



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**DHARESHWAR SHIKSHAN SANSTHA'S ARTS AND
SCIENCE COLLEGE, CHINCHOLI (LIMBAJI) TQ.
KANNAD DIST. AURANGABAD (MS)**

DHARESHWAR SHIKSHAN SANSTHAS ARTS AND SCIENCE COLLEGE
CHINCHOLI (LIMBAJI)-PIN 431147 TQ. KANNAD DIST. AURANGABAD(MS)
431147

www.ascollegechincholi.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Institute of Arts, and Science College Chincholi, run by Dhareshwar Shikshan Sanstha's is established in the year June 1999 by Hon.ble T.P. Patil Ex Education Officer. Chincholi (Li) is located around an ancient Ylora Caves, Gavtala Vally and it is historical place of ancient Bhudhist Caves. Kannad taluka was one of the most underprivileged and neglected in respect of the higher education and this area always faces draught situation. Till 1999, the students especially girl students from this place had to go outstation for the higher education or had to remain deprived from the same. The institute has been established in the adverse conditions with the Mission of achieving overall development of our rural society and emphasising especially on emancipation of women as well as socially and economically deprived strata of the society through the powerful medium of education.”. The institute is co-educational has 1.85 acre campus, qualified staff. The institute has majority girl students; for that purpose the institute implemented best practice “Implementing Institutional Social Responsibility Extension Activities”. The second best practice is “Covid-19 Vaccination Camp”. Our institute tries to imbibe various skills in the students with the vision of overall personality development. The institute has well equipped laboratory of the course; this is the distinctiveness of the institute. The college has Arts and Science stream has well-furnished laboratories. The library of is enriched with text books and reference books, e-journal and e-books facilities, OPAC system, reading room etc. Teacher uses ICT. Office is having office management software. The institute always inspire teacher to publish research paper and five teachers are Research Guide. And also institution Maximum faculty members are awarded Ph.D. The institute organizes many extension activities to shoulder the social responsibility and national integration.

Vision

The institution Vision Statement are blew:

Knowledge best suits the one with rational intellect

Mission

The institution Mission Statement are blew:

Mission of achieving overall development of our rural society and emphasising especially on emancipation of women as well as socially and economically deprived strata of the society through the powerful medium of education.”.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

a. Allmost all faculty of Arts stream are Ph. D. holder.

- b. Ample study material in library.
- c. E-books and online material accessible.
- d. Publication of college magazine and wallpapers.
- e. Well trained, research oriented, Experienced teaching faculty.
- f. Department is a part of a remotely located rural institution.
- g. College has excellent extra-curricular activities by the students and faculty.
- h. Indian cultural values, moral responsibility are reflected in our cultural activities.

Institutional Weakness

- a. No PG courses for student progression.
- b. Lack of funds for Departmental Library.
- c. Insufficient number of permanent faculty in teaching in case of science faculty and trained non- teaching staff
- d. Lack of revenue generation through funding agencies like DST, ICSSR and other agencies.
- e High droup-out rate of students.
- f. lack of good transport connectivity.

Institutional Opportunity

- a. Introduction of PG courses.
- b. Developing culture of taking out aesthetic pleasure from the subject.
- c. Newly Introduction of Skill base Certificate Courses.
- d. Ample scope to provide quality higher education to rural students.
- f. Opportunity of new agro-base skill development courses.

Institutional Challenge

- a. Extending reach so as to expand knowledge horizons of the subject and make the rural youth more knowledgeable as well globally competent.
- b. Create more exposure of students towards subject knowledge to update the knowledge they have and for giving them an introspective perspective.
- c. Availing world-class, rich and updated reference material.
- d. Imparting Research Aptitude among students.
- e. Implementation of new National Education Policy-2020 in this rural areas.
- f. Control of high droup-out rate in the institute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated with Dr. Babasaheb Ambedkar Marathwada University Aurangabad and follows the curriculum designed by the university. The institute offers a wide range of undergraduate courses in the fields of Humanities and Science. The institute adopted the Choice Based Credit System (CBCS) pattern from 2022-2023 which includes self-learning and value-based courses of interdisciplinary nature. The institute prioritizes the importance of social and human values, professional ethics, gender equality, health, hygiene and environmental respect in their curriculum. To promote these values, they regularly conduct programs such as seminars, workshops and invited lectures on varies topics such as saving and educating girls, Tree Plantation, Blood donation camp, Mental health camp, Women's empowerment, Gender issues, Health awareness and Yoga.

The institute places a high emphasis on teaching human values to students by arranging lectures or speeches on the occasions of celebrating the birth and death anniversaries of national leaders and freedom fighters. Through these activities, students are exposed to the lives and teachings of these leaders and learn about the values they upheld and the impact they had on society. The institute follows the guidelines of IQAC and collects feedback from all stakeholders on the curriculum annually. The feedback has analyzed and discussed in departmental meetings and necessary actions are taken after communicating with the principal. The actions taken are based on the feedback analysis and include improving infrastructure, implementing 13 value-added courses/ Certificate Cources and enhancing student facilities such as tutoring and other resources available to students.

Teaching-learning and Evaluation

The institute is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Hence, the intake capacity of students' admission is defined by the affiliating university. The rules and regulation followed for the reservation category are decided the affiliating university, State Government and UGC norms. Total intake capacity of students admission of the institute is 1200. The College provides admission to students on the merit basis. All the information regarding to the admission process, reservation policy, fees structure, program

information, curricular and co-curricular activities, program outcomes, etc. are displayed on the college notice board, prospectus of the institute and on the college website. The intake capacity of BA first year is 360 students and for B.Sc. first year is 120 students. An average of 75 percent of the total student capacity of the college has been admitted in the last five years. Percentage of full time teachers with Ph. D. holder is 93.75. Student-full time teacher ratio of the institute is 36:1 for the current academic year 2022-23.

For the effective teaching-learning process, teacher prepares Annual Teaching plan, daily & monthly teaching report, syllabus completion report and uses of traditional as well as the use of modern techniques in teaching learning process. The teacher delivers lecture of respective subject with the help of different teaching methods like lecture method, group discussion, question-answer method, demonstration, seminar, participative learning etc. Some departments of the institute like Psychology, Home science, Physical education, and Geography are taught through practical based education. For the evaluation of learner's college organized periodical tests, class tests, extra class offered for slow learners as well as assignment, project offered to advanced learners. Student centric innovative and creative teaching methods are used for enhancing learning experiences of students. The college makes use of the Mentor-Mentee scheme in order to solve students' issues related to their curricular and co-curricular activities and individual for that matter. For the effective teaching-learning process, all the teachers efficiently use Black Board, ICT tools, YouTube Channel of the College, and various WhatsApp groups.

Research, Innovations and Extension

The Institute fosters a culture of research and academic excellence through its Research Committee, encouraging teachers and students to undertake research projects and publish research articles, books, and book chapters. A well-stocked library with reference books and journals provides a conducive environment for research. In the past five years, the institution's faculties achieved significant research milestones, publishing 121 research papers in various UGC-CARE, UGC CARE LISTED, and peer-reviewed journals and 135 Research Papers Faculties Published in the Various International, National and State level Conferences. They also contributed 05 book chapters in conferences. With 12 recognized doctoral advisors, the Institute takes pride in guiding 14 successful Ph.D. graduates, while 26 students pursue their Ph.D. degrees under their mentorship, marking a milestone in the maximum number of faculties awarded Ph.D. degrees. The faculty members' scholarly dedication is evident through 11 published books, 09 edited books, and their role in 43 journal editorships. The Institute emphasizes innovation, creativity, and social health awareness, evident in facilities like nutrition counselling, counselling centre, and a Competitive Examination Centre, which promotes students' well-being and understanding of competitive exams. Actively participating in social and cultural programs through NSS, the Institute conducts various activities like blood donation drives, cleanliness campaigns, tree plantation, AIDS awareness, and family surveys. Initiatives on child marriage, health, self-defence, water conservation, and disaster management showcase its commitment to societal well-being. The NSS department received the Best Unit Award from Dr. Babasaheb Ambedkar Marathwada University Aurangabad (MS). Recognizing social and educational contributions, the Institute awards certificates to employees and faculty members.

Preserving cultural values, the Institute engages in activities under MOUs, including field trips, training sessions, and guest lectures to enrich the academic experience for all.

Infrastructure and Learning Resources

The institution is located in a rural area of the Marathwada region. The institute has been offering a B.A. program since 1999 and a B.Sc. program since 2009. The campus occupies 1.85 acres of land with a built-up area of 1825.22 sq.m. It features 20 classrooms, 4 laboratories, and 1 seminar hall. ICT facilities are provided throughout the college, and Wi-Fi is available in various subject labs. The institute is equipped with a CCTV surveillance system, a water purifier, a bore well, a canteen, and parking facilities. The college premises are adorned with a large number of trees and flowers, enhancing the beauty of the environment.

