbourhood of the college.
- **Development of Creative and Divergent Competencies:** Development of Creative and Divergent Competencies are attained through study tours and field projects which are a part of the curriculum. In addition to academic enrichment, the introduction of activity-based assessment of various programs through NSS, Physical Education, Value Education, Botany, Zoology Departments and Faculty of Humanities promote event management, participation in cultural programs, celebrations of days of National and International significance, thus providing a multi-faceted scope manifesting the holistic development of the students.

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: 40.83

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

Response: 552

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 46.8

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
528	472	415	438	459

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1070	1080	950	950	890

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: 43.18

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
281	269	251	262	272

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
670	671	596	596	559

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 23.72

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:

The college is committed for the holistic development of students through learner-centric teaching-learning process and curriculum delivery, by using various methods to make the process dynamic and effective. For this purpose, following strategies are used:

- **Experiential Learning:** Students are involved in practicals and demonstration in the subjects of sciences. Students are involved in the organization of various programmes. Some departments arrange Study Tours. Department of Geography takes practice in surveying. Further, roles are assigned to students for anchoring, compering, thanking etc as 'Personal Experience is the Best Teacher'.
- **Participative Learning:** Students are encouraged to participate in academic and various Sports and NSS activities. Department of Commerce and Economics organize visits to Banks, MIDCs, and Small-Scale Industries. The students of Marathi, Hindi and English departments write and publish articles in the college's Annual Magazine. Quizes, GDs are arranged in some departments.
- **Problem-Solving Methodologies:** Problem-solving methodologies are intended to make the students think critically and analytically, to solve problems, resolve conflicts and find alternatives. Students in the Departments of Physics, Chemistry, Mathematics and Computer Science handle projects in groups. Likewise, students of Environment Science use problem-solving methods for methodizing their learning experiences. The students are also motivated to get involved in research activities through the participation in *Avishkar*. The PG departments- Commerce, Chemistry, and Computer Science, assign projects to students.
- **Skill Development:** The University has included Soft Skills at PG level programmes to train students about Decision Making and Problem-Solving skills at professional and personal level. The college has started Skill Oriented Courses in some departments. Moreover, Skill enhancement activities are organised throughout the year.
- **Field Visit and Project Work:** Field visits enable students with practical knowledge and first-hand learning experience in the subject. Departments like History, Economics, Commerce, Geography, Botany, Zoology etc. arrange field visits. Project work makes them for the independent study, analysis and presentation of the information.
- **Language Lab and Laboratories:** The College has a language lab and well-equipped laboratories in different subjects. The language lab provides learning through interactive method, language software and audio-visual method.
- **Celebration of Various Days and Events:** Celebrations of the events promote cultural awareness and provide opportunities for personal growth and leadership development among the students. Constitution Day, National Voter's Day, Women's Day, Geography Day, and Marathi *Bhasha Pandharwada* make them aware of their rights and duties. The college organizes National Science Day, World Environment Day, World Tiger Day etc. to inculcate human values, ethics, and civic responsibilities.
- **Use of ICT-enabled Tools:** Besides, the well-equipped computer Science lab, other departments have ICT-equipped labs and classrooms. Teachers integrate ICT-enabled tools and online resources to complement the traditional 'Chalk and Talk Method'. Google classrooms are prepared by some departments to discriminate study material and assignments. During COVID-19 pandemic, online tests were conducted. Department of English arranges Film Shows to make the students think critically, analyze and understand the ways in which words can be used and understood. You Tube Videos and other e-resources are circulated among students.

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

2.4 Teacher Profile and Quality

<p>2.4.1</p> <p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>Response: 76.11</p>														
<p>2.4.1.1 Number of sanctioned posts year wise during the last five years</p> <table border="1" style="width: 100%; text-align: center;"> <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>72</td> <td>72</td> <td>72</td> <td>72</td> <td>72</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	72	72	72	72	72
2022-23	2021-22	2020-21	2019-20	2018-19										
72	72	72	72	72										
<p>File Description</p>		<p>Document</p>												
<p>Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)</p>		<p>View Document</p>												
<p>Provide Links for any other relevant document to support the claim (if any)</p>		<p>View Document</p>												
<p>2.4.2</p> <p><i>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)</i></p> <p>Response: 60.58</p>														
<p>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</p> <table border="1" style="width: 100%; text-align: center;"> <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>37</td> <td>36</td> <td>35</td> <td>35</td> <td>23</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	37	36	35	35	23
2022-23	2021-22	2020-21	2019-20	2018-19										
37	36	35	35	23										

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Assessment and evaluation are prime aspects of the teaching-learning process. The college follows the norms and regulations of Kavayitri Bahinabai Chaudhari North Maharashtra University and adopts CIE in a transparent and robust manner. For the purpose college adopts following strategies:

- **Preparation of Academic Calendar:** The college prepares Academic Calendar on the lines of the guidelines and circulars of the affiliating university. The Academic Calendar, available on college website, pre-defines the Internal and External Examination schedules, as well as other academic events. Changes, if any, are immediately notified to the students.
- **Adoption of CBCS Pattern:** From 2018-19 university has introduced CBCS pattern. Along with two internal tests in each term, there are other ways of assessments- departmental seminars, home assignments, oral, group discussion, preparation of tour reports, project works, etc.
- **Role of Internal Examination Committee:** Every year, Internal Examination Committee is formed for effective monitoring and timely conduction of exams.
- **Communication with Students:** To ensure transparency and accessibility, internal exam timetables and related announcements are prominently displayed on notice boards. Additionally, students are added in dedicated WhatsApp groups where important updates and reminders about exam are shared.
- **Transparency:** At the commencement of every academic year, the students are communicated about continuous internal evaluation mechanism, methods, marking schemes, nature of question papers, and the marking weightage. After Internal Exams, the marks are displayed on the notice boards for further scrutiny and rectification before uploading into the university's online portal, through the Head of the Department and his associates.
- **Redressal Mechanism:** Grievances associated with the internal and external examination are always welcomed and redressal, if any, are taken care of. The grievances pertaining to evaluation and assessment is transparent and is addressed in a fair manner. **A) Teacher Level:** Students approach the faculty for minor grievances like summing up errors or allotment of marks or evaluation skipped, if any. The concerned faculty resolves the issue immediately. **B) Department**

Level: If a satisfying solution is not sought by the student from the faculty the matter is taken care of by the HOD who tries to resolve the issue to the best of his ability. **C) College Level:** If the student is not satisfied with above two levels redressal, a student may approach to the Principal. However, till date no such issue is raised. **D) University Level:** There are some cases of grievances and issues about University assessment and evaluation. Such reported grievances and cases are forwarded and addressed by the college, on behalf of the student, and continuous follow-up is taken with the university till the grievance is settled.

- **Adaptation to Online Assessment:** During COVID-19 pandemic, the college swiftly adapted its assessment methods to accommodate remote learning environments. Online tests, were conducted to ensure continuity in the assessment and evaluation process. This allowed students to complete assessments from their homes while maintaining the integrity and frequency of internal assessment activities.
- **Review and Feedback Mechanisms:** Following each internal assessment cycle, the Examination Committee conducts a review to evaluate the effectiveness of assessment strategies and identify areas for improvement.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college ensures that Programme Outcomes (POs) and Course Outcomes (COs) for all programs offered at the institute are clearly stated and readily made accessible to all stakeholders. As a permanently affiliated institute of K. B. C. North Maharashtra University, Jalgaon, the college adheres to the outcome-based curriculum prescribed. The prescribed curricula of the university have well-defined objectives, Program Outcomes and Course Outcomes. These Learning outcomes form an integral part of college vision, mission, and objectives. To ensure transparency and clarity regarding POs and COs, the following measures are implemented:

- **Display on Website:** The POs, and COs for each program are prominently displayed on the college website and are also displayed at prominent locations in the form of QR Codes, for students. This allows easy access for students, faculty members, and other stakeholders to review the learning objectives and outcomes of each program.
- **Preparation of Teaching Plans:** Keeping the Programme Specific Outcomes in mind, the faculty members prepare the teaching plans. The teaching plans are monitored at the level of Heads of departments as well as the Principal.
- **Explanation by Teachers:** Faculty members play a crucial role in elucidating COs during regular classroom sessions. At both undergraduate and postgraduate levels, teachers enumerate

and explain the course outcomes to students, facilitating discussions and address queries to ensure clear understanding.

