SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

YASHWANTRAO CHAVAN MAHAVIDYALAYA, KARMALA

YASHWANTRAO CHAVAN MAHAVIDYALAYA, KARMALA VIDYA NAGAR,
TAHSHIL KARMALA DIST. SOLAPUR PINCODE- 413203
413203
www.ycmkarmala.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Yashwantrao Chavan Mahavidyalaya, Karmala, operated by Vidya Vikas Mandal, was founded in June 1966 in the market committee premises. The institution has been rendering valuable services in the field of education. The foundation stone of the College of Arts & Commerce was laid by Hon. Shri. Namdeorao Jagtap. Hon. Shri. Ghumare Vilasraoji Ramchandra has been serving as the institution's Secretary for the last 38 years. For him, education is a mission, and he has made substantial investments in providing infrastructure that matches global standards and an environment that unleashes the students' potential. He has contributed greatly to the power of youth and provided them with appropriate opportunities for self-development. He has been the institution's guide, philosopher, and best friend in their difficulties. At present, Mr. Phand Milind Arjun is the Chairperson of the institute, implementing its short- and long-term policies following the Secretary's vision.

Initially starting with an Arts and Commerce stream with minimal enrolment, the college now offers BSc and PG programs in Marathi and Hindi. To optimally utilize the infrastructure, the institution has a junior wing of Arts, Commerce, and Science colleges in the noon session. Currently, the senior college has 1269 students, and Yashwantrao Chavan Mahavidyalaya, Karmala, is affiliated with Punyashlok Ahilyadevi Holkar Solapur University, Solapur. The institution provides instruction for three-year integrated degree courses in B.A. and B.Com. and B.Sc. in subjects such as English, Marathi, Hindi, economics, history, geography, advanced accountancy & auditing, advanced costing, and chemistry. Moreover, the college has a research center for Hindi subjects.

The college has a team of young, talented, and energetic academic community members as staff who are duly qualified. Eight members have obtained a Ph.D., and four others are engaged in research work for a Ph.D. in their respective subjects. With such an intellectual faculty, the institution can provide innovative and experimental academic programs. Their hard work has been rewarded, with Miss Varsha Kanhere securing 1st place, and Sagar Adsul securing fifth place in university rank.

Furthermore, the institution has NCC and NSS wings that actively function to provide value-aided education. The degree classes' examination scores have been quite satisfactory, with the overall passing percentage always remaining high.

Vision

Viday Vikas Mandals

YASHAWANTRAO CHAVAN MAHAVIDYALAYA,KARMALA DIST. SOLAPUR 413 203.

Viday Vikas Mandals

YASHAWANTRAO CHAVAN MAHAVIDYALAYA,KARMALA

DIST.SOLAPUR 413 203.

GOALS

* Administering the intellectual of academic needs of the poor &

needy students.

*To encourage the teachers to update their knowledge.

* Awareness about water management,superstition eradication movement,social work to be arranged.

* No one is deprived of education on account of his/her poverty.

To create literary awareness among the students.

To generate resources.

Mission

MISSION

*To achieve the educational,social & general uplift of the masses

* To sanction monetary assistance to the deserving needy poor students.

*To import instructions to students in the act of self defence. * To development

activities of moral &spiritual education of all the people.

*To undertake dissemination of

knowledge about subject like
agriculture co-operation & other
specific subject.

* To promote national integration

* To achieve all round
development of the student's
personality by importing value
based education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

2 Strength, Weakness, Opportunity, and Challenges (SWOC)

Institutional Strength:

- The institution has the best infrastructure with its own land.

- The institution has highly qualified and research-oriented faculty members.

- The Institution has secured " B " grade in AAA of state government.

- The institution has the green audit certificate.

The institution has the energy audit certificate.

The institution has the gender audit certificate.

- The institution uses ICT in the teaching-learning process.

- The institution provides skill development courses.

- The institution has a library automation system with an OPAC system.

- The institution has a good communication and team-work culture.

- The institution enriches human values among the students.

- The institution organizes blood donation camps on 6th February every year.

- The institution has a career counseling and competitive exam cell.

- The institution has a placement cell.

- The institution conducts tree plantation activities.

- The institution has a Research center in Hindi.

The institution has hostel accommodation for students.

- The institution has impressively functioning NCC and NSS.

-The institution lacks CCTV surveillance.

Institutional Weakness

- The institution lacks a separate library building.

- The submission of major, minor, and research projects at the institution is not done on a large scale.

- The institution lacks enough numbers of computers.

- The students at the institution are from socially, economically, and educationally deprived classes and rural areas.

- The institution lacks Solar system.

Institutional Opportunity

Institutional Opportunity:

- The institution has the opportunity to introduce multi-faculty postgraduate courses.

- The institution has the opportunity to develop a welfare mechanism for teaching and non-teaching staff.

- The institution can develop a well-equipped competitive exam center.

- The institution has the opportunity to establish a language lab.

- The institution can introduce need-based extension programs.

- The institution has the scope to organize various level seminars, conferences, and workshops.

- The institution can introduce interdisciplinary courses.

- The institution can provide more research facilities for stakeholders.

- The institution can provide a well-equipped auditorium, hostels, and library for stakeholders.

Institutional Challenge

- The institution needs to generate funds for college development from various schemes of UGC and funding agencies.

- The institution needs to bring rural, tribal, and economically weak students into the mainstream of education.

- The institution needs to provide job opportunities to rural students.

- The institution needs to create a research attitude among students.

- The institution needs to develop scientific temper among students.

- The institution needs to promote students to postgraduate programs.

- The institution needs to make separate library with reading room facility.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to PunyashlokAhilyadeviHolkar Solapur University, Solapur and it provides

Academic calendar with the help of it we prepare action plan for effective delivery of curriculum.

The affiliating university plays a major role in the curriculum design and development. The college makes effective implementation of curriculum. The college organizes various curricular, co-curricular, and extra-curricular activities.

The university organizes workshops for the effective implementation of curriculum. The faculty members

Maintain daily teaching diary for effective planning of curriculum. The faculty members use modern

Technology for effective implementation of curriculum. The college has designed certificate courses in accordance with the vision and mission of the institution for the advantage of stakeholders.

The college follows the curriculum designed by the parent university. The college offers programmes like Arts, Commerce and Science. At

Present there are 155 courses which address gender, environment and sustainability, human values and

professional ethics. The college conducts class test, project, class seminars, group discussion, and university semester wise exams. The process is fruitful to improve the quality of teaching-learning. Guest lectures, study

Tours and industrial visits are arranged. Result analysis is done.

The evaluation of students is a continuous process in the college. The college follows its academic calendar for conducting internal examination. In a true sense, continuous internal evaluation (CIE) of the students is done by conducting various curricular and co-curricular activities such as add-on courses, remedial classes, certificate

Courses, home assignments, class test etc. Feedback is collected and analyzed by the IQAC.

Teaching-learning and Evaluation

The college takes efforts to make teaching and learning process effective. The college is situated in rural area. The college has appointed qualified teaching faculty. 8 teaching staff are Ph.D. holders, 01 is M. Phil. Holder, 07 staff members have qualified NET/SET, and 03 of staff are recognized P.G. teachers.

The college has Internal Quality Assurance Cell (IQAC) which implements various activities to enhance the quality of higher education.

The college enhances the learning experiences of the students by using student centric methods such as experiential learning, participative learning, and problem solving methodologies both inside and outside the classroom. The entire process gives emphasize on holistic development of the students.

Teachers use ICT enabled tools for effective teaching-learning process. The college conducts remedial classes, add-on courses and certificate courses.

The continuous internal evaluation (CIE) is implemented effectively in our college.

Student award with trophies and certificates are given to the students.

The college result is outstanding. One student stood in first rank at university level examination and the other one fifth during the academic year 2021-22.

The library provides study material and resources required for teaching, learning, and research.

Mentor-mentee scheme is available in our college. The college often focuses on attainment of

Programme outcomes and Course outcomes.

Evaluation of attainment of programme outcomes and course outcomes is done through indirect method at college level such as feedbacks are collected from stakeholders.

During the lockdown period, the college has used online teaching method as per university circulars.

The university examination was also conducted via online platform.

Research, Innovations and Extension

The college research committee always motivates students and teaching faculty for promoting research culture.

Teaching faculty are encouraged for pursuing Ph. D. 08 teaching faculty have been awarded Ph.D.

Degree, 04 teaching faculty have been recognized as research Guide by the parent university. Several

Students are pursuing Ph. D. Under the guidance of Ph. D. Guide.

The college encourages and provides Duty Leave facility to faculty to participate in seminars,

Conferences, and workshops. The teaching faculty published their research papers in reputed journals

And books.

The college has organized state, national, and international conferences and 03 proceeding books have been published.

21 papers have been published in UGC approved Journals and 75 papers in-books.

Two books are published by the teaching faculties.

The college staff organizes many research oriented activities. Innovative ideas are inculcated among students and teaching faculties.

Paper cutting file is maintained by library. Summary type ppt presentation made by faculties for

Students.

Online webinars were arranged in covid-19 pandemic period.