Both B.A. and B.Sc. programs are offered at the institute. Students are presented with PPTs and videos related to the syllabus. The library facilities are impressive, covering an area of 800 sq. ft., with a reading room spanning 440 sq. ft. and accommodating 40 individuals. The institution has a Library Advisory Committee in place, and its collection includes a total of 3701 books, journals, and magazines. E-resources are also available, including remote access to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, as well as open-access resources like E Pathashala, Swayam, Shodhganga, Shodhsindu, Vidawan, and a reading desk with a newspaper stand.

The institute boasts a running track and excellent sports facilities, both indoor and outdoor. These facilities cater to various sports activities such as chess, carom, cricket, kabaddi, kho-kho, volleyball, disc throw, javelin throw, long jump, high jump, and softball. For cultural programs, instruments like dholki and harmonium are available. Students actively participate in university-level youth festivals and various college events. Cultural events are also organized within the college. Computer labs and network facilities are provided not only in the Principal's Cabin, Main Office, and IQAC Office but also in the Library. The college is well-equipped with computers throughout its premises.

Student Support and Progression

The institute is dedicated to the holistic development of our students by providing a nurturing environment. Nearly 50% of our students take advantage of various types of Government Scholarships. Following the directives of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, all students are insured to receive accidental benefits in any event. We offer mentoring and counseling services to ensure their overall well-being. Every effort is made to enhance the overall development and competencies of students. We achieve this by organizing programs focused on improving their soft skills, communication abilities, life skills, and ICT literacy. Every year, a significant number of students progress to higher education through successful entrance examinations. Special emphasis is placed on inculcating human values and social awareness in our students. This is accomplished through activities such as Blood Donation Camps, Covid-19 Vaccination Camps, Tree Plantation drives, cleanliness campaigns, and the commemoration of birth and death anniversaries of national leaders and freedom fighters. We also observe events like Women's Day, Wachen Prerna Din (Reading Inspiration Day), Book Exhibitions, Yoga Day, Personal Counseling, Voter Awareness campaigns, and Human Rights Day. The Competitive Examination and Career Counselling Cell conducts regular counselling sessions, and many students qualify through these sessions. The institute maintains a robust Student Grievance Redressal Cell, an Internal Complaints Committee, and an Anti-Ragging Cell to ensure a safe and supportive environment. Fostering a thriving sports culture, our institute boasts excellent infrastructure for sports and cultural events. Numerous students have achieved awards at various levels including zonal, interzonal, university, and state levels. Student representation in diverse academic and administrative bodies, including the IQAC (Internal Quality Assurance Cell), enables active participation in institutional processes.

Governance, Leadership and Management

The institute aligns Vision and Mission with national policies on higher education, focusing on education as the means of nation building and social reform. To achieve this vision, the institutions implements various programs and activities such as NSS related activities, soft skills development courses, Value added courses, welfare schemes, Sports, Cultural program and Career guidance. The institute fosters a culture of decentralization and participation through of coordinators and various academic and administrative committees. The principal plays a key role in governing and managing the institute through the use of committees such as IQAC & CDC. The institute is planning to implement the new National Education Policy-2020 from the academic year 2024-25 as per the decision of the university and Govt. of Maharashtra. As per the short term planning, the institute has started some basic skill development courses from academic year 2022-23. The implementation of e-governance at the institute level is done by the admission process, examination department and administration level.

The institute has implemented in various areas such as administration, finance and accounts, scholarships, student admission and examination. The governance of the institution organizing national level conference on the subject of Psychology, Home science, Political science and Public administration. Institute provides welfare facilities to employees as credit society. Faculty members are granted duty live for attending seminars, workshops, and faculty development program. The institute the encourages faculty to participate in professional development opportunities such as Orientation, Refresher courses, Short term courses and Faculty Development Program and Career guidance. Some teachers have provided financial support to attend conference, seminars and workshops. IQAC contributes significantly in quality enhancement like institution of use ICT and e sources in teaching learning process and also evaluate program outcomes through feedback taken from various stakeholders. IQAC reviews the whole process through periodical meetings the performance of teaching staff is evaluated through a performers based appraisal system (PBAS) The institute accounts are audited regularly. The IQAC was the ensure quality measures within the institute.

Institutional Values and Best Practices

This criterion encompasses vital societal topics, such as gender equality, environmental awareness, national and social responsibility, human values, and ethics. The college is situated in a rural area, naturally attracting a higher number of female students. It organizes diverse programs to raise awareness about gender equality, with special emphasis on women's rights, women's health, and child health. Economic empowerment of women is also a key focus. The college is particularly conscious of environmental issues and organizes tree plantation programs involving local citizens to promote environmental protection. College employees are being encouraged to buy electric vehicles, and this initiative is yielding positive results. The college adopts LED bulbs and emphasizes planned water usage, along with rain harvesting, to address water shortages. As a result, the institute has significantly reduced its electric power consumption. Additionally, the institute has undergone Green, Energy, and Environmental audits conducted by a recognized external agency, Nutan Urja Solutions, Pune. Various activities are conducted to educate the local community about proper water usage. Social empathy is highly valued, and the college provides facilities for differently-abled students. Special campus and college activities are carried out to preserve and promote religious, linguistic, and cultural values, fostering harmony in society. Students are instilled with a sense of duty and rights towards society, exemplifying the college motto, "Vidya Vinayen Sobhate. " The N.S.S department plays a crucial role in coordinating these activities, with enthusiastic volunteers actively participating in various initiatives such as blood donation,

assisting natural disaster victims, promoting health awareness, and environmental protection. The college has been recognized as an outstanding unit at the university level for its valuable contributions to society. Thus, the college remains committed to the holistic development of its rural students, implementing innovative activities to adapt to changing times.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Dhareshwar Shikshan Sanstha's ARTS AND SCIENCE COLLEGE, Chincholi (Limbaji) Tq. Kannad Dist. Aurangabad (MS)
Address	Dhareshwar Shikshan Sansthas Arts and Science College Chincholi (limbaji)-Pin 431147 Tq. Kannad Dist. Aurangabad(MS)
City	Chincholi (Limbaji)
State	Maharashtra
Pin	431147
Website	www.ascollegechincholi.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dinkar Pandrinath Takale	02435-235059	7774000588	-	dhareshwar_kmc@rediffmail.com
IQAC / CIQA coordinator	Gajanan Devrao Chittewad	02435-	7774000588	-	gaju.chittewad@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Marathwada University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dhareshwar Shikshan Sansthas Arts and Science College Chincholi (limbaji)-Pin 431147 Tq. Kannad Dist. Aurangabad(MS)	Rural	1.85	1387.56

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, B A	36	HSC	Marathi	840	301
UG	BSc, B Sc	36	HSC	English	360	282

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	2				7				25			
Recruited	1	1	0	2	6	1	0	7	5	2	0	7
Yet to Recruit	0				0				18			
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				8
Recruited	8	0	0	8
Yet to Recruit				0
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				5
Recruited	0	0	0	0
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	6	1	0	5	1	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	311	0	0	0	311
	Female	272	0	0	0	272
	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	34	45	45	27
	Female	25	38	28	19
	Others	0	0	0	0
ST	Male	14	27	19	2
	Female	7	12	8	5
	Others	0	0	0	0
OBC	Male	148	198	138	79
	Female	85	118	78	53
	Others	0	0	0	0
General	Male	302	318	296	172
	Female	235	208	204	126
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		850	964	816	483

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Institute wholeheartedly embraces the Vision of National Education Policy, which aims to provide high-quality education that nurtures the development of our nation's human resources into responsible global citizens. Recognizing the significance of this vision, faculty members have engaged in fruitful discussions, focusing on the key principles of NEP. These principles encompass the promotion of diversity in both curriculum and pedagogy, integrating technological innovations to enhance teaching and learning experiences, fostering logical decision-making and encouraging innovation, critical thinking, and creativity among students. The institute affiliation with Dr. Babasaheb Ambedkar</p>
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Marathwada University, Aurangabad, has prompted us to revamp our academic programs, incorporating Multidisciplinary/Interdisciplinary courses as electives. We have already begun offering these electives to our students, aiming to provide them with a well-rounded and holistic academic growth. The proposed Interdisciplinary curriculum empowers students with the freedom to select their preferred options from a wide range of programs offered by the institution. The institution has provided the following elective groups for BA and B.Sc. students. The students can select any three subjects for completing their degree as per the multidisciplinary approach. ? B. A. English (Com.) Marathi (SL) Hindi (SL), Urdu (SL). Marathi, Hindi, English, Urdu. History, Home Science, Geography, Psychology, Political Science, Phy.Edu, Sociology, Philosophy, Economics and Public Administration. ? B.Sc English (Com.) Marathi (SL) Hindi (SL), Industrial Chemistry, Electronics. Agrochemical and Fertilizers. Analytical Chemistry, Computer Science, Mathematics, Geology, Dairy and Agricultural, Zoology, Biotechnology, Geography, Physics, Chemistry, Botany, Microbiology, Horticultural. Environment Science. It is noteworthy that all the courses offered by our institute follow the Choice Based Credit System (CBCS), allowing students to tailor their educational journey to suit their interests and aspirations. Moreover, we take pride in offering value-based and environment-centric subjects such as Professional Ethics and Environmental Studies, which contribute to the overall character development of our students. By actively embracing the NEP guidelines and implementing its suggestions, our Institute endeavors to create an educational environment that nurtures the intellectual, emotional, and ethical growth of our students, enabling them to become well-rounded individuals prepared to contribute positively to society and the world at large. We believe that this transformative approach to education will empower our students to excel as competent professionals and compassionate global citizens, capable of addressing the challenges of the future with confidence and innovation.