- **Orientation at Semester Start:** At the beginning of each semester, Students are made aware of the POs,COs through orientation programs, classroom discussions, expert lectures, practicals and methods of evaluation, and performance expectations associated with the courses. This helps students to align their learning goals with the expected outcomes of the program.
- **Additions/Alterations:** To meet the local needs of the students, the college has started Add -on courses which have well-defined course objectives.
- **Faculty Involvement in CO Framing:** Few teachers are/were the members of BoS and Sub-Committees of BoS of the affiliating University and the Principal is a Member of the Faculty in Science and Technology of the affiliating university, which helps in contributing COs/POs in the curricula of the university. The college deputed teachers for workshops, seminars, conferences, and FDP's to enrich them to attain the outcomes while teaching-learning in the classes. Teachers regularly and actively participate in workshops on the revision of syllabus organized by the university. The COs of Add-on certificate Courses are defined and communicated by the faculty members of the concerned departments.
- **Communication through IQAC:** The importance of learning outcomes, including POs and COs, is effectively communicated to teachers through the Internal Quality Assurance Cell (IQAC). This ensures that faculty members are aware of the significance of aligning course objectives with desired learning outcomes and are equipped to implement effective teaching strategies accordingly.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The evaluation of Program Outcomes (POs) and Course Outcomes (COs) is fundamental in assessing the quality and effectiveness of academic programs. POs and COs provide a shared understanding of the objectives and expectations of a program, guiding both faculty members and students towards achieving desired learning outcomes. The institutional strategies for the evaluation of attainment of POs and COs are:

- **Transparency and Understanding:** POs and COs serve as guiding principles for faculty members and students, clarifying the purpose and goals of academic programs. By clearly defining POs and COs, faculty members create a transparent pathway for student success, enabling focused learning and assessment. The students are informed about the Teaching Plan at the beginning of each Semester.
- **Monitoring Academic Progress:** The attainment of COs is regularly monitored by subject

teachers and Heads of Departments to ensure effective program outcomes. The implementation of the CBCS syllabus by Kavayitri Bahinabai Chaudhari North Maharashtra University clearly define COs, which serve as benchmarks for student learning and assessment.

- **Display and Awareness:** COs and POs are prominently displayed on the college website, and QR codes are displayed in the departments to make students aware about the learning outcomes of the courses and programs, facilitating informed decision-making and goal-setting.
- **Evaluation and Assessment Methods:** The attainment of COs and POs is evaluated using both direct and indirect methods. In the direct method, the knowledge and skills described by course outcomes are mapped on the basis of the results of university examinations. In practical/project based subjects, External Assessment is evaluated by external experts through table-work experimentation, Viva-Voce, and practical files. As a part of Internal Evaluation, students are assessed and evaluated throughout the year through unit tests, term-end examinations, performance other assessment methods. The indirect method includes regular monitoring during various assessment and evaluation methods. Apart from the academic progress, students are encouraged to participate in co-curricular, extra-curricular, subject-related activities and extension activities which helps in monitoring the progress and attainment of POs and COs.
- **Analysis of Results and Achievements:** The college conducts regular analysis of internal and external examination results, as well as achievements/participation in sports, cultural activities, and extension activities, to gauge the attainment of COs and POs. As a result of the continuous efforts of the college, students are holding ranks in the university examination/Sports/Cultural Activities.
- **Feedback Evaluation:** The Institution collects feedback from students, alumni, and teachers which is an important method of measuring attainment with the objectives of identifying the attainment level of students in terms of the program, subject, course, and syllabus outcomes and understanding the impact of the teaching-learning process.
- **Progression to Higher Studies:** Another parameter to measure attainment of POs, and COs is through the analysis of the progression of students in higher studies and placements.
- **Participation in Curricular, Co-curricular and Extra-curricular Activities:** Other ways of measuring the outcomes are through performances and involvement in curricular, co-curricular, and extra-curricular activities, study tours, and industrial visits which gauge their overall growth.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 70.98

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
154	297	434	328	130

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
340	399	454	358	341

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.46

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: 1.88

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	1.88	0	0	0.00

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 college promotes research and innovation culture among the students by organizing guidance sessions, poster presentations, assigning projects, organizing research orientated activities, programmes on IPR, entrepreneurship and by promoting skill enhancement. The students are also encouraged to participate in college/ University level research activities.
- Departments are encouraged to establish linkages including MOU's with industry, research bodies, research laboratory and individual companies for creating opportunities for teachers and students to involve themselves in real life research projects and exchange of knowledge/ expertise.
- The college promotes research culture among the teachers and students and provides necessary leave/s to the staff.
- The Research Policy of the Institute is displayed on Institutional Website
- The college encourages the Faculty to avail Travel Grants from the UGC/ICHR/University for

presenting the research work in International Conferences.

- The college encourages the faculty to submit the research projects to various funding agencies.
- The college has well developed research policy which is made available on college website. The institute has Research Advisory Committees in the Subjects Chemistry, Marathi, History, and English that monitors the progress and quality of research. The committee examines and advises the research work done by researcher at regular intervals of six months and guides them towards quality research. The structure of the RAC is as follows:

Chairman: Principal

Members: 1) Research Guide

2) Two research supervisors in related Subjects from other institute.

Outcomes:

- Till this date, 06 Patents are registered in the name of faculty members.
- The college has Eight existing MoUs for some collaborative research activities/faculty exchange programmes.
- Three faculties have availed and completed their research for Ph.D. Degree under UGCs Faculty Development Programme.
- More than 80% of the faculties have Ph.D. Degree/NET/SET as highest qualification. Faculties are felicitated on their academic achievements in the annual function of the college.
- During the assessment period one faculty was benefited by the grants for the conference held at Sri Lanka.
- Till date 07 faculties have received the Research Grants.
- Till now 08 students completed their research works for Ph.D. Degree from the college.
- Total 156 programmes on IPR/entrepreneurship are conducted during the assessment period.

Sr.No	Research/Publication/MOUs/IP R/Skill Enhancement Related Activities During Last five Years	Number of Activity/ Participation
1	Currently registered Patents of faculty's	06
2	Functional MoU	08
3	Collaborative Activities under Functional MoUs	25
4	Programmes on Research Methodology/Intellectual Property Rights (IPR) and entrepreneurship	154
5	Participation in Seminar/Symposia/Conferences/ Workshops	500+
6	Books/Chapter in Books/Conf. Proceedings	74

7	Research Papers published in the UGC Care Listed Journals	97
8	Research Papers published in the Peer Reviewed Journals	53
9	Current Research Guides in The Institute	18
10	Ph.D. Degree Awarded Students from the Institute	08
11	Currently Ph. D. Registered Students in the Institute	17
12	Participation in Avishkar: State Level	04
13	Awards/Prizes in Avishkar: State Level	01
14	Participation in Avishkar: University Level	09
15	Awards/Prizes in Avishkar: University Level	04
16	Participation in Avishkar: District Level	88
17	Awards/Prizes in Avishkar: District Level	07

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: 122

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
42	29	16	28	7

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: 1.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	28	18	22	14

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: 1.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	08	17	14	12

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:

Social commitment, Values Orientation and Character building are the prominent core values of the college. The college strives to translate these core values into reality through extension activities and the transformation of students into agents of social change. Over the past five years, our college has undertaken a range of extension activities, aimed at sensitizing students to social issues and fostering their holistic development, key points of which are listed below:

- **Social Commitment and Values Orientation:** Through extension activities, students are encouraged to embody above mentioned values and become catalysts for positive change in the communities. The college has organised programmes on- Indian Constitution & *Azadi Ka Amrut Mohostav*, *Swachh Bharat Abhiyan* initiatives. Rangoli, *Har Ghar Zhenda Abhiyan* Competition, College Level National Anthem Programme, Awareness on Importance of Reading in Life, Conservation and Preservation of Cultural and Religious Sites, Suicide Prevention and Guidance, Yoga, Raising funds for victims in natural calamities, Celebration of important days like International Women's Day, Yoga Day, World Earth Day, Teacher's Day, Human Rights Day, Science Day, National Martyr's Day, Teachers Day, International Non-Violence Day, and Marathi *Bhasha Samvardhan Pandharwada* etc.