The college organizes various extension activities through co-curricular departments such as NSS, NCC Departments, Sports Department, Cultural Department, Competitive Exam Department etc. In

Neighborhood community in the view of social commitment and sensitizing students to social issues for their holistic development such as Blood Donation Camp, Tree plantation, water conservation, NSS Special Camp, health check-up camp, etc.

The college has signed MoU with other institutions.

Infrastructure and Learning Resources

The college has an adequate and well-equipped building with facilities to conduct academic and other activities effectively and efficiently.

The college has 28 acres of land. The total built up area is ? sq.mts and campus area is ?

Sq. Mts. The college has play-ground of 08 acres. There is a separate gymkhana equipped with various

Sports material.

The college building comprises 22 classrooms, two computer labs, well-equipped seminar hall,

Separate administrative block, separate library with reading room, staff room, ladies common room and

Departmental cells. The college campus is eco-friendly.

The college has computerized principal's office, administrative office, the library, and separate computer lab with internet facility.

The college has installed power stabilizer, invertors for continuous power supply.

The college has provided Wi-Fi network facility free of cost in campus.

The faculty members use modern ICT and provide learning resources to the students.

The college auditorium is well equipped with LCD Projector. Some classrooms are well equipped with LCD Projector and curtain.

Library has total books which includes 460997 books, 22235 reference books and other books are 20635. The news-cutting files, other facilities such as e-books, e-journals. Library has daily newspapers, magazines,

Periodicals, question bank, etc.

Library has Soul software and OPAC system to handle the book transaction as well as it has e-database

N-List for students, faculty members, and stakeholders.

Student Support and Progression

The college takes efforts to provide meaningful learning experience for the holistic development of the

Students.

The college forms various committees for students support and progression.

The college provides various scholarships of the Central and State Government for the students.

The college has SAF scheme for needy students.

The college has various facilities such as competitive examination, career counseling, soft skill development, remedial coaching, and yoga for personality development of students.

The college motivates students to participate in curricular, co-curricular, and extra-curricular activities

Such as sports, quiz competition, elocution, debate, and group discussion and other cultural activities.

The college publishes wall-papers to provide an opportunity to develop creativity of the students.

The college has developed student support system such as grievance redressal cell, student council, anti-ragging cell, suggestion box, feedback mechanism, women empowerment and

Alumni association, etc.

The college organized various certificate courses free of cost for students.

Students are encouraged and guided to participate in sports, cultural and other academic activities

Organized by the other institutions.

Campus interviews are organized in collaboration with ICICI bank.

Our students have received prizes and awards in sports and cultural activities at university and interuniversity level and in NCC organised games.

Meritorious student award with trophy is given to students.

The college has registered Alumni Association which contributes in development of the college.

Governance, Leadership and Management

The college is governed by VidyaVikas Mandal, Karmala. The nature of governance of the college is from higher level to ground level.

The Management, College Development Committee, Principal, and the faculty play an important role in

Accordance with the vision, mission, and objectives of the college.

The college has decentralization and participatory management system for smooth conduct of

Management.

The principal is the administrative and academic head of the college and he coordinates with

Government, management, university, faculty, students, parents, and alumni. The Principal forms

Various committees which help in monitoring and facilitating several academic functions.

IQAC contributes significantly for quality enhancement such as use of ICT, and e-sources in teaching- learning process. IQAC monitors implementation of various activities and gives necessary suggestions for quality enhancement. The college maintains the transparent record of financial transactions and the

Audit of expenditure is done through authorized chartered accountant.

The college has adopted a self-appraisal system and feedback system to evaluate the annual

Performance.

The college organizes various activities through N.S.S., sports and cultural departments to inculcate

Leadership qualities among students.

Academic and administrative audit is done by Parent Institution and parent University also helps in

Achieving its objectives.

The IQAC reviews and revises quality policy with the help of teaching, non-teaching staff, alumni and

The other stakeholders of the college.

The college ensures the welfares of its teaching and non-teaching staff by providing well-furnished

Infrastructure and financial support through loans, insurance, investment opportunities time to time.

Institutional Values and Best Practices

The college makes efforts to enrich various values such as human, professional, environmental, moral,

Gender equality, etc. Among the students and people by organizing various programmes and practices.

The college gives priority for gender equality which is carried out through various curricular and co-

Curricular activities.

The college consistently strives to encourage to faculty members and students to upgrade the new

Technological knowledge.

The college has conducted various certificate courses to enhance the quality education and

Employability of the students.

The college always takes initiatives to preserve environment. Various programmes such as Swachha

Bharat Campaign, tree plantation, rainwater harvesting, no vehicle day, plastic free campus, etc.

The college saves power by using LED bulbs.

The college has organized various programmes such as NSS camp, blood donation camp, health check-up

camp, collection of relief fund, alumni meet, inauguration of literary

Association, guest lecturers, seminars, conferences, workshops, wall paper publication, class seminars, group discussion, eloctions, debates, essay writing competitions, sports and cultural etc.

The college celebrates national and international commemorative days, events, and festivals to inculcate constitutional responsibilities.

Sports department organizes various activities and Yoga Camp every year for national integrity.

Student award with trophies and certificates is given to the meritorious student every year.

Best Practices-First best practice is MahilaSabalikarn (woman empowerment) which aims to create awareness about their own identity and self realisation and Second best practice is 'Using One Side Blank Pages' to create awareness among the students and staff members about Environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	YASHWANTRAO CHAVAN MAHAVIDYALAYA, KARMALA
Address	Yashwantrao Chavan Mahavidyalaya, Karmala Vidya Nagar, Tahshil Karmala Dist. Solapur Pincode- 413203
City	Karmala
State	Maharashtra
Pin	413203
Website	www.ycmkarmala.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	L. B. Patil	02182-220552		02182-220552	
IQAC / CIQA coordinator	A. P. Mane	-	9921389996	-	abhimanyumane44@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Punyashlok Ahilyadevi Holkar Solapur University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1996	View Document
12B of UGC	01-05-1998	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	Yashwantrao Chavan Mahavidyalaya, Karmala Vidya Nagar, Tahshil Karmala Dist. Solapur Pincode- 413203	Semi-urban	28	3412.21

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi	360	XII th pass	Marathi	40	17
UG	BA,Hindi	360	XII th pass	Hindi	40	15
UG	BA,English	360	XII th pass	English	40	12
UG	BA,Economics	360	XII th pass	Marathi	40	22
UG	BA,History	360	XII th pass	Marathi	40	31
UG	BA,Geography	360	XII th pass	Marathi	40	15
UG	BSc,Botany	360	XII th pass	English	40	0
UG	BSc,Chemistry	360	XII th pass	English	40	20
UG	BSc,Mathematics	360	XII th pass	English	40	0
UG	BSc,Physics	360	XII th pass	English	40	2
UG	BCom,Advance Accountancy	360	XII th pass	English	40	20
UG	BCom,Advance Costing	360	XII th pass	English	40	22
UG	BCom,World Economics	360	XII th pass	Marathi	40	18
UG	BCom,Business Law	360	XII th pass	Marathi	40	21
UG	BCom,Management Thought	360	XII th pass	Marathi	40	23
UG	BCom,Co Operative Development	360	XII th pass	Marathi	40	23
PG	MA,Ma Marathi	24	BA pass	Marathi	40	7

| PG | MA,Ma Hindi | 24 | BA Pass | Hindi | 40 | 6 |
| Doctoral (Ph.D) | PhD or DPhil,Phd Hindi | 60 | MA | Hindi | 40 | 4 |

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				5				18
Recruited	1	0	0	1	5	0	0	5	7	3	0	10
Yet to Recruit				0				0				8
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				31
Recruited	21	5	0	26
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				24
Recruited	14	2	0	16
Yet to Recruit				8
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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	0	0	2	2	0	8
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	2	0	0	5	0	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	711	0	0	0	711
	Female	548	0	0	0	548
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	1	0	0	0	1
	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	117	139	125
	Female	58	81	77	74
	Others	0	0	0	0
ST	Male	4	4	10	12
	Female	1	3	4	8
	Others	0	0	0	0
OBC	Male	189	219	236	216
	Female	149	182	159	189
	Others	0	0	0	0
General	Male	367	402	379	364
	Female	213	292	265	281
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1094	1300	1269	1269

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The vision of New Education Policy is making India a global knowledge supper power. The key principles of NEP was discussed among the faculties such as diversity for all curriculum and pedagogy, encouraging local decision making and innovation, critical thinking, stimulating learning environment with wide range of learning experiences with good physical infrastructure and adequate resources. On the point of NEP, college has implemented Add on courses for holistic development of stakeholders. The courses are designed in such a way that student's way get extra credits after the graduation. Apart from this, the university prescribed syllabus is mandatory to implement to the institute. So the college is ready

	to implement the NEP policy.
2. Academic bank of credits (ABC):	National Academic Depository (NAD) endeavor to offer online repository for all academic awards under the digital India programme from the academic year 2021. The national Academic Bank of Credits (ABC) portal has now been integrated into the nad.digitallocker.gov.in. Our college follows a choice based credit system prescribed by Punyashlok Ahilyadevi Holkar Solapur University, Solapur. The affiliated university in now in the process to pass the resolution to the National Academic Bank of Credit in the Academic Council. The college well formally registers in the ABC portal as soon as the resolution is being approved by the university bodies, our university has already executed the system of digitalization online mark sheet, transfer certificate etc. Our college has enough technical support to implement ABC.
3. Skill development:	UGC has already introduced NSQF courses for vocational education in continuous its initiatives. For introducing Community College and B. Voc . Programs for all rounded development of students. Our college has started Add on courses in the academic year 2021 22. The aim of introducing these courses is to develop skills among the students and creating work ready manpower in a large scale. For achieving these aims the college has set up well equipped computer Lab, ICT based smart classrooms, MOU with concern institutes. The college is going to start NSQE programs Certificate courses from the next academic year.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate integration of India knowledge system (teaching in Indian language, culture, using online course) The college encourages learning of national language Hindi by offering B.A. degree and B. A. degree in Marathi regional language. The college works hard to encourage Hindi and Marathi learners and obtain cultural values with the help of organizing seminars, literary association, lecture series etc. In addition to Indian ethos and business ethics in curriculum of social science, teach cultural values in Indian tradition. Apart from this the college has organized arts and cultural, Yoga and meditation, literary activities. Traditional days, annual social gathering, filed visits to promote to integrate the local languages.