2. Academic bank of credits (ABC):

Academic bank of credits (ABC) system has been implemented in the first year of graduation from academic year 2022-23 as per the decision of Dr.

Babasaheb Ambedkar Marathwada University Aurangabad (MS). All students in the college will be enrolled in the Academic Bank of Credit up to academic year 2024-25. The institute has enrolled near about 250 students of first year of graduation in the ABC system in academic year 2022-23. Academic Bank of Credits (ABC) is a system that allows students to accumulate credits for the courses they complete, regardless of the institution where the courses are taken. The credits earned by students can be transferred between institutions, allowing students to pursue their education flexibly and efficiently. The Academic Bank of Credits (ABC) system has the potential to revolutionize higher education by making it more flexible, efficient, and accessible. It allows students to gain credit for the knowledge and skills they have acquired through non-traditional learning modes and pursue their education according to their interests and career goals

3. Skill development:

The Institute has conducted certificate courses to skill development cell which actively participates to strengthen technical, vocational, soft skills of the students. The Institute has an established Competitive Exam Committee which actively participates to strengthen the current trends required in industry, Campus Recruitment Training. Skill development refers to the process of acquiring the knowledge, skill and competencies required for a particular job a profession. It involves training and education to enhance an individual's employability and productivity. Skill development is essential; for economic growth and social development. It helps individuals to improve their employability, productivity and earnings potential. The languages (Hindi, Marathi and English) communication skill is teaching during the study period of graduates. The following skill development courses are conducted by the college. 1. Anganwadi Certificate Course 2. Beauty Parlor Certificate Course 3. Library Management Certificate Course. 4. Certificate Course in Hindi Translation Examination. 5. Certificate Course in Garmin Patrakarita. 6. Certificate Course in Psychology and Personality Development 7. Yoga Certificate Course. 8. Certificate Course in Tourism 9. Art and Craft Certificate Course 10. Certificate course in political Journalism 11. Certificate Course in Personality Development 12. Certificate Course in

	<p>Emotional intelligence. 13. Certificate Course in Research Methodology These Certificate Courses are conducted by the college as part of the skill education program with the aim of promoting human values and national integration.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Arts and Science College Chincholi (Li) Tq. Kannad Dist. Aurangabad has affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The college has to follow the rules and regulations of affiliating university. There is affiliation of four languages to all programs as compulsory and second language i.e. English (compulsory), Hindi, Marathi. Integrating the Indian knowledge system in the teaching and learning process at college level can be achieved through various means. This can involve incorporating traditional Indian perspectives, practices, and philosophies into the curriculum, inviting guest lectures from experts in IKS and organizing seminars on relevant topics. Various cultural programmes, birth anniversary of great men and various extension activities are conducted by the college to inform the students about the tradition and ancient knowledge of India.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>In order to promote and integrate the local language, art, and culture, it is a regular practice at our Institute to conduct all NSS activities in the adopted villages in the local Marathi language. Our students actively participate in various cultural events at the university level, and they have received prizes in many of these events. Especially noteworthy is our college magazine, "Savand," which is published in three languages: English, Marathi, and the local language. Since most of our students come from rural and hilly areas of the Marathwada region, they have the freedom to express their thoughts in any of these languages. Promote active learning methods, such as group discussions, projects, case studies and hands-on experiences, to encourage students engagement and application of knowledge.</p>
<p>6. Distance education/online education:</p>	<p>During the pandemic situation of COVID-19, the college conducted online lectures for the last two years as a response to the lockdown. As a result, the college now possesses the capability to offer distance learning courses if necessary. The institution's faculty members have experience in conducting various programs on online platforms such as Zoom and</p>

Google Meet.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes Vision Originating in integrated civic and voter education and electoral participation right to make its utmost contribution to have an active democratic citizenry from a young age.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Dr. Rajesh Kamble Nodal Officer of (ELC) Department of Political Science Dr. Sanjay Magar Department of Economics and NSS Coordinator (Member of ELC) Dr. Yeshwant Gadhe Director of Physical Education (Member of ELC) Ku. Kartiki Sapkal Member Student Representative Mr. Karan Gavare Member Student Representative
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.	New Enrollment of Voter. EVM awareness Program for New Enrollment of Voter.
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 Institution has conducting the Voter awareness drives, rally's, Poster Presentation and organized the Guest Lectures of Voter awareness
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.	18 years who are recently 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.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
583	483	816	964	848

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: 14

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	13	13	13

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
25.67	11.16	08.77	20.90	20.76

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:

Dhareshwar Shikshan Sanstha's Arts and Science College Chincholi (Li), Tq- Kannad, Dist- Aurangabad is affiliated to Dr. Babasaheb Ambedkar Marathwada University Aurangabad and adheres to the curriculum established by the university. The college has implemented the Choice Based Credit System (CBCS) for undergraduate programs. The institute provides a variety of educational opportunities including 02 undergraduate programs, various certificate courses and skill development programs to enhance students' academic performance.

1. PROSPECTUS

The institute publishes a prospectus annually to inform students about the programs and courses offered for UG. The syllabus for all the courses can be found on the college's website.

2. ACADEMIC CALENDAR

The institute prepares an academic calendar each year in collaboration with IQAC to ensure the efficient implementation of the curriculum set by the University.

3. FACULTY AND DEPARTMENTAL MEETINGS

At the beginning of each academic year, all faculty members hold meetings under the guidance of the principal. The faculty members prepare and submit their teaching plans, departmental plans, and committee plans based on the instructions given by the Principal.

4. TIME TABLE AND WORKLOADS

The institute has established a time table committee, which is responsible for creating a schedule for the academic year. The committee collects workload information from all department heads and uses that information to create the time table.

5. USE OF TEACHING AID AND ICT FACILITIES

The institute encourages the use of teaching aids and technology-based methods for more effective teaching and learning. It provides necessary infrastructure including computer lab, Wi-Fi, internet, classrooms and LCD projectors to support technology-enabled teaching and learning.

6. TEACHING PLANS

The faculty members prepare the teaching plans by taking into account the academic calendar and the examination schedule in order to ensure that the syllabus is completed within the allotted time.

7. LIBRARY FACILITIES

The institute's library features an extensive collection of resources that are easily accessible to all. It provides a wide range of journals, e-journals, book bank and other services to faculty, students and research scholars. The library provides open data base Vidwan and National digital library facilities to the students. The library plays an important role in promoting the curriculum and fostering self-learning.

8. CONTINUOUS INTERNAL EVALUATION SYSTEM

The continuous internal evaluation of students done effectively and cautiously through home assignments, test tutorials projects Viva, group discussion, filed visits, oral test etc.

9. SYLLABUS COMPLETION REPORT

The faculty members complete their syllabus as per the guidelines of the university and the teaching plan. Submission of term-wise syllabus completion reports is mandatory and a regular practice in the college.

10. THE ROLE OF IQAC

The role of the Internal Quality Assurance Cell (IQAC) of the institute is vital in overseeing and ensuring the smooth planning and execution of curriculum development and implementation.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 13

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 32.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
260	215	603	79	29

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 overall development of the student is the main objective of the curriculum. The additional courses and activities are expected to be offered, although they may not be directly related to one's field of study but may be of interest. The focus should be on raising students' awareness of an overarching issue related to the current time. With this expectation in mind our institute has integrated cross-cutting issues such as environmental awareness, gender equality, human values and professional ethics. Specific modules are included in the humanities and humanities courses, including subjects such as literature (poetry, short stories, drama and fiction) social science subjects, business and management and environmental studies.

Our institute also conducts other themes such as adding value-added courses; such as human values and life skills to their curriculum. The Social Sciences curriculum introduces key concepts such as democracy, constitutional law, human rights and event management into relevant classes that must be completed within set deadlines. It is mandatory for all students in each class.

In order to cultivate the spirit of healthy competition among students, the institution held various competitions on different occasions such as Rangoli, Debate Competition, Poster presentations and Wallpaper contests by various departments.