- **NSS Engagement:** The NSS unit of college plays a pivotal role in establishing connections with neighbouring communities. The NSS has organized E-Crop Survey Training Programme, HIV-AIDS Awareness Workshop, Public Health and Hygiene initiatives National Voters' Day, Cleanliness drives, Crowd Management at Muktai (local) Fair, Being an Entrepreneur, A Study of Consumers in *Muktabai Yatra on Ekadashi & Mahashivratri*, *Career Katta*, Women Empowerment, Workshops for farmers etc. The Electoral Literacy Club was formed in order to aware the students and stakeholders about the relevance of the electoral process in democracy.

During the seven-day residential camp, NSS volunteers immerse themselves in various community- based activities and address to local issues, needs and environmental conservation efforts.

- **Blood Donation Camps and Environmental Initiatives:** Our college organizes Blood Donation and Blood Group Detection camps to contribute to healthcare efforts in the community. Additionally, initiatives such as Plastic-Free Campus campaigns, Clean India Mission- Plastic Free India, *Mazi Vasundhara Abhiyan*, Bird Watching Program at Hartala Lake, Visit to Charthana - Wild Life Sanctuary, designated 'No Vehicle Day', and environmental awareness programs promote sustainability and eco-consciousness among students and the community.
- **COVID-19 Response:** During the COVID-19 pandemic, our college remained proactive in addressing community needs. We conducted extensive awareness campaigns, organized vaccination drives, and supported local healthcare facilities.
- **Impact and Transformation:** The impact of these extension activities extends beyond tangible outcomes. Through active participation in community service initiatives, students develop empathy, leadership skills, and a sense of civic responsibility. They become agents of social change, equipped with the knowledge and passion to address pressing social issues and contribute to the well-being of society. In summary, our college's extension activities serve as powerful platforms for student engagement, community empowerment, and social transformation. By instilling values of social responsibility and fostering a spirit of service, we strive to nurture social conscious and compassionate individuals who actively contribute to the betterment of society.

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:

The institution places significant emphasis on engaging in diverse extension activities that benefit society and the environment, spearheaded by the dynamic leadership of the Principal and dedicated faculty members. The institute has implemented various programs such as Volunteer Work, Community

Development Projects, and outreach initiatives that address social issues. These efforts have been acknowledged through awards and accolades from GOs, University, NGOs, non-profit organizations and community groups. These recognitions are a testament to the institute's commitment for making a positive impact on the community and its dedication to social responsibility.

So far, the NSS Unit of the college, Programme Officers have twice been honoured with the prestigious the Best NSS Unit of KBC NMU Jalgaon and an NSS Volunteer has been honoured with the prestigious NSS Best Volunteer Award by Maharashtra State. These recognitions underscore our commitment to community service and social welfare initiatives.

Our Principal, Mr. V. R. Patil has been awarded by an esteemed social organization, underscoring his exceptional leadership and commitment to educational excellence. Furthermore, our faculty member and Student Development Officer, Dr. S. B. Salve, has been honoured with 02 prestigious awards for his outstanding contributions to both the social and educational realms, reflecting his unwavering dedication and impactful initiatives. Moreover, our Physical Director, Dr. P. B. Dhake has been bestowed with the 14 Awards in recognition of her instrumental efforts towards awareness about Health, Hygiene, Yoga, Mental Peace and contribution to society. Dr. C. V. Thingale, another distinguished member of our institution, has been honoured with 04 Awards by esteemed NGOs for her remarkable contributions to both the social and educational spheres, highlighting her profound impact and exemplary service to the community. Additionally, our esteemed Chairperson of the Management Committee has been feted with various awards for noteworthy social contributions, further underscoring the institution's commitment to fostering positive change and community engagement. These accolades serve as a testament to the institution's unwavering dedication to promoting and encouraging various extension activities that positively impact society and contribute to its overall betterment. Through these initiatives, the institution continues to uphold its ethos of social responsibility and community service, inspiring others to follow suit and actively participate in meaningful endeavours for the greater good.

Additionally, the institute has been duly appreciated by GOs and NGOs for the organization of various activities on major social issues such as Cleanliness, Environment and Women's Health. Special efforts have been taken to instil human values and social awareness among students through activities like tree plantation, AIDS awareness programs, Covid-19 safety awareness, celebrations of national leaders' birth and death anniversaries, Women's Day, Teachers' Day, Voter Awareness, Fit India Abhiyan, Human Rights Day etc.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 206

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
45	34	39	54	34

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: 8

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:

The institution has facilities that support various facets of teaching, learning, and extracurricular activities. Established in 1990, the college, has dedicated campus of 10.76 Acres and has made significant strides in infrastructural development and creation of support facilities, through the dedicated efforts of the Management Committee of Muktainagar Taluka Education Society. The college offers 16 UG, 04 PG Programmes and 03 recognized research centres in the total built-up area of 8941 Sq. Mts.

- **Physical Infrastructure:** The college has augmented its infrastructure continuously over the years. The buildings comprise well-furnished administrative block, Management Cabin, Principal and Vice-Principal's Cabins, Staff Room, IQAC Room, Girls Common Room, NSS and Student Development Department, Counselling Center, 22 classrooms, of which 04 with LCD facilities and 18 laboratories, and 01 Seminar Hall. Laboratories in the Science Departments are well-equipped with the required instruments and equipments to facilitate practical learning experiences. The Botanical Garden is well-maintained.
- **ICT Facilities:** A total 122+ computers, 05 Laptops, 11 scanners, 22 printers, 44 CCTVs (DVR), 12 LCD Projectors, 03 reprography machines are available in the college. Four computer laboratories with 65+ computer systems with necessary softwares and at present 200 Mbps bandwidth connectivity are available in the college. 07 LCD Projectors existing in Classrooms/Labs/IQAC. Language Lab is accessible in English Department. Geography laboratory is equipped with an independent GPS. The entire campus is Wi-Fi enabled.
- **Central Library:** Central Library is spacious and hosts a collection of 42602 books, 6000+ e-journals. The library is partially computerized with Integrated Library Management System with bar-coding, and reputed dailies in Marathi, Hindi, and English language. The library subscribes to the N-List INFLIBNET facility for e-resources. The library has a network resource facility, OPAC (Online Public Access Catalogue) computers and a reprography facility. There are separate reading rooms for girls and boys.
- **Examination:** The college has a separate facility for university examinations equipped with a Xerox Machine, Computer, Printer, CCTV surveillance, and Internet connectivity.
- **Support Facilities:** There is one hostel for girls on the campus equipped with vending machine. A 30 KV Solar Plant and 30 KV GEN SET are installed in the campus. A centralized RO drinking water facility and a functional canteen is available for the students. Security Guard cabin and Watchman Quarters are also available in the college.

- **Outdoor and Indoor Sports Facilities:** “All work and no play makes Jack a dull boy”. Hand in hand with curriculum extra-curricular activities like sports are equally valued. The college has adequate facilities for indoor and outdoor sports. An exclusive earmarked area for the playground comprises of a running track, courts for cricket, football, volleyball, Kho-Kho, Kabbadi Athletic events etc. and the indoor facilities available are Table Tennis, Wrestling, Powerlifting, Weight Lifting, Bodybuilding, Chess, Yoga, Rope *Mallakhaamb* etc.
- **Cultural Activities:** Cultural events are hosted on a stage and changing rooms are made available providing students with a platform to showcase their talents and celebrate diversity. Some musical instruments are available in the college.
- **Other Centres:** YCMOU, an Open University Study Centre and Career *Katta* is accommodated on the campus.

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: 16.45

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
2.78	4.53	4.80	9.17	57.06

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for 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 library is the heart of the college. The college library serves as a vital hub for academic resources and research support, facilitating the intellectual growth and scholarly pursuits of both faculty and students.

The library of the college is user-friendly, modern, updated, and accessible and is partially automated through Integrated Library Management System (ILMS) SOUL-2 provided by Inflibnet, Ahemdabad and efforts are underway to enhance its digital infrastructure. The software enables efficient cataloging, organization, and retrieval of its extensive collection comprising over 42602 books. Each book is equipped with a barcode for streamlined tracking and management, while the availability of dedicated computers for administrative use and Online Public Access Catalog (OPAC) ensures easy accessibility to library resources. etc. Facilities like database backup restore facility and book bank facility for the students are available. To encourage active engagement with library resources, the institution has implemented various initiatives, including the maintenance of visitor registers to monitor usage patterns and track borrowing activities.