5. Focus on Outcome based education (OBE):	The college offers one program at UG level i.e. Humanities. The curriculum is framed as per the requirement of social needs. The program is offered as outcome based education which is designed by Punyashlok Ahilyadevi Holkar Solapur University, Solapur. The college has implemented outcome based Education (OBE) with learning stated in Course Outcomes, Program Special Outcomes and Program outcome. All courses are designed on the basis of outcome centered that is remembering, understanding. applying, analyzing, evaluating and creating. As a part of entrepreneurial skills, our college has offered skill based and knowledge based courses which are designed as per requirement of OBE. For achieving OBE the college has refined POS, PSOS and COS on college website and day today activities
6. Distance education/online education:	In the phase of COVID - 19, all the educational institutes in the country has adopted digital system for engaging classes, online examination, conducting webinars and meetings. The online education has lessened the geographical distance. So today education system has become a global village. For promoting the digitalization, our college has adopted different online teaching learning modes like Google Meet, Zoom and What's app Groups etc. It can be considered as it is first step towards NEP. Apart from this , our faculty has created e - content, lecture series, PPTs. e - notes, face book and same as available on

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Yashwantrao Chavan Mahavidyalaya has established the Electoral Literacy Club to promote electoral literacy among college students of all age groups and the surrounding villages. This initiative is carried out through the collaboration of the Department of Political Science, NSS, and NCC, incorporating engaging activities and hands-on experiences.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	Yes, the college has appointed student coordinators and coordinating faculty members for the Electoral Literacy Club. Most of the students in the college are

are representative in character?	members of the club, and each student remains a member from the beginning of the academic year until their graduation. A faculty member from the Department of Political Science acts as the Nodal Officer and mentor for the ELC. They facilitate club enrollment, maintain regular communication and resource exchange between the District Election Officer and the ELC.
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.	Yes, the college has appointed student coordinators and coordinating faculty members for the Electoral Literacy Club. Most of the students in the college are members of the club, and each student remains a member from the beginning of the academic year until their graduation. A faculty member from the Department of Political Science acts as the Nodal Officer and mentor for the ELC. They facilitate club enrollment, maintain regular communication and resource exchange between the District Election Officer and the ELC
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college places a strong emphasis on community service as an integral aspect of higher education. These activities are integrated with the syllabus of higher educational courses, providing extended opportunities for students to help, serve, reflect, and learn. Yashwantrao Chavan Mahavidyalaya actively collaborates with NGOs, community organizations, and neighboring institutions to address electoral-related issues. This includes programs like linking Aadhar to the voter list to increase voter registration numbers. The college also organizes the National Voters Day annually to raise awareness among newly eligible voters who have turned 18 years old.
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.	Yashwantrao Chavan Mahavidyalaya has an efficient mechanism in place to institutionalize the registration of eligible college students as voters. All students above the age of 18 are encouraged to register themselves in the voter list. The ELC motivates students and conducts special registration drives dedicated to voter registration. ELC members actively promote the purpose of the drive and provide guidance on the registration process, including the necessary documents required for enrollment and assist students in completing the registration process. They conduct informative sessions within the college to educate students about voter registration and the significance of their participation in the electoral

	process. By actively engaging with students and raising awareness, the college and the ELC strive to ensure that eligible students are enrolled as voters in the electoral roll.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1273	1273	1302	1094	1228

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

2 Teachers

2.1

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

Response: 20

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

2.2

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

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
7.64	5.08	10.50	14.35	10.53

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 institution has a well-defined process for curriculum delivery. The process begins with planning, where the curriculum is designed by the Board of Studies for the respective subjects. The college then effectively implements the curriculum by appointing staff members, communicating with faculty and students, and allocating courses to teachers.

Once the courses are allocated, teachers prepare teaching plans that include the following:

- Distribution of workload
- Teaching methodology
- Assessment methods
- Finalization of quality objectives

The annual planning is implemented by using a variety of methods, including lectures, presentations, practicals, tests, tutorials, projects, and seminars. Access to the computer lab is also provided to needy students, and study tours are arranged. Attendance records are maintained regularly, and semester-wise examinations are conducted by the university.

The implementation of the curriculum is reviewed and reformed using the following methods:

- Result analysis: Result analysis of semester examination is done department-wise. A proper remedial action is taken on the analysis report.
- Feedback: A structured feedback from students is collected department-wise on the curriculum. Analysis of the same is done by IQAC. The report is shown to the principal. The principal rewards the faculty having better feedback and also inspires the faculty to improve upon certain lacunas.

The institution's curriculum delivery process is comprehensive and well-organized. It includes a variety of methods for ensuring that students are learning effectively, and it provides a framework for continuous improvement.

Here are some of the key strengths of the institution's curriculum delivery process:

- The process is well-planned and documented.
- There is a clear focus on student learning.
- There is a commitment to continuous improvement.

Here are some areas where the institution could improve its curriculum delivery process:

- The institution could provide more opportunities for students to engage in hands-on learning.
- The institution could provide more support for students who are struggling academically.
- The institution could do more to promote student-faculty collaboration.

Overall, the institution has a strong curriculum delivery process that is well-positioned to help students succeed. By addressing the areas for improvement, the institution can make its curriculum delivery process even more effective.

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:

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
536	0	432	349	0

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 institute ensures that cross-cutting issues are integrated into the curriculum. Departments and subjects that integrate gender, environment and sustainability, human values, and professional ethics into their curriculum include Marathi, Hindi, English, Geography, History, Psychology, Economics, and Political Science. While teaching the professional syllabus, the institute arranges various activities and performances to address cross-cutting issues such as:

a) Gender Issues: Reservation policies and constitutional provisions, especially for women, are covered in Political Science. Sex ratio, education of children, mortality, water security, drought, pollution, urbanization, and modernization and village service are practically exhibited through Geography. Gender issues in history and demographic issues in economics. In the literature of Marathi, English, and Hindi, gender issues are tenderly revealed in the subjects. The issues of gender equality are best portrayed in poetry, drama, and novels such as Pride and Prejudice and Three Sisters. Theories of Feminism, stories of Premchand, Mahadevi Verma, Mamta vs. Khakar, and dramas of Tendulkar and Mahesh Elkunchwar. Our committees like Sexual Harassment Cell and Women Empowerment Committee organize various activities for gender issues.

b. Environmental Issues: Environmental Studies is a compulsory subject in B.A.- Part- 2, and environmental issues are also included in the syllabus of History, Economics, Geography, Marathi, Hindi, and English. The following activities are carried out for environmental and sustainability promotion:

1. Swachh Bharat Abhiyan on and off-campus

2. Tree plantation on and off-campus

3. Environmental awareness related rallies, seminars, and conferences

4. No vehicle day

5. Plastic ban-related activities and suggestions displayed on college campuse

6. LED bulbs and tubes are used on campuses

7. Water management is done properly

8. Water conservation is done correctly

c. Human Values and Professional Ethics: Human values are covered in the curriculum of Political Science, Economics, History, Geography, Marathi, Hindi, English, etc. Activities such as Celebration of Birth and Death Anniversaries of great people, Celebration of National and International Important Days, organization of Blood Donation Camps, Voters Awareness Rally and Registration Camps. Funds for natural calamities that occurred in Kerala, Sangli, and Kolhapur in Maharashtra are also provided.