Environmental awareness is inculcated through the activities like Tree plantation, Plastic Hatao. Environmental study is a compulsory subject for second year students. While allocating the projects all key issues of environmental awareness are studied and explored by students through projects such as water pollution, air pollution and global warming. An attempt is to make them aware of cross-cutting issues related to the environment in the local area.

The institute's NSS units also raises environmental awareness by hosting special events on water conservation and cleanliness during floods. To raise awareness of nature conservation some departments organize study tours, industrial visits etc.

The College offers lectures, workshops and counseling sessions on various social issues. The Institute organizes lectures on emotional intelligence, professional ethics and code of conduct. To raise students' awareness of cross-cutting issues, college students participate in occasional events such as Rallies, Constitution Day Celebrations and the Save Girl Campaign etc.

Gender awareness and sensitization occurs in the curriculum of social sciences and humanities. The Institute ensures safe and secure environment for girls students through Discipline Committee, Sexual Harassment Prevention Committee, Internal Grievance Committee and activities like Woman Empowerment, Beti Bachao Abhiyan, Gender equality, Training for Self Defense, Workshop on women rights and Laws, Global Women's Day etc.

The Institute organized camps like Blood Donation, Blood Group Testing, National Integration, Mental health Camp, Corona awareness programs, AIDS awareness programs, Health checkup camp Human Rights Day, Mission Yuva Swasth Abhiyan, Voter awareness program, lecture on contribution of Indian freedom fighters to inculcate human values among the students.

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

1.3.2

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

Response: 73.07

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

Response: 426

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
311	230	325	459	462

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
480	480	480	480	480

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: 49.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	89	87	191	188

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

2022-23	2021-22	2020-21	2019-20	2018-19
250	250	250	250	250

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 41.64

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 methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences using ICT tools. Response: The faculties of the institute focus on student-centric methods in the teaching and learning process. These activities help students to expand their thought processes which translate into their academic benefits. The Institute has conducted various student centric activities at UG level to improve the quality of teaching- learning methods.

EXPERIENTIAL LEARNING: Experiential learning is a teaching method that focuses on helping students learn through direct experience. This method incorporates hands-on activities, field trips, simulations, and other interactive techniques. The primary goal of experiential learning is to provide students with opportunities to actively engage with and reflect on the learning material, rather than simply passively receiving information.

Research Projects and Project Work: Students are required to complete research-based projects on topics related to their syllabus. Almost all final year students in Psychology, Home Science, and History undertake field visits, fieldwork, and study tours. The respective departments arrange these field visits to educationally important areas. Guest Lecturers: Additionally, the departments organize guest lectures featuring eminent experts in the respective fields. These initiatives aim to enhance the students' learning experience, broaden their understanding of the subjects, and encourage critical thinking and practical application of knowledge.

PARTICIPATIVE LEARNING: Participative learning is a teaching method that emphasizes student collaboration and participation in the learning process. This can involve students working rural area in small groups, engaging in class discussions or taking on leadership roles in project-based activities. Group discussion, Seminars and debates in order to improve communication skills, idea generation and presentation skills, group discussion and debates are conducted. Teamwork NSS Department organize activities like village adoption, Tree Plantation, Swachh Bharat Mission, Blood donation, water conservation campaign, voter awareness rallies and programs etc. Group Work activities like workshops and poster presentations are also conducted.

PROBLEM SOLVING METHODOLOGY: Problem-solving methodologies are teaching approaches that focus on helping students develop the skills and knowledge needed to solve complex problems. This involves the use of case studies, real-world scenarios, or other types of problems that require students to apply their critical thinking and problem-solving skills. Additionally, the institute organizes quizzes and competitions to further develop logical reasoning and problem-solving skills among the students. Every year, students from various departments conduct and participate in their subjective quiz competition. Overall, the statement effectively emphasizes the importance of problem-solving methodologies in education and how quizzes and competitions contribute to the development of students' critical thinking and problem-solving abilities.

ICT TOOLS : In this modern, global and technical of information & technology, all the teaching staff make extensive use of modern tools and technique in the teaching-learning process. The teaching faculties of the college have developed e-content with the use of modern teaching aids and uses in class for effective teaching. The college provides Computers, LCD, Projector with Wi-Fi and internet connectivity. Teachers are using PPT, Audio/ Video aids as well as the website, Online software in Daily teaching-learning process for the effective curriculum delivery. In order to increase quality education

faculties use the N-List, National Digital Library, Shodhganga, E-Library, E-Journals, Digital Books, YouTube, teachers also connected with students through Facebook, WhatsApp, zoom, Google meet platform's for teaching learning process and guidance

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: 71.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	15	15	15	15

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

2.4.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	13	13	13

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institution believes in the transference of each and every activity and it tries to maintain it. Continuous evaluation of students is mandatory part for their academic development and academic administration of the college. There are several methods used for the continues evaluation including classroom performance of the students including conducting tests, tutorials, seminars, projects, debates, articles, wallpapers, posters, etc. These all are helpful for the qualitative improvement of students. The academic calendar is prepared with detailed tentative schedule of internal examination. The students are made aware well in advance about the internal tests and the content of syllabus which will be the part of internal examination. The result of internal examination is displayed on the notice board as well as on the college web-site. If students are having some queries regarding to their result of internal test marks, they are allowed to meet subject teacher and all tries to solve it. This process is helpful to increase the skills and qualities of students. The College Development Committee is in the leading role of it as well as parents committee is also established. rules and regulations of affiliating university DR. Babasaheb Ambedkar Marathwada University, Aurangabad for the assessment and evaluation.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institute follows the curriculum of the programs designed by the Dr. Babashaeb Ambedkar Marathwada University Aurangabad (Ms). The board of studies of the university prepares the course outcomes and programmes outcomes while designing the syllabi. At present, the institute is running UG programmes very successfully viz. B.A. and, B.Sc. For the effective implementation and delivery of the curriculum, the teachers have well-described the Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs) for every program provided by the institute. Additionally, it gave thought to the mission and vision of the institute. These consequences have been placed fourth in every departmental meeting and get confirmed. The attainments of program-specific outcomes have been evaluated to ensure the institution's quality improvement process. The IQAC of the institute in its meetings has set up this viewpoint. The Institute Academic committee has come up with the method for evaluating program outcomes after much thought. This mechanism has been made as transparent, scalable, robust and objective as possible with the utmost care. This mechanism stands out for its excellent integration of subjective observation and objective evaluation of the students' performance. The institute conducts its evaluation in various ways before organizing various activities to achieve the desired outcomes. The following methods have been used to evaluate program outcomes, program-specific outcomes and course outcomes. Formative Evaluation: As a piece of the constant assessment, the developmental evaluation of understudies' presentation is led. Homework, unit tests, seminars, projects, group discussions guest lectures and other activities have been conducted under this evaluation category.

Summative Evaluation: Summative assessments are judged based on students' performance in university examinations. This includes evaluation in the theory and practical examinations, the teachers also evaluate the students' growth and performance through interactions in classroom, sessions with questions and answers, individual counselling, etc. Students' performances have been recorded by the teachers. The students' participation in departmental events, study tours, Village visits etc. also aids in measuring their development.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of POs and COs are evaluated.

Review System:

Survey on attainment of COs and POs Survey on external examination and communication to the affiliated University. Review from subject expert on curriculum The College has a mechanism to measure attainment of POs and COs with direct and indirect methods.

DIRECT METHOD: Continuous evaluation is followed to analyse the attainment levels of POs and COs for UG programmes.

EXTERNAL ASSESSMENTS

University End Semester Exam

Project and Field Work

Viva-Voce

INTERNAL ASSESSMENTS

Class Tests Assignments

Seminars

FEEDBACK ON ATTAINMENT OF COs & POs by STUDENTS

Self-assessment by students

Comprehensive questionnaire

Defining of Attainment Levels for Cos, PSOs & POs

(INDIRECT METHOD)

Achievements in:

Cultural activities

Sports and Games

Training & placement

Competitive exam

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

2.6.3

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

Response: 68.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	105	70	189	113

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

2022-23	2021-22	2020-21	2019-20	2018-19
133	144	184	225	157

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

2.7 Student Satisfaction Survey

2.7.1	
Online student satisfaction survey regarding teaching learning process	
Response: 3.82	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has made special efforts to create an ecosystem for generating and transferring knowledge. The institute has provided library facilities for both students and faculty members. We actively promote and cultivate an undergraduate research culture through small- and large-scale research projects. The institute has a dedicated research committee that assists in preparing research project proposals. Additionally, it offers support for organizing conferences, seminars, and workshops, and encourages faculty members to publish research articles in various national and international journals. The institute actively encourages research-active faculty members to seek accreditation as research guides and to oversee research in their areas of expertise. Currently, the institute boasts 12 teachers who have been recognized as research guides by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, in subjects such as Marathi, Hindi, Sociology, Political Science, Economics, Psychology, Home Science, Public Administration, and Library Science. The teachers motivate students to present their research work at seminars and conferences and engage in project and fieldwork activities. The institute establishes various Memorandums of Understanding, connections, and collaborations to foster a vibrant research environment. We also encourage faculty members to participate in and complete

orientation courses, refresher courses, short-term courses, and faculty development programs. These courses enable faculty members to acquire and update their subject knowledge and apply it effectively in the classroom. The institute has a strong tradition of hosting self-funded State, National, and International Seminars, Conferences, and Workshops on a wide range of themes. These events attract distinguished guests from various disciplines who visit our institute to share their research skills and enrich the knowledge of research scholars. To support our students in their future careers, we have established a Competitive Exam Advisory Center. This center, along with Career Katta, serves as a student assistance system, providing guidance and support. Furthermore, under the Department of Psychology, we operate a Counseling Center to raise awareness about mental health among students and the community. Additionally, the Department of Home Science runs a Diet Counseling Center, offering information and guidance on diet and health for rural girls, women, and the elderly and sick individuals. We also conduct interviews with successful entrepreneurs from various businesses through our lifelong learning and extension department. The institutions regularly organizes programs in rural areas to create awareness about social issues. Examples include celebrating Birth and death anniversaries through activities such as rallies, blood donation drives, and blood testing camps, tree plantation, cleanliness drives, family surveys, disaster management participation, and the cultivation of national values.