05 Computers with high speed internet, 02 Printers, a Reprography machine and a Bar Code machine are available in the library. The library is a knowledge resource centre of the college and provides adequate services to its user. There is a diverse collection of 42602 books. Library subscribes 15 Newspapers, 37 magazines and journals 09. Library also provides access to about 6150 e-journals and 1,64,309 e-books through regular subscription of N-list, a program of INFLIBNET.

Recognizing the importance of equitable access to educational materials, the library provides a book bank facility for both needy and advanced learners, ensuring that all students have access to essential academic resources regardless of financial constraints. Moreover, the library boasts a dedicated Research Reference section housing 100+ M.Phil/Ph.D. theses, providing valuable reference materials to support academic research and scholarly endeavours across disciplines. The library is under CCTV surveillance. The fire extinguisher is well-placed. The library along with IQAC and organize S. R. Ranganathan Birth Anniversary, Reading Motivation Day and Awareness programs on E-Resources.

• Library Provides following Services:

- Circulation Services/Counter
- Reference and Information Services
- Document Delivery Service (DDS)

- Inter Library Loan (ILL)
- Resource Sharing
- Photocopy Service
- News paper Clipping Service
- New Arrivals of Books
- Book Bank Scheme
- Previous Question papers Sets
- **ICT Infrastructure in the Library:**
 - Name of ILMS used in the Library: SOUL (Inflibinate)
 - E-Library Manager
 - Nature of Automation: Partially automated
 - Version: 2.0
 - Year of Purchase: 2011
 - Photocopy Machine: 01
 - Printer: 02
 - Computers in the Library: 05

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:

The college has a well-established mechanism for upgrading and deploying ICT infrastructure and makes regular provisions for the same in its budget. Expert agencies are hired for the maintenance of hardware and ICT infrastructure on the campus. ICT enables effective teaching and learning by imparting education that reaches the eyes, ears, and minds of the students. The college aims to make teachers, students, office staff, and all stakeholders conversant with modern teaching and learning aids. To enhance technological capabilities, regular investments have been made to update and expand IT infrastructure. The institute considers and upgrades the requirements/needs given by the head of departments to meet the changing educational needs. The key features of the IT infrastructure in the college is as follows:

- The entire college campus is Wi-Fi enabled.
- The college website has been sophisticated with e-advertisements/notices.
- There are 122+ computers and 05 Laptops with internet/LAN, power backup and the software/hardware are updated from time to time.
- 12 classrooms/labs with an ICT(LCD) facility are available to meet the needs of ICT teaching.
- The college is equipped with 22 printers, 11 Scanners, 3 Xerox machines and a barcode printer.
- At present 200+ Mbps bandwidth connectivity is available in the college.
- There are 44 CCTVs to ensure the safety and security in the campus.
- The Computer labs are equipped with 65+ PCS along with LAN.
- Language Lab is accessible in English Department.
- Geography laboratory is equipped with an independent GPS.
- The administrative office is automated by using ERP Software for students' admission and related processes.
- The NSS Unit of the college is a registrant of PFMS and all NSS transactions under Government funding are made through PFMS.
- The college library uses SOUL-2 software for its functioning and administration.
- E-resources, N-LIST and catalogues such as OPAC (Online Public Access Catalogues) are available in the college.
- There are 5 computers in the Library with internet access for staff and students.
- All the books in the active collection of library have been bar-coded.
- The students, and teachers, are also encouraged to use various academic and administrative software such as Turbo-C, Netbean, MatLab, VC++, Wega, Python, SciLab, Latex, and QGIS, Autodesk map, Chems sketch, etc.
- The college has an active website. It was developed by a professional agency and updated by a college staff.
- AMCs are renewed at the beginning of the academic year.
- The college has 30KV solar plant and Gen Set 30 KV, as an alternate source of energy.
- The internet bandwidth is continuously being upgraded from 20 mbps to present day 200+ speed.

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: 11.76

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

Response: 115

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: 46.37

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
56.31	63.45	31.22	44.34	25.55

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: 84.55

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
1096	1012	1149	1267	1309

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: 69.39

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
843	689	564	1242	1449

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: 38.27

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
90	108	138	105	73

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
154	297	434	328	130

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

5.2.2

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

Response: 1.09

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
03	01	02	02	01

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 9

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
4	2	01	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

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: 39.4

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
59	51	03	53	31

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:

The college was established in the year 1990. Since then, it has been striving for the development and progress of the students. The college is well-known for maintaining healthy relationships with students, teachers, parents, alumni, and all other stakeholders. The Alumni Association is one of the stakeholders of the college. The college has registered Alumni Association under the Society Registration Act (**1860 ordinance 21, Registration number- MAHA|22013|AL dated 21/12/2021**).

The students who have completed UG or PG or Ph.D. from the college are eligible to register as a member of the alumni association. A special dedicated tab is made available on the website to register as an alumnus of the college. Alumni association contributes both in monetary and non-monetary forms. Alumni Association helps to organize various activities by providing resources required for the purpose.

Some of the activities and contributions of the Alumni Association are as follows:

- **Career Guidance:** Alumni Association invites expert faculties and resource persons competent in specific areas of knowledge to guide students about their holistic development and career planning. Guest lectures of Alumni are arranged in various departments of Alumni.
- **Training:** Alumni Association invites expert trainers to guide students who have enrolled themselves in sports, NSS, and Yoga.
- **Social Awareness:** Alumni Association assists the college to create a sense of social responsibility and social awareness among the students. Alumni Association helps the college in the organization of NSS camps, cultural activities and health awareness programmes.
- **Feedback:** Regular interactions of the alumni with the Principal, the management, and the staff members regarding the overall development of the college, prove of great help in the overall development of the college. Few Alumni, as members of CDC and IQAC have provided valuable inputs during the meetings which have significantly helped in the strategic decisions and policy formulation, reflecting the symbiotic relationship between the institution and the alumni community.
- **Financial Support:** The Association was registered in 2021 and comprises 09 Executive Committee members and 106 registered members. So far, the Association has opened its own account in the HDFC Bank, Muktainagar and has a total balance of Rs. 106511/-. Books are also donated in the Central Library. Soon it proposes to undertake some projects in the interest of the currently enrolled students.
- **Fostering Connections:** One of the association's key initiatives is the organization of annual alumni meets, fostering connections among former students and facilitating engagement with current faculty and staff.

Through these concerted efforts, the Alumni Association remains a cornerstone of support, fostering a sense of belonging and collective responsibility towards the sustained progress and prosperity of the College.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Vision of the institute is - **“To educate and enable youth, enhance the dignity and progress of the society as well as the nation”** and Mission is- **“We at Smt. G. G. Khadse College, Muktainagar are committed to impart good education, develop all round personalities and inculcate social and civic responsibilities”**. Our institute prepares students from diverse background for productive careers by providing them with a student centered, practically focused and quality learning experience. The college has participative management. The organizational structure is fragmented into General Governing Body of Muktainagar Taluka Education Society, Muktainagar, where Chairman and the Management is the decision taking authority. The college has College Development Committee (CDC) as a central body. The decisions of General Governing Body and CDC are communicated to the staff through Principal and IQAC. Regular appointments are made either on grant-in-aid or non-grant posts. New programmes have been introduced during the assessment period. The directives from the State/Central Government, Higher Education Department, other GOs/NGOs and KBCNM University, Jalgaon are strictly adhered to in the planning and execution of different programmes/activities. IQAC looks after the academic planning and monitoring the activities. Further, the IQAC of the college, in consultation with the Principal and the departments, plans the activities for the academic year which are reflected in the Academic Calendar. The institute runs three faculties Science and Technology, Humanities/(Arts) and Commerce and Management. Head of the department decentralizes and disseminates the responsibilities among fellow faculty members. The faculty members and laboratory assistant support the regular academic functioning of the department. The college has made considerable additions in the IT infrastructure of the college. Students’/employees’ grievances/issues are resolved as per the set norms and procedures, and directivities. New programmes/courses are introduced as per the suggestions of CDC/IQAC. The college also promotes research culture and considerable teachers and students have been benefitted by it.

For the conduction of various curricular, co-curricular, extra-curricular, extension and student-centric activities the Principal forms various committees, the objectives of which are pre-defined. Apart from the academic committees, the student centric departments/units like NSS, Student Development Department, *Yuvati Sabha*, *Manasrang*, Rational Thinking Cell and various departmental clubs organise student centric activities for the holistic development of the students. NSS conducts regular meetings of Advisory Committee for planning. The Director, Student development department conducts meetings to plan and conduct student-centric activities/programmes. The institute prepares and grooms students from diverse backgrounds for productive careers by providing them with student centred, practically focused quality learning experience and different platforms for all-round personality development of the students. As the students coming to the college are from farming background the activities are planned for the overall development of the personalities of the students. During COVID-19 pandemic, institute’s prime focus was on the psychological well-being and stability of the students, as well on continuing the

education.