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:

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

Response: 600

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

1.4 Feedback System

1.4.1

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

Response:

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<u>View Document</u>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<u>View Document</u>

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
581	481	660	616	667

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

2021-22	2020-21	2019-20	2018-19	2017-18
800	800	800	800	800

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
263	232	300	289	302

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

2021-22	2020-21	2019-20	2018-19	2017-18
400	400	400	400	400

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

2.2 Student Teacher Ratio

2.2.1

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

Response:

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Student-Centric Learning Methods

The institution focuses on student-centric learning methods to enhance the learning experience. The following methods are used:

- **Experiential Learning:** This method involves hands-on learning experiences that allow students to apply what they are learning in a real-world setting. For example, the language departments have students read poems aloud, prepare presentations on the biographies of writers, and attend literary festivals. The geography department organizes study tours to dams, irrigation farms, and other geographical places. The history department organizes visits to historical places and museums, and the economics department organizes seminars and sends students to participate in seminars at other colleges.
- **Participative Learning:** This method involves students actively participating in the learning process. For example, the commerce department organizes visits to businesses and surveys the turnover of the weekly bazaar in Karmala town. The students in this department also participate in group discussions, presentations, and the celebration of the birth anniversaries of well-known people in their field.
- **Problem Solving Learning:** This method involves teaching students how to identify and solve problems. For example, the B.A. and B.Com Part 2 syllabus includes a chapter on problem solving. In this chapter, students learn how to find possible solutions to problems and select the most effective solution.

ICT Tools for Effective Teaching

The institution also uses ICT tools to enhance the learning experience. These tools include mobile phones, computers, speakers, printers, and projectors. For example, movies and plays based on novels are shown on projectors, and poems are played on computers to help students learn the pronunciation of words. The institution also has a rich library with reference books, and each department has a computer with internet access. This allows students to search for additional information on topics beyond what is covered in the text.

Conclusion

The institution uses a variety of student-centric learning methods and ICT tools to enhance the learning experience. These methods and tools help students to learn more effectively and to develop critical thinking skills.

I hope this is helpful!

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

2.4 Teacher Profile and Quality

2.4.1

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

Response:

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

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

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

2.4.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	11	11	11

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](#)

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:

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

Response:

Mechanism of internal assessment:

There is transparency in the mechanism of internal assessment. With the guidance of principal the 'Internal Examination Committee' is formed in the college. It consists of one head and two members. It takes time to time meetings to discuss on the activities of internal examinations like making examination schedules, collecting and printing question papers, making seating arrangements, displaying of marks for students. Once examination is conducted the submitted answer books are distributed to respective teachers. The time limit is given to submit mark sheets of their subjects. On submitting marks those are displayed in showcase for students' information. This internal examination is mandatory to all students.

Besides this internal examination the subject teachers take seminars, group discussion and class test of their students to evaluate their knowledge and understanding of the taught topic. The students' response in the class to the asked questions is also noticed. The students who are prompt in answering questions are advised to study more reference books. Such students are motivated to participate in seminars organised by other colleges.

Mechanism of external assessment:

The institution follows the policy of university about the external assessment. The faculties are informed to set question paper of university examinations. There is transparency in question paper setting. Faculties are called in university examination centre to set question paper, this is done confidentially.

The university assigns the external/internal invigilators to supervise the university examinations. The examinations are carries out without any malpractices. The examination is carried out in discipline and proper order.

Grievance Redressal System:

The mechanism to deal with internal examination related grievances is transparent, time bound and efficient. The "Internal Examination Committee" consists of one head and two members to assist head. This committee works on all activities regarding internal examination. If there is any query of the student, they are asked to submit it within ten days at Internal Examination Committee. If any student submitted any query, Internal Examination Committee works on it and solves it within five days from the date of submission. If any student could not attend internal examination due to sport competitions or any other such extracurricular activity and his respective teacher gave letter of his participation in sports or any other such activity to the Internal Examination Committee, either he is given marks or taken his test on suitable date.

If student face problems regarding external he/she is helped in it. Sometime the present student is recorded absent, by mistake, in university examination. In such case internal examination committee

guides that student in it.

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:

Programme Outcomes (POs) and Course Outcomes (COs) for all programme offered by the institution are stated and displayed on the website and attainment of POs and COs are evaluated.

Response:

 The teachers and students are aware of the stated Programme outcomes and Course outcomes. The BOS of the university sets different outcomes for each graduate course. Those outcomes are circulated along with syllabus on the university website. While taking an admission 'Admission Committee' of the institute gives basic information about outcomes of particular course and programme. Besides this while teaching in the classroom the subject teacher gives detailed information about what skills, knowledge and information they have to learn from the particular course and programme. The Programme Outcome and Course Outcome are also given on college website in the respective departments. Each department communicated the outcome of their Course and Programme.

The institution arranges the midterm and term end internal examinations to evaluate the Cos and Pos. the subject teacher set question paper of his respective subject and students had to solve that question paper. Those answer books are assessed by that subject teacher and the mark statements are submitted in Internal Examination committee. The internal examination committee displays those marks on notice boards for students' information.

The institution makes the evaluation of the final year students of each department. In this evaluation the analysis of students as per university is done.

Such as- O, A+, A, B+, B, C+, C and Fail

Such evaluation helps to evaluate the performance of the students

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:

Programme Outcome and Course Outcomes are evaluated by institution.

The institute imparts education to the graduate and post graduate students of arts, commerce and science. To educate is not enough but it is necessary to evaluate course outcomes and programme outcome of the students.

The formative and summative methods are used for evaluation of course outcomes and program outcomes.

In a formative evaluation different methods are used like- group discussion, quizzes, presentation, assignments, seminars, survey, observation, essay writing, question asking to students etc. To check the language skill of the students' essay writing competition, speeches are taken. Students are asked to deliver seminar on assigned topics. This helps to evaluate their understanding and expressing ability of learned topics.

In the summative evaluation Tests, Viva, Practical, Internal Mid-Term and Term-end Examinations, University Examinations are used. In the institute there is an 'Internal Examination Department' which takes the Mid-term and Term-end examinations of all students. It helps to check the knowledge and skill of the students in their selected subjects. Internal examination is taken in each semester of the program year. The subject teachers take the tests on the taught topics. Different activities are taken to evaluate the program outcome and course outcome of the students. The projects are given to evaluate the course outcome of the students.

In the end of the each academic year the analysis is done on the basis of grading system to evaluate the performance of the students.

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

2.6.3

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

Response:

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

last five years

2021-22	2020-21	2019-20	2018-19	2017-18
250	264	198	156	184

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

2021-22	2020-21	2019-20	2018-19	2017-18
323	310	233	211	227

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response:

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has successfully established an ecosystem that fosters innovation and actively promotes the creation and transfer of knowledge. This is evident through several initiatives such as the promoting publications, and the provision of incubation center facilities within th HEI.

Firstly, one notable aspect of the institution's commitment to knowledge creation is the increasing participation of teachers in writing research papers. This indicates a proactive engagement of the faculty in scholarly activities, contributing to the growth of knowledge in their respective fields. By actively participating in research, the teachers are able to stay updated with the latest developments and bring that knowledge into their classrooms, enhancing the quality of education provided to students.

Secondly, the institution encourages and supports students in presenting research papers. This was evident through their participation in the Barshi workshop, which provided a platform for students to showcase their research findings. By providing such opportunities, the institution not only boosts of students but also exposes them to the wider academic community, facilitating knowledge exchange and networking.

Thirdly, the institution emphasizes the importance of holistic education by encouraging students to participate in various classroom activities such as seminars, group discussions, and fieldwork. These activities enable students to develop critical thinking, communication, and problem-solving skills. By engaging students in active learning experiences, the institution ensures their overall development and prepares them for real-world challenges.

Another noteworthy aspect of the institution is its commitment to promoting gender equality and women's empowerment. The institution actively encourages girls' participation in programs like Swamsiddha and YIN, which are held in Baramati every year, which focus on empowering women. By creating a supportive environment and providing equal opportunities, the institution contributes to breaking gender stereotypes and promoting inclusivity.

To further enhance the employability of its students, the institution offers different soft skill courses. These courses provide students with essential skills such as communication, teamwork, leadership, and time management, which are highly valued in the professional world. By integrating soft skill development into the curriculum, the institution ensures that students are not only academically competent but also equipped with the necessary skills to excel in their chosen careers.

In addition to soft skill courses, the institution also offers a range of certificate courses and add-on courses. These courses provide students with specialized knowledge and skills in specific domains, enhancing their employability and expanding their career prospects. By offering diverse certificate courses, the institution caters to the varied interests and aspirations of its students, enabling them to acquire additional qualifications and stand out in the competitive job market.

In conclusion, the institution's commitment to creating an ecosystem for innovation and knowledge transfer is evident through its initiatives, including the active participation of teachers in research, student presentations in workshops, engagement in various classroom activities, promotion of girls' participation in empowerment programs, provision of soft skill courses, and the availability of certificate courses. These efforts collectively contribute to the overall growth and development of students and faculty, enhancing the institution's academic environment and reputation.