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: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	03	01	01	02

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: 8.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	25	34	20	23

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

3.3.2

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

Response: 2.5

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

The institute every year, actively engages in extension activities focused on social, environmental, moral, and health-related concerns.

SOCIAL AWARENESS

Every unit within our institute plays an active role in addressing social issues, conducting numerous programs for social extension. These include Covid-19 awareness initiatives, voter awareness campaigns, and plastic waste removal drives. Amid the pandemic, the institute organized workshops to underscore agriculture's importance, covering topics such as groundwater management, organic and natural farming, and agribusiness. Students also visit natural farming sites. Empowering women is a priority, with a variety of programs that engage village women and feature activities like interviewing female entrepreneurs. Student rallies amplify social awareness, and during floods, our students and teachers mobilize assistance campaigns, providing household essentials to those affected.

NSS students contribute significantly by aiding in cleaning and rebuilding damaged houses. Our NSS unit holds annual residential camps in adopted villages, bolstering our commitment to community development. Faculty members address social issues through mediums like articles, research papers, YouTube videos, workshops, and guest lectures during NSS camps, promoting solutions for prevalent problems.

ENVIRONMENTAL AWARENESS

The institute's commitment to environmental issues is robust, encompassing afforestation, pollution, and biodiversity loss. To raise awareness, we engage in activities such as tree plantation, cleanliness campaigns, green campus initiatives, and programs focusing on plastic awareness through the Green

Club.

MORAL ACTIVITIES

Recognizing the value of instilling moral values early, our institute celebrates events like Teachers' Day and Women's Day to impart kindness, humility, courage, and compassion to students and the community.

HEALTH CONSCIOUSNESS

Health consciousness is a top priority. We've implemented diverse programs to cultivate a health-oriented community. The institute features centers offering dietary advice, counseling, and guidance. Activities include Covid-19 vaccination camps, blood donation drives, blood checkup camps, and health-related lectures. Mental Health Day, National Nutrition Week, and World Food Day are observed through poster presentations and cooking competitions. Yoga Day and the Covid-19 Mask Making competition contribute to health awareness.

GENDER SENSITIZATION

Our institute is committed to providing equal status and opportunities to all students through various initiatives. Active committees such as the Sexual Harassment Prevention Committee and the Anti-Ragging Committee monitor day-to-day activities in this regard. A counseling cell has been established to address personal and psychosocial issues faced by students. Moreover, programs aimed at women's empowerment, such as rangoli competitions, debate competitions, and guest lectures, are organized.

NATIONAL INTEGRATION

In accordance with the directives of the Government of India, we enthusiastically celebrated the 'Azadi Ka Amrut Mahotsav'. To actively participate in this program, the institute organized various activities to promote national integrity, including commemorations of the birth and death anniversaries of national leaders and freedom fighters. The institute boasts a distinct NSS unit, and the NSS program officer took part in a National Integration camp.

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

3.4.2

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

Response:

The Dhareshwar Shikshan Sanstha's College of Arts and Science, located in Chincholi Limbaji, is a

renowned educational institution in the rural area. That engages in a wide array of impactful initiatives. These include social service, extension programs, raising public awareness about various social issues, organizing diverse social activities, conducting research, imparting moral values, aiding the needy, conducting family surveys, and actively participating in village life. Notably, the institution undertakes several activities for women's welfare, encompassing areas such as plantation, sanitation, education, health, prevention of child marriage, promotion of excellent farming practices, fostering democracy, highlighting the significance of voting, promoting the gram panchayat scheme, ensuring immunization of women and children, and addressing societal challenges. The collaboration with the primary health center is instrumental in executing these programs. Workshops are conducted in collaboration with Asha Workers and Anganwadi Sevika to provide guidance. Various health-related camps are organized, including dental check-ups, physical check-up camps, blood test camps for school students, and diet-health counseling sessions. These endeavors have garnered recognition from government agencies, NGOs, and community groups. The faculty members of the college have been honored with awards from various social organizations. Simultaneously, the institution acknowledges the contributions of its faculty members, presenting appreciation awards at the end of each year. The students play a pivotal role in executing these activities, and their outstanding efforts are particularly noteworthy. Every year, the NSS department acknowledges two exemplary volunteers with the 'Outstanding Swayamsevak' award for their commendable work during NSS Special Camps. The NSS department of Dr. Babasaheb Ambedkar Marathwada University, which is housed within the college, has been recognized with the 'Best Unit' award. Additionally, the NSS Program Officer has been honored with the 'Best Program Officer' award from the university. The collaborative efforts of the faculty, students, institute president, principal, society, and the primary health center are dedicated to providing excellent food, healthcare, and education. The evidence of their outstanding work is underscored by the awards received by faculty members, volunteers, NSS units, and program officers. After observing the activities conducted by the National Service Scheme Department of the college, the Gram Panchayat Offices in the area, namely Chincholi (Li.), Ganeshpur, Neypur, and Shelgaon, have awarded us certificates of appreciation for the commendable work carried out by the college. We take great pride in our accomplishments.

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

3.4.3

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

Response: 18

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

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

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
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: 4

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution was established in the year 1999 as the first college in Chincholi Limbaji, fulfilling a crucial need at that time. It spans over 2 acres of land with a built-up area of 1825.22 sq.m. The institution boasts well-furnished classrooms, laboratories, a library, LCD projectors, and internet facilities for both students and faculty. These resources are available in the Library, Computer lab, Main Office, IQAC Office, and Principal's Cabin. Here are the details of the teaching and facilities:

Classrooms: The institution features 20 well-furnished classrooms to cater to student requirements. Additionally, there is a Seminar Hall equipped with a projector.

Seminar Hall: A multipurpose hall is present in the institution for various programs, seminars, workshops, and other activities.

Cultural Activities: Equipment such as Harmonium, Dholki, and speakers are available for cultural events.

Laboratories: The institution provides various laboratories: Home Science, Psychology, Physical Education, Chemistry, Zoology, Physics, and Computer labs. The computer labs are equipped with necessary equipment and internet facilities.

Sports Department: The institute offers a Running Track and comprehensive sports facilities, including indoor and outdoor options.

Library: The Central Library houses an extensive collection of printed and e-resources. There are separate reading rooms spanning 440 sq. ft. with a seating capacity of 40 for students and faculty. A Library Advisory Committee is in place.

E-Resources: Remote access to Dr. Babasaheb Ambedkar University, Aurangabad, and open access resources like E-Pathashala, Swayam, Shodhganga, Shodhsindhu, and Vidwan are available.

Computing Facilities: There are a total of 26 computers with internet connectivity up to 50 MBPS bandwidth. Internet access with LAN is provided in the office, Principal's Cabin, IQAC Dept., Library, and computer laboratory. Additionally, the institute has two scanners and four printers.

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

4.1.2

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

Response: 13.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.15	0	0	0	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library was established in 1999 with the opening of the College. The vision of the library is to provide educational facilities for all the masses in rural areas. The library is the

main source of information and knowledge for the students as well as teachers. Library is the Heart of College. College Library has its own importance in higher education. It helps in widening the range of knowledge to the user. Teaching-Learning system is supported by the library through the provision of reading material and various services.

Today the library has its separate reading rooms for students and teachers. Remote access facility of E-resources of Dr. Babasaheb Ambedkar Marathwada University Library. Library Management System (LIM.MAN) Developed by masters software ERP solutions PVT. LTD., Nagpur is for the automation of the Library. The library has more than 3701 books as well as 03. Print periodicals & journals and other resources. Our library is well equipped with e-reference books, textbooks, journals, periodicals, daily newspapers etc. Library has its own importance in our college, It helps in imparting the knowledge to user, so library is big knowledge mall in the college. Two PC sets have been installed in the library for students to access internet & online resources etc. LIB-MAN Master software developed by Master Soft ERP Solutions Pvt. Ltd., Nagpur is used for the automation of the library.