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:

- **Administrative Set Up:** The administrative set up of the institute promotes decentralization of the powers and functionings. For the purpose the Governing Body of MTES and CDC work hand in hand. The decisions of the Governing Body and CDC are communicated to the Stake holders, faculty and Students through IQAC, Staff Meetings and Departmental meetings.
- **Appointments and Service Rules:** The vacancies of the teaching and non-teaching staff are annually reviewed and necessary arrangements are made to appoint the required staff. The service rules and conditions are clearly mentioned in the Appointment Order, as well are abided by the service conditions of UGC/State Govt./KBCNMU/Management. The other common service conditions are communicated to staff through the Code of Conduct available on the institute's website.
- **Academic Planning:** After the Second Cycle NAAC, on the basis of the recommendations of NAAC and the suggestions from the faculty members, CDC, and Stake Holders, the IQAC prepared a Long Term Perspective Plan of the institute. At the beginning of academic year, faculty members along with IQAC develop plan of action to achieve the stated objectives of the various programmes. Prior to this, at the beginning of the academic year, the departments plan their yearly schedule of teaching, practicals, co-curricular activities, field visits, industrial visits tours, projects, excursions and assessment patterns. At the same time, IQAC, the college committees, NSS, Student Development Department, *Yuvati Sabha*, Counselling Cell, Department of Sports and various departmental clubs plan their academic schedule and give it to the Academic Calendar Preparation Committee, which is made available on the college website for the students.
- **Instrumentation:** At the end of every academic year Principal collects the requirements from the Heads of the departments, which is placed in the Purchase Committee's and CDC meeting for approval. The requirements are fulfilled through the established process.
- **Admission Process:** It starts after declaration of HSC results by Boards. We publicize our college admission schedule through banners, pamphlets and local Cable Network. Admission related information is made available on the college website and offline through Prospectus, banners, newspaper etc. Committees of teachers are formed to provide counselling about admission

process, subject selection, financial support available etc. to the first generation learners of rural area. For UG and two P.G. courses admissions are on first come first serve basis. For P. G. Admissions in the subject of M.Sc. Chemistry and Computer Science, the university conducts centralized admission process (CAP) through online mode and as per the set norms. The college helps the students by availing its infrastructure to complete the online processes of CAP rounds as well UG/PG admissions

- **GO/NGO Collaborations/MOUs:** The College encourages collaborative and participative activities. Various NGOs are requested to conduct programmes on issues of national importance and for the all-round development of the students.
- **Human Resource Management:** The College contributes to Human Resource Management through the training/extension/extra-curricular activities imparted on personality development, soft skills, career guidance, and Health related programmes to enrich the personalities of the students and their all-round developments.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

The institution has implemented a comprehensive performance appraisal system for both teaching and non-teaching staff, ensuring transparency, accountability, and continuous professional development. For teaching staff, an annual performance appraisal process is conducted based on the Performance Based Appraisal System (PBAS) approved by the UGC. Faculty members are required to maintain records of their academic and administrative responsibilities, including innovative teaching methods, co-curricular activities, research activities, publications, committee work, and community engagement. The appraisal format encompasses various aspects of teaching effectiveness, student engagement, research contributions, and service to the institution and the community.

The development of the college rests on the constructive contribution of teaching and non-teaching staff. Keeping this in mind, the institute always takes up the responsibility of welfare of teaching and non-teaching staff. They promote staffs for their overall personality development in general and academic in particular.

The details of the welfare schemes available for the teaching and non-teaching staff are given below:

1. Recreation/ Indoor Sports facility is available
2. Leave is granted for Ph.D/Maternity/FIP/FDP/RC and OC
3. PF and EPF facility is made available for non-permanent staff
4. Canteen facility for all
5. Photo copy (Xerox) facility is available for regular work of the institute
6. Establishment of "Teachers Academy" (*PradyapakPrabodhini*)
7. Distinct achievement of staff is appreciated in the form of felicitation in the annual gathering and Prize Distribution ceremony of the College as well as it is prominently published in the College Magazine 'Muktangan'
8. Free use of college infrastructure for research purposes.
9. Unlimited access to Books from the library.
10. Free Wi-Fi in the campus.
11. Free Vehicle Parking

12. Uniform and Washing Allowance is given to the non-teaching staff by the college.
13. The college has taken Group Insurance of all Teaching and Non-teaching staff.
14. The birthday of Teaching/Non-teaching staff is celebrated.
15. Apart from the membership of Jalgaon District Co-operative Society, the college runs unregistered AID club to meet the timely financial needs.
16. Programmes are organised for the mental/physical health/well-being of the staff.
17. Medical claim facilitated through Joint Director of Higher Education, Jalgaon Division to Government of Maharashtra.
18. Retirement pension as per government rules and regulations.
19. All staff members are eligible for gratuity after five years of permanent service.
20. Defined Contribution Pension Scheme (DCPS) for grantable staff who have joined the service after 01/11/ 2005
21. IQAC initiates to organize various training and capacity enhancement programs for both teaching and non-teaching staff.
22. Financial support to the staff for the participation in Human Resource Development Programmes

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

6.3.2

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

Response: 0

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

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

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

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: 31.75

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
15	36	16	29	11

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
11	12	13	14	13

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:

Sources of Finance: The institution has developed comprehensive strategies for the mobilization and optimal utilization of resources and funds from various sources, including government and non-government organizations. As a Grant-in-aid college, accredited under 2(f) and 12(B), and permanently affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, the institution is eligible to receive funds from multiple avenues. These include salary grants from the Government of Maharashtra, fees collected from students. Additionally, financial assistance is received from the university for schemes such as the 'Earn and Learn scheme' and 'Economically Backward Students Scheme' under the Department of Student Development, as well as for regular activities and special camps under the National Service Scheme (NSS). Furthermore, the institution secures research project grants from bodies like the Vice Chancellor Research Motivation Scheme, while also benefiting from financial assistance under various scholarships for SC/ST/OBC and EBC students. Moreover, examination grants received from the university further bolster financial resources. During the assessment period, the college has raised funds from an NGO, in the form of books. To make additional provisions for resource generation, the college is continuously striving in the direction. As a result of this, recently Rs. 5 Crore grants is sanctioned to the college under PM USHA Scheme.

Optimal Utilization of Resources: The Governing Body of MTES and CDC keep the regular follow-up of the functioning of the college. The institution has a well-defined policy for the mobilization and utilization of the funds. The management avails the funds for Construction and expansion of the existing infrastructure. The Head of the institute has controlled and pre-defined autonomy to utilize the funds by following requisite process. Moreover, the institute conducts internal financial audits regularly. The internal audits are done by the CA appointed by the MTES, whereas, the external audit is done by the

government office. Internal Financial Audit is a regular activity of our institute. The Office Superintendent and other staff looks after the records and documentation. From the Academic Year 2020-21, the college has introduced e-payment facility for the students to pay the admission and related fees. Most of the institutional transactions are made in e-form, after taking the requisite approvals from the concerned. The salaries of the Grant-in Aid posts is done by the Joint Director, Higher Education, Jalgaon which is directly credited to the Staffs' account through e-mode.

- **Internal Financial Audits:**

Internal Financial Audit is a regular practice of the office.

The college account is maintained as per the scheme/provision.

The account is partially being maintained through TALLY software.

- **External Financial Audits:**

The financial audit is conducted by a CA duly appointed by the Management.

It follows the standard norms of the audit.

- **Government Audit:** Further, the audit is carried out by government departments/bodies as per the orders, through the Administrative Officer, Senior Auditor (Higher Education Jalgaon Region, Jalgaon) and Accountant General, Mumbai).