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

3.2.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	1	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	3	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	03	07	07	03

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](#)
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:

Sure, here is the rewritten version of the text, with corrections:

Social Responsibility Activities

The institution has been actively involved in social responsibility activities since 2017. The following activities have been conducted in recent years:

- **2017:** Tree plantation, Yoga Day, AIDS awareness rally, voter awareness rally, cleanliness rally, environmental awareness, Indhan Bachao Abhiyan (Save Energy Campaign), women's counseling, and women's empowerment.
- **2018:** International Yoga Day, Haritbwari Nirmalwari Abhiyan (Green Clean Campaign), Mahiti Dut Abhiyan (Information Ambassador Campaign), Van Mohastav Saptah (Forest Festival Week), speech on "Bharatiya Samaj ani Yuvak" (Indian Society and Youth), International Youth Day, campus clean campaign, oath on the occasion of Rashtriya Sadbhavana Din (National Harmony Day), speech on "NSS & Personality Development", AIDS awareness rally, visit to water management photo exhibition, street play on "Nuclear Energy", speech on "Voter Awareness", blood donation camp, and street play on "Voter Awareness".
- **2019:** International Yoga Day, oath on the occasion of no tobacco day, oath on the occasion of clean campaign, Swachhta Pandharwada (Clean Pandharwada), flood relief material collection (Sangli, Kolhapur), Fit India Campaign, 10,000 steps walk activity, mass reading of the preamble to the constitution, blood test camp for girls, special NSS camp, speech on "Road Safety", Road Safety Week, blood donation camp, Swachha Bharat Abhiyan (Clean India Mission), AIDS awareness rally, environment conservation rally, tree plantation, and 33 crore tree plantation program.
- **2020:** Swacchata Rally (Cleanliness Rally), Swachha Bharat (Clean India), traffic rules awareness (guest lecture), road safety campaign, lecture on importance and awareness of cleaning, COVID-19 awareness and protection, making masks and distributing them to needy people, flag fund, collected flag fund (19,700/-), lecture on HIV, lecture on thoughts of Mahatma Gandhi, International Non-Violence Day, voters awareness rally, blood donation camp, Marathi Bhasha Gaurava Din (Marathi Language Pride Day), lecture on Karyalin Kamkajatil Marathi Bhasha (Marathi language in practical work), World Women's Day, speech on law concerning women, women's empowerment, lecture on Savitribai Phule and the status of women, environmental awareness, Mazi Vasundhara Abhiyan (My Green Earth Campaign), and tree plantation.
- **2021:** International Yoga Day, Yoga Day (online), Women's Empowerment Abhiyan Street Play (Women's Empowerment Campaign Street Play), Mission Yuva Swasthya (Youth Health Mission), Corona Prevention Vaccination Camp, Legal Awareness, lecture on laws for minorities, Reading Inspiration Day Book Exhibition, Constitution Day, mass reading of the preamble to the constitution, Marathi Bhasha Gaurav Din (Marathi Language Pride Day), lecture on Marathi Bhasha ani Sant Sahitya (Marathi language and saints' literature) (online), Marathi Bhasha Sawnrdhan Pandrwada (Marathi language preservation in Pandharwada), Azadi Ka Amrutmohatsav (Celebration of 75 years of Independence), environmental awareness, lecture on "Cracker Free Diwali", social and health awareness, blood donation camp, and Jayanti & Punyatithi Chha.Shahu Maharaj Jayanti (Birth anniversary and death anniversary of Chhatrapati Shahu Maharaj).

The institution is committed to social responsibility and will continue to conduct these and other activities in the future.v

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:

Sure, here is a rewritten draft of the text, with corrections, within 400 words:

The college has received numerous awards and recognitions for its extension activities, which are a testament to its commitment to serving the community.

- **Government Awards**
    - AAA accreditation by Maharashtra government grade B+
    - AISH certificate from AISHE
    - Certificate of appreciation from Azadi ka Amrit Mahotsav, Legal Aid Commette of JMFC court, Karmala.
    - Letter of appreciation from Electral Preciding Officer, Karmala Department of Karmala
- **Non-Government Awards**
    - Jan adhyayan Samman Patra and Dr. APJ Abdul Kalam Lifetime Achievement National Award to Dr. A. M. Salunkhe
    - Excellent non teaching employee award to Sri K. V. Deshmukh by PAH Sol;apur University, Solapur

The college has been actively involved in a number of extension activities, for which it got appreciation from numberous agencies, including:

- **Blood donation camps**
    - The college regularly organizes blood donation camps, and students and staff have donated over 1,000 units of blood in the past year.
- **Social activities in villages**
    - The NSS unit of the college has been awarded a certificate of appreciation by the Gram Panchayat for its social activities in the villages. The NSS unit has organized a number of activities, including health camps, literacy programs, and environmental awareness campaigns.
- **Cleanliness drives**
    - The college is actively involved in the Swachh Bharat Abhiyan, a national cleanliness campaign. The college has organized a number of cleanliness drives, and students and staff have helped to clean up the college campus and the surrounding area.
- **Voter awareness campaigns**
    - The college has been awarded a letter of appreciation by the Election Department of Karmala for its efforts to raise awareness about voting among the people in the villages.

The college organized a number of street plays, which were performed in different villages. The street plays were well-received by the people, and they helped to increase awareness about the importance of voting.

The college is proud of its record of achievements in extension activities and is committed to continuing to serve the community.

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

3.4.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	08	11	08	05

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

3.5 Collaboration

3.5.1

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

Response:

File Description	Document
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

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:

Vidya Vikas Mandal's Yashwantrao Chavan Mahavidyalaya, Karmala is fulfilled and well equipped with all physical facilities and Infrastructure necessary for the students. The College is situated in at the Taluka place which is easily accessible to the students from the rural area via road connectivity. The college building was constructed in 1966 for Arts and Commerce faculty having sufficient class rooms necessary according to the guidelines of the university and UGC. The college is well equipped with a modern Library, Sports grounds and gymnasium hall, ladies hostel, administrative block separate staffroom for Male and female teaching staff as well as rest rooms for girls. The entire campus is under CCTV surveillance. Separate vehicle and cycle parking for students and staff along with cafeteria is located in the campus. Free internet facilities with regular classrooms and digital classroom are the specialty of our college education policy. The college is lucky to have 28 acres of open playing ground for sports activities. A multipurpose hall with a rifle shooting range is used for training, coaching and competitions purpose. Over head projectors in the class room and separate seminar hall are available in the college. To promote cultural activities an open stage is present in the college campus with indoor hall. Yoga activities are carried out daily in the Yoga Hall of the college.

* No. of Classrooms- 22

* Laboratories- 05

4.1. Physical Facilities and ICT Infrastructure

Sr. NoParticularsQuantity

1. Computers 56
2. Laptops 02
3. LCD projectors 03
4. Barcode Scanners 02

5. Barcode printers 01

6. Reprography machine 04

7.Colour printers 01

8.Home theatre 02

9.UPS-

10.Printers15

11.Printers with scanners 05

12.Digital camera 01

13.TV 02

14.CTV 32

15.Public auditory system 02

16.Biometric machine 03

17.Battery backup system 04

18.Generator 01

19.Women Cell 01

20.Boys Cell 01

21.Girls Cell 01

Sports Infrastructure-

Sr. No.Particulars.Quantities

1. 400 mtr track 8 lanes.01

2.Gymnasium Hall 01

3.Rifle shooting 10 mrts / 25 mrts range 12 targets

4.Kabaddi Ground Mate and Mude 01 each

5.Kho-Kho Mude ground 02

6.Table tennis Table 01

7. Lawn Tennis Mude Court 01

8. Volleyball Mude Court 01

9. Hockey Mude Court 01

10. Football Grass Field 01

11, Cricket Ground with 70mitres boundry 01

12. Gym

Cultural Facilities :

1. Practice Hall 01

2. Music System 01

3. Digital Screen 01

4. Open Stage 02.

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

4.1.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.38	0.60	1.19	0.04	1.53

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The central library of the college was established in 1966, since then the library has progressed steadily.

In terms of collection of books, periodicals, e-resources and services. The college library is well equipped. A room of 2000.00 square feet area. It provides open access facilities that facilitate easy access and use of the library.

As a learning knowledge center which is partially automated. Since the college is in session from 9:00 am to 5 : 00 pm. Reading room and classrooms are available for students till 5:00 pm. The college has become very prosperous.

In terms of availability of reference books and textbooks, the library has a total of 47101 books and reference books. There are 25 journals and 6 newspapers. Savvy Users, Digital Syllabus Repository, Previous Year Question Paper Sets, Research Papers, Online Open Access Resources, Competitive Exam Resources, Online Newspaper Clippings, CD/DVD Compilations. etc. use of

Library Access INFLIBNET is an active member of N-LIST team and provides 6000+ journals and 3200000+ e-books on various subjects. It is a user id and password based facility for all. Issuance of textbooks, reference books and journals as required by students as well as faculty members. A separate computer is provided to the users of the library.

The library uses ILMS software called 'BKLIBRARY' with full version 4.0. Books can be searched on the Online Public Access Catalog (OPAC) in the library. The complete information about the library is given on the page Library section on the college website. The number of regular readers in the library is 000 and its Average usage of the library by the college - 1 : 34.03.