INFRASTRUCTURE OF THE LIBRARY Reading room for Boys & Girls, Internet facility to students and staff, Periodical section, Inverter backup, Separate Issuing Counter. Total library area 880 sq.ft. and Reading room area 440sq.ft.

FACILITIES AVAILABLE FOR USERS

Library is well equipped with reference books, textbooks, journals, periodicals & newspapers etc. Internet Facility and Access for e-Resource Question paper & Syllabus Displaying "New Arrivals" prominent Search and Location assistance for printed as well as open Access E-resources National Digital Library, ShodhGanga, Vidvan, E-Pathshala, and shodhsindu

SOFTWARE USED IN LIBRARY : Software for Libraries LIB-MAN Master software is used for the automation of the library. State of the art integrated library management software designed and developed by Master Soft ERP Solutions Pvt. Ltd., Nagpur. College, University and academic libraries. It is user friendly software developed to work under client-server environment. The is compliant to international standards for bibliographic formats, networking and circulation protocols.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institution believe that the learning environment plays a crucial role in the entire education process. With this perspective in mind, during the planning stages of the college, the institute was constructed in 1999. It has evolved into a harmonious blend of lush green surroundings and contemporary facilities that are continuously updated to adapt to changes.

IT Facilities: In the most recent session, the institute has implemented campus-wide Wi-Fi with a 50 Mbps bandwidth. IT facilities are readily available for both students and faculty. A dedicated computer lab is provided where students can access various internet resources. The institute's faculty utilizes projectors and a range of software tools such as PowerPoint, Video Lectures, Google Meet, Zoom, and YouTube for online lectures. This empowers them to incorporate cutting-edge technology into their teaching methods, creating interactive and engaging learning experiences for the students. Every professor in our college has honed their skills in using various types of technology. Moreover, they guide our college students in building their confidence and connecting their studies to real-world applications. To achieve this, professors employ tools like laptops, mobile phones, and the internet. Our professors disseminate information to students through diverse online platforms. They share study materials via online file-sharing platforms, provide access to various course websites, and convert their teaching materials into digital formats such as PDFs and PowerPoint presentations. This comprehensive approach ensures that the college effectively keeps students updated through a variety of e-sources.

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

4.3.2

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

Response: 30.68

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

Response: 19

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

4.4 Maintenance of Campus Infrastructure

<p>4.4.1</p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>Response: 6.39</p>														
<p>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)</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3.15</td> <td>0.44</td> <td>0.38</td> <td>0.62</td> <td>0.99</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	3.15	0.44	0.38	0.62	0.99
2022-23	2021-22	2020-21	2019-20	2018-19										
3.15	0.44	0.38	0.62	0.99										
File Description	Document													
Institutional data in the prescribed format	View Document													
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document													
Provide Links for any other relevant document to support the claim (if any)	View Document													

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 56.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
290	266	473	508	542

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 2.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	30	1	13	19

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 19.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	41	10	15	30

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	105	70	189	113

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

5.2.2

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

Response: 0.64

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	00	00

File Description

Document

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 5.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	5	5	4

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

5.4 Alumni Engagement

5.4.1

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

Response:

The college has set up an alumni association at the college level, which has successfully organized several programs in rural areas. The alumni association committee has additionally established a What Sapp group aimed at collecting feedback from alumni regarding their college experiences. However, it's important to note that this alumni association has yet to be registered with the relevant government office. Unfortunately, due to the ongoing COVID-19 pandemic, no programs have been able to take place under the alumni association's banner in the current academic year.

Furthermore, this initiative has been particularly impactful at the undergraduate level, where the college has extended its reach to rural areas. The alumni association's efforts have led to the implementation of various programs that have benefited both the local communities and the college itself. These programs have fostered connections between current students and alumni, offering valuable insights and mentorship opportunities for students pursuing their education in rural settings. Through these initiatives, the college continues to make a positive and lasting impact on education in underprivileged areas.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

“Knowledge best suits the one with rational intellect”

Mission

“Achieving overall development of our rural society and
Emphasizing especially on emancipation of women as well as socially
and economically deprived strata of the society through the powerful
Medium of education,”

Institute runs with a vision to 'provide all required infrastructure and facilities for quality education so that the youth trained in our college will be competitive one' and with a mission 'quality education to the students in rural area'. Vision and mission statements are stated on the college website. In each and every program we are going to highlight the statements. All the curricular and co-curricular activities are arranged and organized in tune with the vision and mission statement.

Governance

The Institution prioritizes students with dedicated staff support. Our goal is top-notch infrastructure for competitive education. We focus on quality education for rural students, following inclusive governance with stakeholder involvement. We offer diverse programs aligned with local needs and unbiased admissions.

Decentralization:

The college has established various committees such as IQAC, timetable, discipline, women's empowerment, examination, NSS, sports, cultural, and student council committees. They coordinate curricular and co-curricular research, innovation, and extension activities. These committees collaborate under the guidance of the Principal and IQAC, ensuring successful activity completion. Empowered with operational freedom, they operate independently for effective implementation. The Principal and committee monitors efficiently oversee activities, ensuring smooth administrative and financial

operations. The institution fosters a culture of decentralization and participatory management, involving all stakeholders in decision-making.

National Education Policy- 2020 (NEP)

The institution will rigorously adhere to the guidelines provided by the UGC, the government, and the parent University for the Effective Implementation of the National Education Policy. The college will strive to offer higher education in the students' mother tongue, especially in rural areas, during the rural year of our college. The curriculum will be designed to instill Indian values, and dedicated efforts will be made to infuse a sense of fundamental duty and constitutional values in students through pedagogical methods. The National Education Policy 2020 will be implemented at the undergraduate level starting from the academic year 2024-25, in accordance with the guidelines set forth by the Government of Maharashtra.

Perspective Plan

? Adopt policies and strategies to ensure sufficient ICT facilities and resources are

Available for faculty and students

? Encourage student participation in workshops, competition, seminars and

Competitive examinations.

? Organize State and national level conferences and seminars.

? Organize at least extension activities on and off campus.

? Conduct which courses for marginalized and rural students.

? To implement choice best credit system (CBCS) for first year students.

? To start job oriented courses as per NEP 2020.

? To increase physical infrastructure in the institute.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan effectively incorporates curriculum development. All graduate-level courses at the college follow a semester pattern and adhere to syllabi meticulously designed by the affiliating university, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The admission procedure is meticulously planned during admission meetings, with online submission of admission forms following the university's guidelines.

Teaching and learning activities are conducted meticulously according to the academic calendar set by both the affiliating university and the college's IQAC. Faculty members collaboratively prepare teaching plans, and their execution is overseen by the college administration. An Examination Committee ensures the smooth functioning of examination activities. Continuous evaluation is conducted for internal student assessment. Regular unit tests and seminars are held across departments, and results are communicated to students. Faculty members are encouraged to attend orientation sessions, refresher courses, and short-term courses to enhance the academic environment. The college fosters a positive atmosphere through programs like Yoga Day, Social Awareness initiatives, Women's Day, and more. Responsibilities are equitably distributed among staff members for efficient human resource management.

In terms of administrative setup, the Principal has established various committees to ensure effective administration and academic activities. The Principal conducts regular meetings with staff on a monthly, quarterly, and semester-end basis. Each committee is required to hold a minimum of two meetings annually. The Principal, as the executive head of the institution, makes decisions related to academic, administrative, and financial matters in accordance with the rules and regulations of the State Government and UGC. The Office Superintendent oversees three sections: Establishment, Accounts, and Head Clerk, Senior Clerks, Assistants, and Peons assist in various tasks, including admissions, fee collection, scholarships, certificates, and maintaining employee service records as per UGC schemes. Regarding service and promotion rules, the UGC and State Government guidelines determine appointments and promotions for teaching staff. The non-teaching staff adheres to the rules of the State Government, including the Public Universities Act 2016. Recruitment procedures involve adherence to guidelines set by the parent University, the Government of Maharashtra, and UGC regulations for hiring teachers. Teaching staff promotions adhere to university, government, and UGC rules.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has implemented a Performance Appraisal System for both teaching and non-teaching staff, which operates at two levels:

University Level: The University provides guidelines and a self-appraisal proforma (PBAS) for staff assessment.

Institute Level: The University's self-appraisal format (PBAS) is distributed to faculty members. Confidential reports for both teaching and non-teaching staff are collected and submitted to the Dhareshwar Education Society. Faculty members furnish Academic Evaluation Reports to the IQAC and Principal, who evaluates and forwards them to the management.