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 Internal Quality Assurance Cell (IQAC) of the college plays a pivotal role in institutionalizing quality assurance strategies and processes to enhance the overall educational experience. Comprising representatives from management, faculty, students, parents, and education experts, the IQAC ensures a comprehensive and inclusive approach to quality enhancement. By

conducting regular meetings, the IQAC deliberates on various aspects of academic and administrative functioning. At the outset of each academic year, the IQAC scrutinizes the Academic Calendar, discussing the tentative schedule of internal assessments and other official activities. Throughout the year, it monitors the implementation of the Academic Calendar and reviews incremental improvements in various activities. In staff meetings, the follow-up of IQAC recommendations and the submission of semester-wise teaching plans by faculty members are discussed, ensuring alignment with institutional goals and standards. Notably, the IQAC has demonstrated adaptability and resilience during the COVID-19 pandemic, advocating for the integration of online teaching-learning resources and research methodologies. By fostering a culture of continuous improvement and innovation, the IQAC contributes significantly to enhancing the teaching-learning process, operational efficiency, and learning outcomes at the institution.

During the assessment period the outcomes of the IQAC initiatives can be listed as follows:

- The Perspective Plan was prepared by IQAC and implemented during the last five years.
- The college received 'A' grade in Academic and Administrative Audit conducted by KBCNMU, Jalgaon,
- Institution received ISO:9001 Certification.
- Institution introduced One PG and Two UG Programmes.
- Introduced ERP for online admissions and administration services.
- Introduced online payment in the college.
- Introduced Tally software for accounting.
- Faculty Induction Programmes are conducted.
- Teacher Training Workshop on the Use of ICT Tools is conducted.
- Three Research centres are approved by the University.
- Considerable number of faculty members successfully completed their Ph.D. research.
- Got sanctions to 03 Minor Research Projects under VCRMS.
- Faculty members published 150+ Research Papers in UGC listed/peer-reviewed research journals and 74 Books.
- Institution purchased 40+ computers during the assessment period.
- The college got sanctioning for an Online Assessment Centre of university.
- Faculty members are promoted under CAS.
- Green Audit and Environmental Audit was carried out.
- Facilities in the classroom and laboratories are improved.
- Teaching-learning process is enhanced with ICT tools.
- IQAC promoted the telecast of various college activities through social media.
- 200 Mbps Internet Connectivity is provided along with Wi-Fi Facility.
- Total 8 Career Oriented Certificate Courses are introduced.
- Library is enriched with additional titles and donations of books.
- Spacious Girls' Common Room is provided.
- Vending Machines are made available.
- Faculty Members are encouraged to pursue their research work.
- All campus is secured with CCTV camera surveillance.
- Alumni Association is registered.
- Feedback Collected, Analysed and Used for Improvements.
- Signed 13 MOUs with other institutes/organizations.
- College website is redesigned and made dynamic.
- Applied for various GO/NGO fundings.

- Student-Centric activities are conducted.
- Teacher Training Workshops are organised.
- National e-seminars are organised.
- Glir students' empowerment programmes are organised.

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:

Following the vision of the institute, gender equity has been strictly practised in word and spirit in academics as well as in every walk of the institute. The management is assertive towards the equal status policy for all irrespective of caste, creed and gender. The key aspects of which are:

- **Safety and Security:** The safety and security of the students and staff is the major concern of the Institution.

i) Co-education is practised

ii) Multiple CCTV cameras and security guards are deployed.

iii) Helpline numbers are displayed in Girls' Common Room and Hostel.

iv) Identity card is mandatory for all students and staff.

v) Adequate lighting facility with LED floodlights.

vi) Fire safety extinguisher in the departments.

vii) A separate girls' hostel with secure premises.

viii) The discipline committee, Anti-sexual Harassment Committee, and Anti-ragging Committee all work towards women's security and safety.

ix) The discipline is maintained by the college discipline committee.

- **Establishment of Yuvati Sabha:** One notable initiative is the establishment of the Yuvati Sabha, a dedicated cell focused on the empowerment and the holistic development of girl students. The Yuvati Sabha plays a pivotal role in creating a safe and inclusive educational environment for girls, fostering gender equality, and addressing pertinent issues related to gender discrimination.
- **Measures to Promote Gender Equity:** Furthermore, the institution recognizes the importance of holistic development and well-being for female students and thus organizes specialized workshops and campaigns tailored to their needs. The College is open to participation in every activity conducted in the college including sports, irrespective of gender, caste, creed etc. Every

student has the right to become a Student Representative on merit basis.

- **Cross-Cutting Issues:** Course materials are regularly reviewed to ensure they are free from gender bias and reflect diverse perspective. For instance, textbooks include examples and case studies that represent various gender identities promoting a more inclusive learning experience. Additionally, cross-cutting issue like gender equity is integrated in the curricula of Humanities.
- **Key Programmes Organised:**

- i) Judo-Karate and *Lathi-Kathi* training for self-defence.
- ii) Guidance on Women's and Health and Hygiene.
- iii) Workshop on Personality Development.
- iv) Workshop on Gender Sensitization.
- v) Workshop on 'Anti-ragging'.
- vi) Celebration of International Women's Day
- vii) Guidance on 'Gender Equity'.
- viii) Health check-ups.
- ix) Entrepreneur Development Programmes
- x) Lectures on Sexual Harassment.
- xi) Programmes under *Beti Bacho Beti Padhao Abhiyan*.
- xii) Celebration of the Birth Anniversary of Rajmata Jijau Saheb and Savitribai Phule.

- **Facilities for Women on Campus:** Several facilities are available on the campus for girl students.

- i) Centralized RO plant provides safe drinking water to the stakeholders.
- ii) Separate Reading Room is made available for girl students in the Central Library.
- iii) Separate changing rooms during cultural activities.
- iv) Sanitary napkin vending machine in girls' hostel & Girls' Common Room.
- v) The counselling cell.
- vi) Separate girls' common room with washrooms.
- vii) First-aid facility in Library and Science Laboratories.

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: B. 3 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:

Our students come from diverse cultural, linguistic and socio-economic backgrounds, as more than 90% of them belong to the socially and economically backwards sections of the society and need an inclusive and favourable learning environment, prominently available in the college. The institution's proactive approach towards promoting tolerance, harmony, and sensitization to constitutional obligations is exemplified through a myriad of initiatives and programs.

- **Celebration of Diversity and Promotion of Cultural Understanding:** The college has been actively addressing cultural, regional, linguistic, communal, socio-economic, and other diversities through various topics in its curriculum. Teachers have been citing examples and briefing students about tolerance, harmony, and attaining unity despite cultural, linguistic, and regional diversity. Some of the programmes are: 'Hindi *Bhasha Din*', '*Marathi Bhasha Divas*', 'National Unity Day', '*Shahid Day*' and 'Science Day' serve as platforms for fostering appreciation for the rich cultural heritage and linguistic diversity of India. The college has also organized training programs on Garaba dance and Lezim dance.
- **Constitutional Duties, Rights and Responsibilities:** Through lectures, discussions, and interactive sessions, students and faculty members are encouraged to reflect on the values, rights, duties, and responsibilities enshrined in the Constitution of India. These are: 'National Voter's Day' and 'Constitution Day'. Independence Day, Republic Day, and National Youth Day are celebrated to kindle the patriotism. The college has also displayed the Preamble of the Indian Constitution in the central library.
- **Celebration of the Deeds of National Heroes:** Moreover, the institution places great emphasis on commemorating the birth and death anniversaries of eminent personalities who have made

significant contributions to the fabric of Indian society. These figures are from Mahatma Gandhi and from Chatrapati Shivaji Maharaj to Swami Vivekanand and Dr. B. R. Ambedkar.

- **Addressing Current Social and Environmental Issues:** The College is committed to promoting awareness and understanding of contemporary social issues through the programmes like- 'Sadbhavana Divas', 'World Ozone Day', 'World Earth Day', 'World Water Day', 'International Women's Day', workshops on 'Yoga for good health', counselling on suicide prevention, 'International Malaria Day', 'Aids awareness program', 'Covid Vaccination program' and 'Teachers' Day' provide platforms for dialogue and reflection on pressing issues faced by society today. Environmental issues are addressed through environment awareness rally, *Aapali Vasundara Abhiyan*, visits to the parks garden and primary health centre.
- **Communal Harmony and Tolerance:** The college has been actively promoting tolerance and harmony among students, and promoting social harmony through various initiatives, awareness campaigns and programmes. Involvements of student volunteers in various committees enable the students to learn the importance of teamwork, event management, tolerance and harmony to achieve a desired result.
- **Inculcation of Human Values and Ethics:** The college has emphasized human values and professional ethics through the programmes on the topics- 'Balika Day', 'Kavyitri Bahinabai Gram Vachan Katta program', National Consumer Day, International Human Rights Day, and Constitution Day. The college has also organized programmes at the adopted village Haratale to promote reading habits among the villagers. To enhance professional ethics within employees, the college has arranged faculty orientation and induction programs.