The college provides e-learning environment to interested readers.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college has well established mechanism for upgrading and deploying information technology infrastructure. The college first assesses the needs number of students and staff and other and users. The provision is made in budget for annual maintenance and technical stuff is appointed for maintaining hardware and information technology. The institution frequently updates its IT facilities through various systems the classrooms are given advanced equipment and other essential facilities like electrical power supply with battery backup, facilities for high speed communication links, LCD projectors and furniture, antivirus for all computers etc The college has 40 computers and 2 laptops with access to internet that are updated with latest version of essential soft wares. The computers are connected with internet facilities as per the requirements The college has technical stuff which uses their skills to update and repair the equipment however for major disorder and damage technical and service providers are hired for the up keeping and repairing and replacement? The steps like installation of antivirus periodically formation of computers on the basis of corrupt operating system and replacing of hardware of old computers to new computers are taken from maintaining the utilising computers the Wi-Fi facility is provided to all over campus for all stakeholders at free of cost.

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

4.3.2

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

Response:

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

Response: 36

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response:

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.42	2.08	4.29	4.48	3.80

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
643	602	891	712	470

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response:

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

5.1.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	480	470	330	421

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

5.1.4

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

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

Response:

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	05	05	14	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
250	264	198	156	184

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)	<u>View Document</u>
Institutional data in the prescribed format	<u>View Document</u>

5.2.2

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

Response:

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response:

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	3	9	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	01	16	13	15

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 Yashwantrao Chavan Mahavidyalaya Alumni Association in Karmala has actively engaged its alumni through a series of informative lectures, providing valuable insights into job opportunities and career prospects. The lectures cover a range of fields, including the public and private sectors, banking, English literature, insurance, archaeology, content writing, social entrepreneurship, and teaching. These lectures have broadened students' understanding of potential career paths and equipped them with the knowledge needed to make informed decisions about their future endeavors.

Throughout the years, notable speakers have delivered these lectures, including Prof. R. S. Roadge, who discussed job opportunities in the public and private sectors, and Dr. V. K. Bile, who shed light on the banking sector. Prof. Jay Singh Babar and Mr. Chandrashekhar Shilwant provided insights into career prospects in English literature and the private banking sector, respectively. Other speakers, such as Mr. Neelkanth Takmoghe, Prof. A.P. Mane, Dr. Sachin More, and Dr. Ram Rokade, covered topics like insurance, content writing, archaeology, and creative writing.

In addition to the informative lectures, the alumni association organized get-togethers, creating a platform for alumni to reconnect, share experiences, and strengthen their bonds. These gatherings, held on multiple occasions, allowed alumni to engage in meaningful conversations, exchange updates, and celebrate their shared experiences. The events featured various activities, including interactive sessions, group discussions, cultural performances, and alumni-led presentations, adding vibrancy and excitement to the gatherings.

The get-togethers also served as networking platforms, enabling alumni to explore collaborations, business opportunities, and professional partnerships. By reconnecting with former classmates who pursued diverse career paths, attendees expanded their professional networks and tapped into the expertise within the alumni community. Moreover, these events provided an opportunity for the alumni association and the college to express gratitude and appreciation for the achievements of their alumni, motivating and inspiring current students.

Overall, the efforts of the Yashwantrao Chavan Mahavidyalaya Alumni Association have regenerated a sense of community and pride among the alumni. Through informative lectures and memorable get-togethers, the association has empowered students with valuable career guidance, facilitated meaningful connections among alumni, and showcased the accomplishments of its graduates. By nurturing a sense of pride and loyalty, the association ensures that the legacy of Yashwantrao Chavan Mahavidyalaya lives on, inspiring and supporting future generations of students

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution's reflective governance is demonstrated in the thoroughly and timely completion of curricular activities, as well as in various other student and teacher activities. The college runs committees and adheres to the vision and mission of the institution, which is proudly showcased on the college building and website. The college follows all rules and regulations of the university and government, and its administration process is decentralized.

The principal has implemented a mechanism for Management Information System (MIS) and conducts meetings to form committees to manage different works of the college. The committees include representatives from all sections of the college, such as teachers, students, management, ex-students, etc. The principal assigns duties to the committee, which is responsible for implementing the procedures.

The college has an IQAC committee whose primary duty is to assure quality in all areas of the institution. The committee monitors and collects data from all sources throughout the year to ensure quality on campus. The college staff is divided into teaching and non-teaching staff, with the former responsible for curricular, co-curricular, and extra-curricular activities as per departmental calendars. The non-teaching staff is responsible for the college's administrative work. The office superintendent is answerable to the college's higher authorities, including the principal, and schedules, monitors, controls, and assigns every administrative work.

Lastly, the college has a common central library that serves as a comprehensive resource for everyone in the institution.

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:

The institution's effective leadership ensures a clear vision and mission. Formulation of development objectives, directives, and guidelines is essential for improving overall academic and administrative quality. Yashwantrao Chavan Mahavidyalaya, Karmala is permanently affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur, and is recognized with UGC 2F, 12(B), and Grant-in-Aid and Co-education. The Principal leads the institution with support from division-wise Vice-Principals and IQAC for academic management.

The administrative setup includes the Principal, Vice-Principal, Office Superintendent, Head Clerk, Senior Clerk, Junior Clerks, Lab Assistants, Attendants, and Peons. The organization of Departments includes Heads of Department, Assistant Professors, Attendants, and Peons. The library staff consists of the Librarian, Library Clerk, and Library Attendants. The Department of Physical Education and Sports is headed by a Director of Physical Education and an Attendant.

Service Rules:

The College follows the rules and regulations laid down by Punyashlok Ahilyadevi Holkar Solapur, University Solapur, UGC, New Delhi, and the Government of Maharashtra for service conditions and rules. The recruitment process for permanent posts (Grant-in-aid) staff follows the norms of the Government of Maharashtra, University, and UGC. Recruitment of Temporary Posts (Non-Grant) staff is carried out by the College Management based on university and UGC norms. Promotion of faculty follows the rules of the parent University, UGC, and Government of Maharashtra State.

The institution effectively deploys its strategic/perspective plan. Long-term and short-term perspective plans are prepared to uplift the overall growth and achieve learning objectives. The College frames a development plan based on feedback from stakeholders, implemented through different committees. The College Development Committee (CDC) and IQAC create infrastructure and academic plans, considering priority areas. Decisions and matters are reviewed periodically during meetings chaired by the Principal. Adequate infrastructure facilities and supportive facilities on campus are developed to facilitate regular curricular, extra-curricular, and administrative activities. The college includes provisions in the annual budget for maintenance and replacement of physical facilities to ensure their continual availability.

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

6.2.2

Institution implements e-governance in its operations

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

Response:

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
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:

Our institution takes great care of the welfare and professional development of our teaching and non-teaching staff. Our college management is dedicated to creating a work culture that enhances the efficiency and performance of our staff.

We provide financial assistance to our teachers for attending conferences and seminars at both the national and international level. We also have a felicitation program to recognize and reward teachers for their outstanding achievements and performances, including obtaining a Ph.D.

Our employees have access to a credit cooperative society that provides loan facilities, and we also offer group medical insurance to society members. Our management forwards the medical reimbursement proposals of our staff with recommendations to the Director of Higher Education in Maharashtra from time to time.

Our staff has access to casual leave, up to 15 days per annum, and non-vocational staff can opt for earned

leave in cash. We adhere to the rules and procedures established by Punyashlok Ahilyadevi Holkar Solapur University, Solapur and UGC in granting these leaves.

We provide TA/DA as per rules for employees required to participate in institutional assignments, trainings, OCs, RCs, and workshops to help advance their career and enhance the quality and efficiency of our institution.

We offer gymnasium, sports, and yoga facilities to both teaching and non-teaching staff, and we provide group insurance facilities to our faculty and non-teaching staff. Additionally, we provide uniforms for non-teaching staff, class - IV employes.

Our college has an effective performance appraisal system for both teaching and non-teaching staff. At the end of each academic year, the head of the institution collects self-appraisal forms to evaluate the academic performance of our staff. The appraisal form consists of profiles of employees and self-assessment indicators on different aspects of performance, such as teaching, learning, evaluation, extension and professional development-related activities, research publications, academic contributions, details of leave records, involvement in social activities, and overall performance in the year.

The outcomes of the performance appraisal reports are communicated to individual staff members personally by our principal and management representative. In cases with significant performance issues, special meetings are held, and staff members are given the opportunity to improve their performance. All faculty members must fill out confidential reports each year and forward them to the principal, who provides suggestions for future future improvements.

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

6.3.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	03	09	05

File Description	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	9	7	5

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution has established defined procedures and processes for planning and allocation of financial resources. Strategies for resource mobilization and transparency in financial management are developed, with regular internal and external audits conducted. Income and expenditure undergo regular internal and external audits. The institution prepares an annual budget considering recurring and non-recurring expenditures, analyzed and verified by the Principal, Office Superintendent, and Purchasing Committees. The Purchase and Finance Committee, supervised by the Principal, follows necessary formalities for procuring items and services. Payments are made after testing and verification. Transactions are conducted by authorized individuals through banks, online mode, and other platforms, maintaining transparency and optimal utilization of allocated funds.

Our College is permanently affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur , and recognized with UGC 2F, 12(B), and Grant-in-Aid, Co-education. Financial resources come from UGC, State Government of Maharashtra and our university. Transactions and expenditures are carried out through banks, online mode, PFMS, cheques, and vouchers. Funds are mobilized from salary grants, non-salary grants, student fees, UGC grants, scholarships, grants received from the university, RUSA and Member of Parliament.