The Performance Appraisal System encompasses self-evaluation, as well as evaluations by peers and students. Teaching staff undergo evaluation based on teaching effectiveness, research pursuits, professional growth, and community engagement. Non-teaching staff's evaluation is grounded in their job responsibilities, communication skills, interpersonal relations, problem-solving capabilities, and teamwork. A committee comprising faculty and management representatives reviews objections and

makes informed decisions backed by evidence. Constructive written feedback is provided to staff members, along with recommendations for enhancement. The Internal Quality Assurance Cell (IQAC) holds responsibility for executing the institution's future strategies and addressing unforeseen contingencies. It guides and encourages faculty involvement in career development endeavors and actively fosters quality research. Various departments within the institution organize State and National-level seminars, conferences, workshops, and guest lectures.

During the pandemic, the Principal, IQAC Coordinator, and IQAC Members played pivotal roles in ensuring the continuation of online classes and the successful execution of activities by college professors. The IQAC facilitated the participation of eight faculty members in orientation, refresher, and short-term courses throughout the year to augment their skills and knowledge.

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

6.3.2

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

Response: 10.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 33.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	14	5	7	5

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

regularly (internal and external)

Response:

The Institute accounts are regularly audited by a Chartered Accountant. This internal audit is subsequently reviewed by a Senior Auditor from the office of the Joint Director of Higher Education in Aurangabad. The institution conducts both internal and external financial audits on an annual basis.

The internal audit of these funds is carried out by Mr. Sunil Salunke, an Associate Chartered Accountant in Aurangabad. In addition, the external audit assessment is performed by the Joint Director of Higher Education, Aurangabad Division. Following this, the Senior Auditor for Higher Education in Aurangabad conducts the audit and submits the findings to the Auditor General's office in Nagpur for the final audit. Both internal and external audits of the accounts are conducted.

Internal Audit: The college has appointed Chartered Accountant Mr. Sunil Salunke from Aurangabad as the internal auditor. He audits the accounts. This internal auditing takes place once during the financial year. For this audit, all financial documents and receipts are presented for scrutiny, and all necessary tasks are completed within the stipulated timeframe.

External Audit: The External Audit is carried out by the Joint Director of Higher Education, Government of Maharashtra.

Resource Mobilization: Resource mobilization includes salary grants from the Government of Maharashtra and student fees, which are the primary sources of income for the college. All development work is planned by the IQAC and CDC committees using the available financial resources of the college. Planning and implementation are carried out through joint decisions made by the Purchase Committee, College Development Committee, and the institute's management to ensure optimal utilization of the available financial resources. The available financial resources are allocated based on priorities.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has established a documentation and record-keeping system to maintain the college's quality standards. It also oversees the implementation of various quality parameters, including student feedback, infrastructure development, and faculty performance. The IQAC ensures that the institution adheres to the guidelines and regulations of statutory bodies such as the University Grants Commission (UGC) and the National Assessment and Accreditation Council (NAAC).

The Internal Quality Assurance Cell (IQAC) actively participates in preparing the academic calendar and conducting meetings with all stakeholders. During these meetings, recommendations are provided to the management council, and higher authorities make decisions regarding implementation. The IQAC is responsible for designing and implementing policies related to academic, curricular, co-curricular, and administrative committees. It has also suggested creating Memorandums of Understanding (MOUs) and establishing linkages with government organizations and NGOs. The institution reviews its teaching-learning processes, operational structures, methodologies, and learning outcomes at regular intervals through the IQAC, which is established as per norms. It records incremental improvements in various activities.

Initiation of the Academic Process:

Academic Calendar: At the beginning of the academic year, an Academic Calendar is prepared for the semester to schedule all academic events systematically.

Timetable: Following the Academic Calendar, timetables for both semesters are prepared in accordance with university guidelines.

Teaching Plan: After the academic timetable is announced, subject teachers develop teaching plans for their respective subjects, which are then approved by the Academic Head.

Result Analysis: Faculty members analyze results, which are subsequently reviewed by the respective department heads and the Principal. Faculty members with lower results receive suggestions for improvement.

Use of Modern Teaching Aids: The IQAC emphasizes incorporating modern teaching aids alongside traditional chalk and board methods. The college has acquired LCD projectors, interactive boards, and interactive projectors to achieve this objective.

The institute provides faculty members with the timetable and a format for daily teaching-learning reports. In the evenings, faculty members submit their teaching-learning reports to the principal. Student learning outcomes are assessed through class tests, assignments, seminars, projects, and university examinations. Each department analyzes university examination results and prepares a result analysis report. Feedback is an integral part of the teaching-learning process, and the IQAC collects online feedback from various stakeholders about the college and curriculum. The IQAC offers guidance and information on ICT tools for creating video lectures and e-content. This initiative has significantly enhanced the quality of online pedagogy. All faculty members utilize ICT tools for effective teaching and learning.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Arts and Science College in Chincholi is deeply committed to empowering rural women through transformative initiatives, promoting gender equality for human and societal progress. One pivotal initiative is the Women's Development Cell, organizing activities to celebrate female leaders' achievements and raise awareness about gender issues. The cell also educates students and staff about the Prevention of Sexual Harassment Act, offering self-defense training to create a safer campus atmosphere.

The college offers short-term certificate courses to empower women economically, enhancing their employability and financial independence. Health awareness programs and regular check-ups on women's health issues are organized, promoting access to healthcare services and informed decision-making.

Infrastructure is designed to cater to women's needs with separate common rooms, toilets, and sanitary vending machines. The college encourages projects and research on women's issues, fostering critical thinking and empathy among students. The Department of Psychology operates a Counseling Center for Women, providing confidential support for mental well-being.

In conclusion, the Arts and Science College in Chincholi exemplifies dedication to upliftment and empowerment of rural women. By promoting gender equality, providing educational opportunities, addressing health issues, and fostering a safe environment, the college empowers women to thrive in all aspects of life, contributing to their development and society's progress. The college's commitment to women's empowerment sets an example for positive impact and meaningful change in individuals and communities, showcasing a comprehensive approach that creates a lasting difference.

Facilities for Women in campus:

1. The College has one common rooms for women & girl students in which sanitary pad vending machines are also provide.
2. A separate wash room has been provided for girl's student.
3. The campus is well equipment with CCTV cameras.
4. Complaint box has been installed at all the possible areas for any issues for which students may fear to disclose their names.

5. Different Seminars, workshops, meetings and social events are being organized to improve students' profile towards gender and social sentiments and sensitization like self-defence workshop for girls, International women's day celebration etc.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives

4. Beyond the campus environmental promotion activities

Response: B. Any 3 of the above

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

7.1.4

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

Response:

The Arts and Sciences College in Chincholi is dedicated to fostering an inclusive environment that promotes effective communication and tolerance, embracing cultural, linguistic, and socio-economic diversity. They celebrate regional languages like Marathi and Hindi through events like "Marathi RajBhasha Din" and "Hindi Bhasha Spatha," showcasing the richness of language and culture. The college conducted a workshop on Writing and Communication Skills Development, emphasizing the importance of effective communication in professional settings. Students actively participated, showing eagerness to enhance their communication abilities for future success. Community engagement is a priority, with the college providing financial assistance during natural calamities and participating in vaccination programs during pandemics. The National Service Scheme (NSS) units organize student volunteers for various activities, promoting communal harmony through collective efforts.

Equal opportunities are given to students from different backgrounds, with the scholarship committee informing financially disadvantaged students about available schemes. The college's motto, "Vidya Vinayen Shobhate," reflects its commitment to instilling values of humility and knowledge in students. The college aims to raise awareness about constitutional duties, values, rights, and responsibilities through various departments and cells, including NSS, Political Science, and Women Development Cell. Special camps on social issues create awareness among students and villagers. Programs celebrating the birthdays and memorials of great leaders introduce students to their social

philosophies and contributions, instilling qualities of an ideal person in them. Yoga Day is celebrated to promote mental and physical well-being.

The Department of Political Science and Public Administration organizes voter awareness campaigns and observes "Constitution Appreciation Day" to instil civic responsibilities. Programs honouring national heroes' anniversaries reinforce values, rights, duties, and responsibilities among students. Republic Day is celebrated with enthusiasm, fostering a sense of national pride and unity. The college nurtures cultural diversity, promotes social harmony, and emphasizes civic responsibilities, contributing to the holistic development of students as responsible citizens of India.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-II

Titil :- Covid-19 Vaccination Camp

1. The Context:

The Covid-19 pandemic has affected the world in unprecedented ways, and vaccination is the most effective way to control the spread of the virus. In this context, the Arts and Science College, Dept of NSS under the guidance of the Internal Quality Assurance Cell (IQAC) organized a Covid-19 Vaccination Camp on October 19th, 2021. The camp was held on the college premises and was open to all students, faculty, and staff members.