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:

A) Blood Donation Camp

1. Title: Blood Donation Camp

2. Objectives of the Practice:

- To create awareness about blood donation among the staff and students.
- To foster a community of youthful individuals who can be reached in times of medical emergencies.

- To create awareness among students about health and hygiene.

3. The Context:

The Blood Banks normally face the paucity of availability of blood for the needy and medical emergency cases. Blood donation is widely regarded as the most fortunate form of donation, as it not only instils the virtues of compassion towards others but also offers significant assistance to humanity that cannot be achieved through monetary contributions alone. The requirement for external blood supply becomes crucial during significant medical procedures, accidents, and various traumatic situations. The undeniable reality is that there is no substitute for natural blood. Regardless of geographical location, economic status, or population size, there is consistently a shortage between the amount of blood collected and the demand for it. Moreover, it also helps in creating awareness about the misconceptions about the blood donation. Hence, as a part of social commitment, the college organizes Blood Donation Camp.

4. The Practice

This initiative has inspired multiple stakeholders to coordinate 'blood donation' drives.

The advantages of this initiative are:

- It serves as a valuable source of blood for Blood Banks.
- Creates awareness about the importance of 'blood donation'.
- The collective efforts help to overcome the fears about the misconception about donations and encouraged the students to be 'Proud Blood Donors'.

5. Evidence of Success

The college has been organising Blood Donation Camps over the years. The awareness created before the activity helps in creating health awareness among the students. Active involvement of students can be regarded as the 'proof of achievements' of this endeavour. Apart from the satisfaction, this endeavour awards the students with certificates and blood donor cards. The most significantly; the esteemed title of 'blood donor', 'healthy individual', 'patriotic person', and 'individual with a sharing mindset', which marks them as an accountable citizen.

Students overcame the fear about Blood Donation and are ready to donate it to the needy, in case of emergency. The programs organized throughout the year on Health and Hygiene help in creating awareness among the students which helps in the organization of other programs. The collective effort helps alleviate fears and encourages new students to proudly become blood donors.

6. Problems Encountered and Resources Required

- Some students who expressed interest were unable to donate due to being either underweight or due to low haemoglobin levels or both.
- Moreover, some parents disapproved the idea of 'blood donation' due to unfounded fears or superstitious beliefs.
- Girls' students are underweighted hence, though willing could not be permitted.
- Misconceptions about blood donation also affected on the number of participant students.

B) Empowering Women: Empowering Communities

1. Title: Empowering Women: Empowering Communities

2. Objectives of the Practice:

- To promote gender equality
- To instill girl students with self-confidence.
- To help to create more inclusive and prosperous communities.

3. The Context:

The context 'Empowering Women: Empowering Communities' highlights the importance of empowering women as a remarkable step towards building stronger, more resilient, and more prosperous communities. When women are empowered, they are better equipped and lead to:

- Take care of their families' health and education
- Contribute to the development of communities' economic growth
- Make informed decisions about their lives and futures
- Advocate for their rights and the rights of others
- Build bridges across social, cultural, and political divides.
- Improve health and wellbeing
- Increase productivity and growth
- Help to reduce poverty and inequality
- Help to develop more inclusive and equitable communities

By empowering women, The college empower communities to thrive and reach their potential. This context sets the stage for the best practices outlined earlier, which aim to promote gender equality, challenge harmful gender stereotypes, and unlock the potential of girls.

1. The Practice

- Programmes on Educational Awareness: Various training programs are organized by college which focus on gender equality, and provide equal opportunities to girl students.
- To make the girls economically independent and to help them pursue careers of their choice, the college organized various programmes.
- Through various programmes encouraged girl students to take on leadership roles in their communities and in colleges, as well as provide training and support to build confidence and skills.
- Programmes organized for girl students on Health and to promote overall well-being through initiatives like mental health support and self-care programs.
- Also organized programmes on Community Engagement to engage girls in community-led initiatives that promote gender equality and challenge gender stereotypes.

5. Evidence of Success

- Increased access to education and economic opportunities for girl students.
- Improved leadership and decision-making skills among girl students.

- Reduced gender-based violence and discrimination.
- Improved health and well-being outcomes for women and their families.
- Increased community engagement and social cohesion.
- Increased the participation number of girl students in various college and university-level activities.

1. Problems Encountered and Resources Required

- The college has to take efforts to create awareness about Gender-based discrimination
- Limited access to girls with regards to education and healthcare
- Economic inequality and lack of opportunities
- Social and cultural norms perpetuating gender stereotypes
- Limited access to technology and digital resources
- Insufficient financial support systems from families and society.

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:

MTES' Smt. G. G. Khadse College, located in Muktainagar, exemplifies a unique blend of academic excellence, community engagement, and a commitment to holistic student development. Though, the Muktainagar Taluka Education Society was established in 1954 and was running three High Schools, One Junior College, one ITI and Agriculture College each, the degree college was established in 1990 to cater to the educational needs of first-generation learners from remote and rural areas and instil confidence in their abilities. The institution's journey towards excellence began with a modest offering of Science faculty. The institution's founding principles are rooted in the belief that education should serve as a catalyst for social change, empowering individuals irrespective of their socio-economic backgrounds. However, recognizing the evolving landscape of education and the aspirations of its students, the college embarked on a transformative path, as evidenced by the pivotal decision in 1993-94 to introduce Arts and Commerce faculties. To meet the changing educational needs of the students, the institute visionarily started Programmes like B.Sc in departments like Computer Science and Bio-Technology. Later, courses like M.Sc. in Chemistry and Computer Science, M.A. in English, M. Com and professional courses like BCA and BBA were also added to the list.

This strategic move was not merely a response to emerging educational trends but a conscientious effort to address the educational lacunae highlighted by the NAAC Peer team during the First and Second Cycles. The Peer Teams' recommendations catalyzed change, in the preparation of the Perspective Plan and prompted the college's management to envision a more comprehensive educational framework that embraced the principles of inclusivity and academic rigour. Despite the institution's non-aided status, in some programmes, the management demonstrated unparalleled resolve in supporting this pivotal expansion, recognizing the imperative of equipping students with contemporary knowledge and skills to thrive in an increasingly competitive world.

The college is located in a rural, partially hilly area and aims to bring learners from deprived classes into mainstream society through value-based education and upliftment. It tries to create an inclusive educational environment and develop interest in learning among the students. The college also provides a safe and student-friendly learning environment for girl students. Due to orthodox and conservative social structures, most girls are not allowed to attend or enrol for higher education, leading to their marriage at a young age. However, the college addresses parental fears about girls' safety and security.

Its **distinctiveness** lies in providing equal opportunities, quality education, instilling confidence among students and making them a responsible citizen of the society, and nation at large. An institutional list of University Rankers, in itself, justifies the success of the institute in meeting the expected academic standards. The institution strives to translate our vision, mission, and objectives through organizing various student-centric and socially-oriented activities. The core values of the institution are the guiding light for the Institution. The institution believes in the core values as follows:

- Academic Excellence
- Social Commitment
- Skill Development
- Value Orientation
- Character Building

The college aims to educate and enable youth to enhance the dignity and progress of society and the nation and aims to make them responsible citizens with self-confidence, determination, patriotism, and humanity. The college also aims to bring first-generation learners from remote and rural areas into mainstream society by providing equal opportunities and quality education. The college has also tried to translate the objectives and the core values into reality by organizing student-centric activities.

The college has the mission 'To educate and enable youth to enhance the dignity and progress of society and the nation'. It has taken several steps towards fulfilling its vision. The college has been actively promoting tolerance and harmony among students, and promoting social harmony through various initiatives, awareness campaigns and programmes. The college also provides platforms for budding youths to showcase their talents in various fields. The college organizes curricular, co-curricular, extra-curricular, and extension activities to sensitize the students from economically and socially backward sections of society. It provides equal opportunities for all, special focus being on the holistic development of the students. The college has signed MoUs with other institutes and industries/labs. It promotes students' participation in cultural activities and produces University Merit Holders.

'Educational Opportunities for All' and 'Empowering the Girl Students' are the thrust areas of the college. The institution has more than 50% of female students' enrollment. Promoting gender equality and empowering women is one of the prominent eight Millennium Development Goals (MDGs).