The college has a separate Purchase and Finance committee governed by the head of the institute. Regular meetings evaluate funds generation, mobilization, and utilization. Internal audit is conducted by Dhanraj Nogaja & Associates, Solapur, with a Chartered Accountant, regularly auditing all college accounts and certifying Annual Financial Statements. Utilization certificates from grant giving agencies

are also countersigned by the Chartered Accountant. Internal audit is conducted at the end of March each year, while external audit is performed by Government Officers from the office of Joint Director of Higher Education, Pune. Queries raised by auditors are properly addressed, and financial matters are settled by the head of the institution in consultation with the Accounts Section and as per financial codes.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college established the Internal Quality Assurance Cell (IQAC) in 2005, which has played a significant role in suggesting quality improvement measures. Over the last 5 years, IQAC institutionalized various practices and initiatives, including 23 MoUs. The institution introduced 17 short certificate courses and 10 Add-on courses. IQAC has organized numerous seminars and webinars at state, national, and university levels, covering topics such as Sports, Arts, Pandemic Diseases, environmental awareness, and ICT skills.

Regular activities of the college include collecting self-appraisal forms, organizing international faculty development programs, submitting AQAR to NAAC, conducting green/environment and energy audits, road safety awareness programs, Voters Awareness, AIDS Awareness and skill development workshops. IQAC reviews the teaching-learning process, structures, methodologies, and learning outcomes, gathering feedback from faculty and students to bring about reformation. The feedback is analyzed, discussed with teachers, and forwarded to the Board of Studies.

IQAC holds periodic meetings with college authorities and internal examination committees, reviews co-curricular activities, and ensures project-based learning for various courses. The mechanism for learning outcomes is structured and efficient, comparing academic performance and results with previous years. The college provides excellent teaching, learning environment, competent teaching staff, and library facilities. It has academic flexibility, strong community rapport through extension activities, and has received honest appreciation from society.

Our IQAC has been proactive since 2005 undertaking academic, green, energy, gender, and environment audits.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response:

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has taken several measures to promote gender equity and has actively initiated various programmes and campaigns to address gender-related issues. One of the key initiatives is the "Yuvati Sabalikarn" program, which focuses on empowering young girls and women through education and skill development. The program aims to create a supportive environment for girls, enabling them to pursue higher education and career opportunities.

Another significant effort by the Institution is the "Save Girl Child" campaign, which aims to raise awareness about the importance of the girl child and the need to address gender discrimination. Through this campaign, the Institution seeks to eliminate gender-based stereotypes and promote equal opportunities for girls in education, healthcare, and other aspects of life.

The institution has also played a vital role in supporting and collaborating with the Women's Commission of Maharashtra, which works towards the protection of women's rights and the prevention of gender-based violence. By partnering with the Women's Commission, the Institution strives to create a safer and more inclusive society for women.

Furthermore, the institution actively celebrates and organizes events on various national and international commemorative days, aiming to raise awareness and promote discussions on significant issues. Some of the important days celebrated include Savidhan Din on 26th November, which marks the adoption of the Indian Constitution, and Yuva Din on 2nd August, dedicated to celebrating the youth and their contributions to society.

Additionally, the Institution organizes events to observe International Yoga Day on 21st June, emphasizing the importance of physical and mental well-being. It also actively participates in commemorating National Sports Day on 29th August, which coincides with the birth anniversary of the renowned sports icon Major Dhyanchand, promoting sportsmanship and physical fitness.

In order to address social issues, the Institution observes Anti-Drugs Day on 26th June, spreading awareness about the dangers of substance abuse and addiction. Similarly, it actively participates in observing AIDS Day on 1st December, raising awareness about HIV/AIDS prevention and support for those affected.

Within the Institution, efforts are made to ensure gender equity by encouraging the participation of college girls in various activities. Girls are provided access to the Gymkhana facilities, library resources, and are actively involved in the IQAR committee, which focuses on improving the quality of academic and research initiatives.

In conclusion, the Institution has undertaken a range of measures and initiatives to promote gender equity and create a more inclusive society. Through programs like Yuvati Sablikarn and Save Girl Child, as well as collaborations with organizations like the Women's Commission of Maharashtra, the Institution aims to empower girls and women, eliminate gender-based discrimination, and foster an environment of equality and opportunity. The celebration of important days and the active involvement of college girls in various activities further contribute to the promotion of gender equity and the overall well-being of the community.

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:

File Description	Document
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response:

File Description	Document
Green audit/environmental audit report from recognized bodies	[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:

Institutional efforts and initiatives play a crucial role in providing an inclusive environment that promotes tolerance and harmony towards cultural, regional, linguistic, communal, and socioeconomic diversity. Sensitization of students and employees to the constitutional obligations, values, rights, duties, and responsibilities of citizens is an essential aspect of fostering a harmonious and inclusive community. This response will highlight the commemorative days and activities that contribute to creating such an environment.

Commemorative Days:

1. Chatrapati Shivaji Maharaj Jayanti (19th February): On this day, institution organize special programmes and events to commemorate the birth anniversary of Chatrapati Shivaji Maharaj, a revered historical figure in Maharashtra. Theis event include speeches, cultural performances, exhibitions, and discussions about the values and principles upheld by Shivaji Maharaj, such as justice, inclusivity, and respect for all.

2. Savitribai Phule Jayanti (3rd January): Savitribai Phule was a social reformer and the first female teacher in India. Institutions celebrates her birth anniversary by organizing activities that promote gender equality, women empowerment, and education for all. Workshops, seminars, and awareness campaigns are conducted to address issues related to gender discrimination, women's rights, and the importance of education.

3. Yashwantrao Chavan Jayanti (12th March): Yashwantrao Chavan was a prominent leader and the first Chief Minister of Maharashtra. On this day, institutions organizes events that highlight his contributions to social and economic development. Discussions, lectures, and panel discussions focus on topics such as rural development, cooperative movements, and inclusive governance.

4. Dr. Babasaheb Ambedkar Jayanti (14th April): Dr. B.R. Ambedkar was the architect of the Indian Constitution and a champion of social justice and equality. Institution celebrates his birth anniversary by organizing seminars, debates, and workshops that promote awareness about the rights and struggles of marginalized communities. These activities also educate participants about the significance of the Constitution and the importance of upholding its principles.

Activities for Social, Communal, and Cultural Harmony:

1. Rajiv Gandhi Sadbhavana Din (20th August): This day is observed by organizing programs that promote peace, harmony, and communal unity. Institution conduct workshops on conflict resolution, interfaith dialogue, and cultural exchange.

2. Teachers Day (5th September): Institution acknowledges and appreciates the contributions of teachers

in building an inclusive society. Students organize events to express their gratitude and respect towards their teachers. Workshops, seminars, and discussions on inclusive education and the role of teachers in shaping young minds are also conducted.

3. Hindi Bhasha Din (14th September) and Marathi Bhasha Din (27th February): These days are celebrated to promote linguistic diversity and encourage inclusivity. Institutions can organize language-related activities such as debates, elocution competitions, and poetry recitations in different languages. These events can foster appreciation for various languages and cultures.

4. Mahatma Gandhi Jayanti (2nd October - Non Violence Day): Institution observes this day as a No Violence Day and engage in activities that promote non-violence, peace, and conflict resolution. Discussions, workshops, and awareness campaigns on Gandhi's principles of truth, non-violence, and tolerance are organized.

5. Chatrapati Shahu Maharaj Jayanti (26th June): Institution celebrates the birth anniversary of Chatrapati Shahu Maharaj, who worked towards social reform and welfare of the marginalized sections of society. Events focus on issues like caste discrimination, social justice, and equality.

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:

1.

 Title: Women Empowerment at Yashwantrao Chavan Mahavidyalaya Karmala

Objectives: The objective of this best practice is to empower women by promoting gender equality in

education, developing leadership skills, enhancing life skills, and cultivating the spirit of entrepreneurship. The principles underlying this practice focus on women's empowerment, dignity, and self-reliance.

Context: In the rural setting of Karmala, Maharashtra, women often face social and gender barriers that limit their access to education and opportunities. Yashwantrao Chavan Mahavidyalaya recognized this challenge and implemented this practice to bring gender equality and empowerment women.

Practice: The best practice includes a range of initiatives such as organizing empowerment programs, leadership camps, workshops, and seminars for women. The college also offers vocational and skill-based courses to impart marketable skills to women for self-employment or employment. The practice is unique for its focus on leadership and entrepreneurship development and its integration with the regular college curriculum.

Evidence of Success: The practice has led to an increase in admission and retention of women in the college. The college has been successful in achieving a gender-inclusive environment, and women students have become more confident, independent, and self-reliant. Several women have also started their own businesses and become contributing members of society.

Problems Encountered and Resources Required: The main challenges faced were obstacles related to cultural sensitivity and initial resistance from the community. To implement the practice, the college required resources such as funds, infrastructure, and community support.