1. The Practice:

The Covid-19 Vaccination Camp was organized with the support of the local health authorities. The camp was held in a designated area on the college premises and was equipped with all necessary facilities such as medical staff, vaccines, and first aid facilities. The college also provided necessary infrastructure support such as tents, chairs, and tables. The camp was open from 9:00 am to 5:00 pm and was managed by a team of volunteers from the NSS department. The volunteers helped in managing the crowds,

maintaining social distancing, and ensuring that all necessary protocols were followed. The vaccination process was seamless and efficient, and all necessary precautions were taken to ensure the safety of the participants.

1. Evidence of Success:

The Covid-19 Vaccination Camp was a huge success, with over 130 participants receiving the vaccine on the day of the camp. The participants included students, faculty, and staff members of the college, as well as members of the local community. The vaccination process was smooth and efficient, and all necessary protocols were followed. The camp received positive feedback from the participants, who appreciated the efforts of the college in organizing the camp.

In terms of resources, the college provided all necessary infrastructure support such as tents, chairs, and tables. The local health authorities provided the necessary vaccines and medical staff. The main resource that was required was the volunteers from the NSS department, who worked tirelessly to ensure that the camp was a success. Overall, the Covid-19 Vaccination Camp was a successful initiative that helped in promoting vaccination and contributed to the national efforts in controlling the spread of the Covid-19 pandemic.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Institution is deeply committed to its mission of providing education while instilling social consciousness and modesty in its students. Its goal is to create ideal citizens and uplift the social status of rural women. The college actively implements its motto, "Vidya Vinayen Shobhate," through a range of activities.

A major focus of the college is on the mental and physical health of women and students in society. Various initiatives have been implemented to address this aspect. For instance, in 2018-19, students from the Department of Psychology visited the mental health center at Kadri Hospital to learn about mental illness and its impact on society and human life. Recognizing the rising mental stress in today's competitive world, the college also provides proper guidance to students, parents, and citizens in challenging situations. The Department of Psychology plays a key role in pursuing this objective through

different activities.

In addition to mental health awareness, the college encourages students to closely examine societal problems and brainstorm solutions. The college believes in nurturing problem-solving skills in its students. To achieve this, students actively engage in various activities, including visits to the 'Matoshree' old age home. During these visits, students spend time with elderly residents, alleviating their loneliness and bringing smiles to their faces.

The college also places great emphasis on advancing the progress of its rural students. Through activities such as competitive examination guidance, career counseling, and personality development, the college aims to foster skill development among its students. Departments like Lifelong Learning and Extension, Competitive Examination, and Career Katta contribute significantly to these activities. The college organizes educational trips to important places and historical sites, enabling students to gain a deeper understanding of their locality's socio-economic conditions and find new directions in life.

Given its rural location, the college has a significant number of female students. To empower them socially and economically, the college has introduced various courses tailored to their needs and aspirations.

Ensuring that students stay informed and updated on current and scientific topics is another priority for the college. Workshops and seminars on subjects like superstitions elimination, conflicts like Russia and Ukraine wars, diseases like COVID-19, and the role of different disciplines in human development are regularly organized.

The true essence of the college's motto, "Vidya Vinayen Shobhate," was revealed during the COVID-19 pandemic in 2020-21. In response to the crisis, the college played an active role in creating physical and mental resilience among people. The NSS department spearheaded COVID-19 vaccination campaigns, raising awareness and organizing vaccination camps. Additionally, on NSS Day, masks and sanitizers were distributed to the community, and a health screening camp for villagers was held, receiving a positive response. The collective efforts of college students and staff, fueled by humility and social responsibility, were recognized with the college being awarded as an outstanding unit.

The college is resolute in its dedication to fulfilling its social responsibility and will continue to do so in the future. Its commitment to education, social consciousness, and the holistic development of its students and community remains unwavering. Through various activities and initiatives, the college continues to shape responsible citizens who contribute positively to society's growth and progress.

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

5. CONCLUSION

Additional Information :

There is tremendous change in the institute from first cycle of NAAC. The Institution provides qualitative education to the learners belong to rural area. The institute is using new technology for teaching and learning process; there is increase in infrastructure. The institute is concentrating on pass out product of the institute; there are many students securing jobs in out off campus. The institute is preserving human values, national values and social responsibility. Many students are participating in University Avhan camp, awareness rallies, debate competitions, Youth Festival and securing prizes. The NSS Department of college conduct camp in surrounding villages of the college and construct the bandh to solve the problem of shortage of water. The institutions conducts skill developing courses shows new horizon to our students. Now the college faculties use online mode platform conducting the various programs, ICT classroom etc to make teaching learning process interesting. The College has conducted 13 certificate Courses to skill development and to increase employability among the learners. These certificate course is also useful for holistic development of learners. Now the enrollment strength is high and majority is girl's students. Many staff members awarded Ph.D. degree and publishing research paper in national, international conference, seminar. The institute's Central Library has well develop and very neatly providing facilities to students and faculties.

Concluding Remarks :

The institution follows the path of human values as demonstrated by great Indian visionaries such as Mahatma Phule, Shivaji Maharaj, Rajarshi Shahu, Dr. Babasaheb Ambedkar and "Swami Vivekananda." The Institutions adheres to government reservation policies for student enrollment and faculty recruitment processes. The campus comprises well-furnished buildings with academic and administrative infrastructure managed by an efficient staff. We place a strong emphasis on the holistic development of our students by instilling in them national and moral values, as well as professional ethics. A wide range of programs are regularly organized to sensitize students towards women's empowerment, environmental sustainability, and to prepare them for higher education and national development. The campus facilities strongly support the quality of our undergraduate arts and science programs. The college takes pride in being a place where both students and faculty can pursue knowledge without limitations. The Department of Home Science, Psychology, Public Administration and NSS Department has established MoUs, collaborations, and linkages to foster the exchange and development of knowledge. Our alumni play a significant role in helping the college achieve its goals; they contribute, offer suggestions, and take initiatives to propel the institute forward. Guided by the vision that "Knowledge best suits those with rational intellect," and driven by the mission of achieving overall development in our rural society, with a special focus on women's emancipation and the socially and economically disadvantaged segments, the institute is steadfast in providing quality education and aspiring for excellence. The college has implemented two noteworthy best practices. The first one involves promoting an Institutional Social Responsibility (ISR) framework that integrates social and community engagement into the academic curriculum. This initiative cultivates a culture of responsible citizenship and active community involvement among students. The goal is to imbue students with a sense of social awareness and responsibility, encouraging them to apply their knowledge and skills for the betterment of society. The second best practice centers around organizing Covid-19 Vaccination Camps on campus. This initiative aims to raise awareness about the importance of vaccination, dispel myths, and provide easy access to vaccines for students and staff. By offering accurate information and convenient vaccination opportunities, the college contributes to public health efforts and the fight against the pandemic.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 449 Answer after DVV Verification: 426</p>																				
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>17</td> <td>17</td> <td>17</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	34	17	17	17	17	2022-23	2021-22	2020-21	2019-20	2018-19	32	15	15	15	15
2022-23	2021-22	2020-21	2019-20	2018-19																	
34	17	17	17	17																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
32	15	15	15	15																	
2.4.2	<p>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)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	16	15	15	15	15	2022-23	2021-22	2020-21	2019-20	2018-19	14	13	13	13	13
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	15	15	15	15																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	13	13	13	13																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

19	25	34	20	23
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	25	34	20	23

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	14	10	31	40

Answer After DVV Verification :

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

Remark : Excluding publications in 2023 and considering only ISBN publications calendar year wise, input has been modified .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	23	04	19	21

Answer After DVV Verification :

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

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 : 9

	Answer After DVV Verification :4																				
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 26 Answer after DVV Verification: 19</p> <p>Remark : Value updated as per HEI Clarification</p>																				
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Options 1 and 2 only have been considered as per supporting documents.</p>																				
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Excluding option 2, input has been modified .</p>																				
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>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:</p> <table border="1" data-bbox="304 1749 1046 1883"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>27</td> <td>41</td> <td>10</td> <td>15</td> <td>30</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1962 1046 2096"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>18</td> <td>41</td> <td>10</td> <td>15</td> <td>30</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	27	41	10	15	30	2022-23	2021-22	2020-21	2019-20	2018-19	18	41	10	15	30
2022-23	2021-22	2020-21	2019-20	2018-19																	
27	41	10	15	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	41	10	15	30																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
104	105	70	189	113

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
104	105	70	189	113

Remark : HEI has provided letter from service provider and was requested to provide joining letters from the concerned company to avail the claim .Value updated as per relevant supporting documents , however in absence of details , 18 entries have been entred in latest AY .

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:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	00	00

Answer After DVV Verification :

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

1	1	1	00	00
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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:

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	5	14	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	5	5	4

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	5	7	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	14	5	7	5

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

Answer before DVV Verification:

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 16 Answer after DVV Verification : 14</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>16</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>14</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	16	15	15	15	15	2022-23	2021-22	2020-21	2019-20	2018-19	14	13	13	13	13
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	15	15	15	15																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	13	13	13	13																	