Empowering women is essential to the health and social development of families, communities, and countries. A key part of this empowerment is possible only through education. The college initiates various programs that foster the value of gender equality amongst the students. The college has organized various programs on:

- Gender Sensitization
- Women Empowerment
- Self-defence
- Personality Development
- *Swayamsiddha Abhiyan* for Girl Students
- Skill Enhancement
- Entrepreneurship Development
- Career Counselling/Guidance
- Add-on/Skill Oriented Certificate Courses
- Competitive Examination
- Educational Opportunities for Higher Education
- Field Visits and Projects
- Universal Values
- Yoga Training Camps
- Self-defence skills and Judo-Karate/*Lathi-Kathi* Training
- Sports
- Cultural Activities
- Financial Literacy
- Physical and Mental Health
- Participation in Research Related Activities
- Health Check-Up
- Vaccination Camps
- Voter Awareness Programmes
- Environmental and Sustainability Related Activities
- Placement Camps

The institute also contributes to create environment awareness in the community for sustainable development. It has taken initiatives to prevent diseases to create safe and clean campus as well as environment. To foster a sense of responsibility in the community regarding clean environment, the institute has undertaken number of activities. The institute has also participated in the electoral process by creating awareness among the students about their responsibility towards the nation. All these academic endeavours of the college justify the line- 'Its better to light a candle than curse the darkness.'

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

5. CONCLUSION

Additional Information :

The college has achieved many milestones during its of 34 years journey.

- Recently a grant of Rs. 5 Crore is sanctioned to the college under PM-USHA (RUSA).
- Twice placed in 'A' Grade in the Academic and Administrative Audit of the University.
- Twice accredited with 'B' and 'B+' in 2004 and 2016, respectively.
- The college is ISO certified.
- Proud tradition of University Rank Holders in University Examinations.
- One NSS Volunteer participated in 20/01/23 Republic Day Pared, Delhi.
- The college and NSS Programme Officers have twice received the Best NSS Unit/PO of the University.
- One student had been awarded with 'State Level Best NSS Volunteer Award'.
- Two students, as well, two faculties have represented the university at state level *Avishkar*.
- All 16 UG Programmes are offered through the CBCS pattern.
- All 04 PG Programmes are offered as per NEP-2020.
- More than 80% students get the benefit of Scholarships.
- 03 Research centres and 18 guides are recognized/approved by the university.
- Currently 06 Patents are registered by faculty.
- MRPs are sanctioned to the faculty members.
- The college has 45 permanent faculty members, out of which, 39 are Ph.D./NET/SET holders.
- Some faculties are the members University BOS, Faculty and other academic bodies.
- Faculties have written considerable number of Books/Chapter in books.
- Faculty use ICT tools for effective teaching.
- Evaluation methods are pre-defined and transparent.
- *Yuvati Sabha* plays a pivotal role in the grooming of the girls' students.
- Organised National Level E-seminars.
- 08 functional MOUs.
- Raised funds, in the form book donations of more than Rs 5 Lakhs, from NGOs.
- Successfully organised several university-level Workshops for students and teachers.
- Successfully implemented the 'Earn and Learn Scheme'.
- 22 students have played at the National level sports events.
- 02 students have received Prizes in the University Level '*Yuvarang*'.
- 02 students' articles/poems received Prizes in the university-level College Magazine Competition.
- Organised 156 IPR/Entrepreneur/Competitive Examination-related Programmes.
- Principal and 03 faculty members have been appreciated for services in the educational, social and health areas.
- Promotes students to register under 'Career *Katta*' - a State Govt. initiative.
- Alumni Association is registered.
- The NSS Unit is actively involved in the extension and community-based activities.

Concluding Remarks :

Muktainagar Taluka Education Society's Smt. Godavaribai Ganpatrao Khadse College, Muktainagar, stands as a beacon of educational excellence, fostering holistic development and societal engagement. With a diverse

array of undergraduate and postgraduate programs, along with skill-oriented/Add-on certificate courses, the college caters to the educational aspirations of students from varied backgrounds. The institution's commitment to innovation and responsiveness is evident in its recent addition of professional and PG programmes. Guided by the principle of 'Achieving Excellence for Nation Building' and the mission to create self-sufficient and responsible citizens through quality education, the college endeavours to empower students with knowledge, skills, and values.

The curricular aspects reflect meticulous planning and adherence to regulatory frameworks, with student-centric pedagogies and transparent mechanisms for evaluation. The college's research, innovation, and extension initiatives underscore its commitment to advancing knowledge, fostering research culture, and engaging with the community through impactful outreach activities. Infrastructure and learning resources are strategically developed to facilitate effective teaching, learning, and research endeavours, ensuring a conducive environment for academic pursuits. Student support services and progression pathways, including counselling, financial assistance, and career guidance, underscore the institution's commitment to holistic student development and welfare. Governance, leadership, and management practices are characterized by transparency, accountability, and participatory decision-making processes, fostering a culture of excellence and continuous improvement. The college's emphasis on values, inclusivity, and best practices, exemplified through gender equality initiatives, environmental sustainability efforts, and community engagement endeavours, reflects its unwavering commitment to social responsibility and ethical conduct. The IQAC, along with all the stakeholders, are engaged in effective policy and decision-making. As the college charts its course towards greater heights of excellence, it remains dedicated to nurturing future generations of leaders, innovators, and change-makers poised to make meaningful contributions to society and nation-building endeavours.

However, the NAAC gave us an opportunity, in the making of the SSR, to experience our journey anew. We are well aware that these efforts are not enough, and need to continue the journey towards excellence and try to be better than yesterday, as the institute strongly believes in '*Better to light a candle than to curse the darkness.*'

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :5</p> <p>Remark : certificate course in introduction to Indian constitution certificate course in Rand D chemist certificate course in Bio fertilizers certificate course in basic computer tools certificate course in goat farming considering these courses only input is edited .</p>																				
1.2.2	<p>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</p> <p>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</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>169</td> <td>165</td> <td>120</td> <td>120</td> <td>30</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>00</td> <td>30</td> <td>90</td> <td>105</td> <td>90</td> </tr> </tbody> </table> <p>Remark : Input is edited from 1.2.1 metric.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	169	165	120	120	30	2022-23	2021-22	2020-21	2019-20	2018-19	00	30	90	105	90
2022-23	2021-22	2020-21	2019-20	2018-19																	
169	165	120	120	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	30	90	105	90																	
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</p> <p>Answer before DVV Verification : 835</p> <p>Answer after DVV Verification: 552</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</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></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																	

629	574	516	512	671
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
528	472	415	438	459

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1070	1080	950	950	890

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1070	1080	950	950	890

Remark : Input is edited from data template excluding excess admissions than sanction seats .

2.1.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
549	517	465	465	559

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
281	269	251	262	272

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
670	671	596	596	559

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
670	671	596	596	559

Remark : Input is edited from data template excluding excess seats than sanction seats .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
73	73	71	71	71

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	72	72	72

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)

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.30	1.88	0	0	0.75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	1.88	0	0	0.00

Remark : Input is edited from sanction letter which is not in assessment period for 22-23 as well as for 18-19.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	38	21	36	13

Answer After DVV Verification :

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

42	29	16	28	7
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Remark : Input is edited from data template excluding awareness programs ,field visit, yoga ,personality development .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	24	17	06	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	28	18	22	14

Remark : Input is edited from data template.

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

Answer before DVV Verification :

Answer After DVV Verification :8

Remark : The collaboration activities of research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work should be facilitated through the mentioned collaboration only. Input is edited according to it .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.78	4.53	4.80	9.17	58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.78	4.53	4.80	9.17	57.06

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	33	02	22	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	01	1	1

Remark : Input is edited from clarification certificates considering only merit certificates and excluding participation certificates.

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
686	427	100	339	192

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59	51	03	53	31

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	0	0	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	82	38	65	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	36	16	29	11

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

Answer before DVV Verification:

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

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 : Input is edited from clarification documents .

7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above</p>
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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): Answer before DVV Verification : 72 Answer after DVV Verification : 70</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" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>59</td> <td>56</td> <td>56</td> <td>60</td> <td>53</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>57</td> <td>54</td> <td>54</td> <td>58</td> <td>51</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	59	56	56	60	53	2022-23	2021-22	2020-21	2019-20	2018-19	57	54	54	58	51
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