Notes: The college has integrated this practice into its institutional values, and it has become a benchmark for women's empowerment in the region. The best practice can be adopted and implemented by other institutions by identifying the contextual challenges, aligning the objectives with institutional values, and providing resources and support.

2.

1. **Title of the practice: Reuse of One Side Blank Paper**

2. Objectives of the practice: The main objective of this best practice is to promote environmental sustainability by encouraging the reuse of one side blank paper. This practice aims to create a culture of economy and awareness about the importance of saving trees. The underlying principle of this practice is environmental stewardship and responsibility.

3. The context: Offices, exam departments, and other departments generate numerous one side blank papers throughout the year. This practice was implemented to address the environmental impacts of paper production and waste. It was also aimed at promoting a culture of environmental awareness and responsibility in the workplace and amongst students.

4. The practice: The practice involves appealing to employees and students to reuse one side blank paper for printing and other purposes. This practice is unique in its simplicity, ease of implementation, and low cost. The practice is integrated into the day-to-day operations of the office and other departments. The reuse of one side blank paper is encouraged through active promotion, communication, and training.

5. Evidence of success: The practice has seen a good response and has led to the reduction of paper waste

and the promotion of environmental awareness. Performance indicators include a reduction in the number of reams of paper purchased, a decrease in the volume of paper waste, and increased employee and student engagement with the practice. These results indicate a positive impact on the environment and a culture shift towards sustainability.

6. Problems encountered and resources required: The main challenges faced in implementing this practice are related to changing habits and behaviors. This practice requires continual promotion and communication to maintain the momentum and engagement. Resources required for this practice are minimal and include promotional materials, training materials, and awareness campaigns.

7. Notes: The practice of reusing one side blank paper is a simple and effective way to promote environmental sustainability in higher education institutions. This practice can be easily adopted by other institutions by providing clear guidelines, training, and promotion to encourage the reuse of one side blank paper. This practice aligns with institutional values of environmental sustainability, responsibility, and leadership. By implementing this practice, institutions can contribute to the larger goal of reducing the ecological impact of paper production and waste.

File Description	Document
Best practices as hosted on the Institutional website	[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:

Institutional Distinctiveness of Yashwantrao Chauhan Mahavidyalaya:

NCC Unit

The NCC unit at Yashwantrao Chauhan Mahavidyalaya is a prominent and distinguished aspect of our institution, fostering leadership, discipline, and a sense of patriotism among our students. Under the able leadership of Lt. Sambhaji Kirdak and Dr. Vijaya Gaikwad, the NCC unit has achieved remarkable success and contributed significantly to the holistic development of our students. This section highlights the institutional distinctiveness of our college's NCC unit, focusing on various aspects such as admissions, participation in different NCC camps, engagement in NCC activities, cultural competitions, social activities, and the exceptional achievements of our cadets.

Admissions in July:

Each year, our college offers admission to a total of 107 NCC seats, providing an equal opportunity for male and female students to join the NCC unit. Out of the total seats, 72 seats are allocated for male candidates, while 35 seats are reserved for female candidates. This balanced approach towards admissions ensures inclusivity and encourages the participation of both genders in NCC activities, fostering gender equality and diversity within the unit.

Participation in Different NCC Camps:

 The NCC unit of our college has actively participated in various NCC camps, demonstrating the commitment and enthusiasm of our cadets. Our cadets have attended camps such as the Republic Day Camp (RDC), Thal Sainik Camp (TSC), National Integration Camp (NIC), Army Attachment Camp, Basic Leadership Camp (BLC), Special NIC, and Combined Annual Training Camp (CLTC). These camps provide valuable opportunities for our cadets to enhance their leadership skills, physical fitness, and overall personality development.

Participation in Different NCC Activities, Sports, and Cultural Competitions:

Our NCC unit has a rich tradition of participating in a wide range of activities, sports competitions, and cultural events. Our cadets have showcased their talents and secured first ranks in various competitions, thereby bringing laurels to our institution. Some notable achievements include securing the first rank in drill competitions, optical competitions, running competitions, cultural programs, and firing competitions. These achievements reflect the dedication, discipline, and training imparted to our cadets, promoting a spirit of healthy competition and instilling a sense of pride among the NCC unit and the college as a whole.

Participation in Different Social Activities:

The NCC cadets of Yashwantrao Chauhan Mahavidyalaya actively engage in numerous social and national activities, contributing to the betterment of society and fostering a sense of responsibility among our cadets. Our NCC unit participates in events like Republic Day celebrations, Independence Day parades, blood donation camps, Swachh Bharat Abhiyan (Clean India Campaign), tree plantation drives, BTW Abhiyan (Beti Bachao Beti Padhao), and anti-addiction rallies. These initiatives not only promote social awareness but also develop empathy, leadership, and a sense of civic duty among our cadets.

Exceptional Achievements of our Cadets:

The cadets of our NCC unit have achieved remarkable feats and brought accolades to our institution. Some notable achievements include the participation and success of our cadets in various prestigious events. RDC Parade CAT-1, SUO Sumit Sarwade, RDC CAT-1 SUO Kute Mayur, JUO Mane Aniket, TSC Delhi, JUO Vishal Nale, NTC Panvel CDT Aarti Chopra, Special NIC Kohima SUO Sumit Sarwade, and NIC Jaisalmer- SUO Bhandwalkar Dheeraj.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

no

Concluding Remarks :

In conclusion, the institution has a strong foundation, but there are a number of areas where it could improve. By addressing its weaknesses and taking advantage of its opportunities, the institution can continue to grow and thrive.

Here are some specific steps that the institution could take to improve its performance:

- **Build a separate library building.** This would provide students with a more comfortable and conducive environment for studying.
- **Purchase more computers.** This would allow students to have access to the latest technology and resources.
- **Offer scholarships and financial aid to students from disadvantaged backgrounds.** This would help to make the institution more accessible to students from all walks of life.
- **Create a more supportive environment for research.** This could be done by providing more funding for research projects, offering more opportunities for collaboration, and creating a more welcoming atmosphere for researchers.
- **Develop a stronger focus on career development.** This could be done by offering more career counseling services, providing more opportunities for internships and job shadowing, and helping students to develop their professional networks.

By taking these steps, the institution can continue to provide a high-quality education to its students and make a positive impact on the community.

Here is an ending paragraph for your college status report:

"Overall, the institution is in a good position to continue to grow and thrive. However, there are a number of areas where it could improve. By addressing its weaknesses and taking advantage of its opportunities, the institution can continue to provide a high-quality education to its students and make a positive impact on the community."

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :24 Remark : DVV has made changes as per the report shared by HEI
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* 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 Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>536</td><td>0</td><td>432</td><td>394</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>536</td><td>0</td><td>432</td><td>349</td><td>0</td></tr></table> Remark : DVV has made changes as per the report shared by HEI
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1273</td><td>1273</td><td>1302</td><td>1094</td><td>1228</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>581</td><td>481</td><td>660</td><td>616</td><td>667</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1680	1680	1680	1560	1560

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
800	800	800	800	800

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

2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
420	613	605	514	555

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
263	232	300	289	302

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

2021-22	2020-21	2019-20	2018-19	2017-18
654	660	670	572	638

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
400	400	400	400	400

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

2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years** 2.4.1.1. **Number of sanctioned posts year wise during the last five years** Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI. Lib & PhysEd not considered

2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>14</td><td>15</td><td>15</td><td>14</td><td>17</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>12</td><td>12</td><td>11</td><td>11</td><td>11</td></tr></table> Remark : DVV has made changes as per the report shared by HEI
2.6.3	**Pass percentage of Students during last five years (excluding backlog students)** 2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>204</td><td>267</td><td>213</td><td>204</td><td>203</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>250</td><td>264</td><td>198</td><td>156</td><td>184</td></tr></table> 2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>291</td><td>319</td><td>256</td><td>260</td><td>360</td></tr></table> Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
323	310	233	211	227

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	12	12	24	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	3	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	66	24	35	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	03	07	07	03

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	17	17	14	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	08	11	08	05

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

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
4.38338	.60451	1.19775	0.0400	1.53195

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4.38	0.60	1.19	0.04	1.53

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

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 56 Answer after DVV Verification: 36 Remark : DVV has made changes as per the report shared by HEI

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support*

facilities excluding salary component, during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.42812	2.08691	4.29500	4.48174	3.80109

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.42	2.08	4.29	4.48	3.80

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	07	53	52	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	05	05	14	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
204	267	213	204	203

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
250	264	198	156	184

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

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

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.)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	13	8	5

Answer After DVV Verification :

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

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

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
13	0	10	35	01 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
0	0	3	9	0 | Remark : DVV has made changes as per the report shared by HEI
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5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
21	7	29	31	28 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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06	01	16	13	15

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

6.2.2	*Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above
Remark : DVV has made changes as per the report shared by HEI

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:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	14	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	03	09	05

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	14	6	12	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	9	7	5

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	5	0	0

Answer After DVV Verification :

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

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

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 22 Answer after DVV Verification : 20
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

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

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10.85479	7.88155	13.04614	17.68555	14.45887

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7.64	5.08	10.50	14.35	10.53