SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHRAM SAFALYA EDUCATION SOCIETY'S, PANDIT JAWAHARLAL NEHRU COLLEGE OF SOCIAL WORK

NEAR DEOLI PHATA, CHOPADA ROAD, AT POST AMALNER TQ. AMALNER DIST. JALGAON

425401

www.pjncoswa.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shram Safalya Education Society was established by the great visionary, Social worker and Engineer Mr. Subhash Dodhu Bhandarkar (BE.Mech) in 1987 at Amalner, which is located in Jalgaon District of Maharashtra state. College has campus of 6 Acre land with well developed play ground, sports facilities and lush green campus and garden.

College was functioning on un-aided basis during the period from 7 June 2000 to June 2005 and college received partial grant-in-aid (25% Salary Grant) during the period June 2005 to June 2008. Since June 2008, college is receiving with full grant-in-aid for staff salary expenditure by Department of Social Justice and Special Assistance of Government of Maharashtra. So that the society and college has a crossed a long period of financial crises with a optimism and trust on future. This college is affiliated to North Maharashtra University, Jalgaon. College has applied for recognition by UGC under section 2(f) of UGC Act 1956

Our college offers under graduate degree programme [Bachelor of Social Work (BSW)] and post graduate degree programme [Master of Social Work (MSW)] with intake capacity for BSW is 40 and MSW is 60 seats. College also offers specialization courses at MSW programme as Generic and Community Development.

The institute is running different three certificates and two PG Diploma courses, which recognized by KBC NMU University under ordinance 181 & certification provided. The students enrolled in college having good number of student coming from rural and tribal areas and also from vulnerable groups.

Vision

Vision-

To be an institution of excellence in social work education that continually responds to the changing social attitudes and realities through the development and application of knowledge, skills Attitude towards people centered sustainable society to promote and protect the dignity, equality, social justice and human right.

Mission

Mission-

To organize the academic programmes to facilitate for preparation of the cadre of qualified and committed social work professional and to provide equation to the students for social work practice, research, administration and training to meet the goals of the profession.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Institutional Strength**

1. Affiliation to KBC NMU University, Jalgaon accredited with a B grade by NAAC in First Cycle. Inclusive approach in admission, fair and transparent admission policy with minimum fees and scholarship facility.

2. The institute has a Place for Higher Learning-Research Centre and Incubation Centre for skill development programs like Value added courses.

3. Faculty involved in curriculum formation as members of the Board of Studies. Special Task Committee which undertakes up-dating / redesigning of the curriculum according to NEP.

4. Faculty are encouraged to participate in seminars and workshops regarding syllabus for quality enhancement. Regular feedback from all the stakeholders to enrich the curriculum is sought. External field experts are invited for enriching the teaching inputs.

5. Teaching programmes/curricula are channelled through proper planning of academic activities like classroom theory teaching and concurrent practice learning for which the institute collaborated with more GOs and NGOs.

6. College has an effective mechanism for internal examination, evaluation, and feedback.

7. Orientation and classroom seminars conducted for first-year students through the academic calendar, which is available on the website.

8. Use of student-centric methods using ICT tools, group discussion, and peer teaching in a free and open classroom environment.

9. College provides facilities for sports and cultural activities through NSS can help them to participate in various events.

10. Our College Success rate of students is excellent results.

11. IQAC take the initiative for the overall development of the institution by organising, suggesting and guiding quality education and activity.

12. Regular monthly CDC meetings ready availability and accessibility of management, involvement of management in the college activities.

13. Active functioning of the Alumni and Placement cell offers many opportunities for employment and career guidance. The result of this placement ratio is good.

Institutional Weakness

Institutional Weakness

1. Limited time to complete the syllabus.

2. Less time is available for research students hence needs to be completed hurriedly due to the semester.

3. There is no such collaboration with an international organization.

4. There are limits to source funding from GOs due to financial constraint institution does not able to provide economical support and ample educational tools to the students.

5. Due to a lack of permanent affiliation institutions lose the grants from the UGC.

6. Library is yet to get fully digitalized.

7. There is no admission for the International student and collaboration. 8. Some students lack communication skills in English.

Institutional Opportunity

Institutional Opportunity

1. More use of AV material is possible as the course content focuses on socially relevant issues. 2. The institution is ready to opportunalized with the NEP system and its academic expectations. 3. Issue-based research leads policy intervention, faculties' involvement in consultancy with NGOs and their participation in Government organizations as civil society representatives provide first-hand experience to the students.

4. More practice-based teaching can be developed; teacher-student joint projects can be taken up. 5. The institute has the potential to collaborate international NGOs and organizations to work with hand to hand.

6. The College seek the opportunity the national, and international organizations ready to collaborate and provide the fund to work on any social issues and projects.

7. Field action project can be run on local currant social issues

Institutional Challenge

Institutional Challenge

1. There is a lack of International NGOs for social work exposure.

2. Semester pattern resulted in an unfocused curriculum due to time constraints, students used to be busy with exams only.

3. Due to time constraints it is difficult to deliver an effective curriculum mainly with Concurrent Practice Learning and Research work.

4. 95 per cent of students belonged to regional language due to which mode of teaching affected and students

lack communication skills in English due to which nationally and internationally they do not get much exposure and placement.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Our College takes efforts to ensure delivery of the curriculum through various academic activities; Theory Classes, Home assignment and the fieldwork practicum. Seminar, Workshops, Orientation Programs, Observation visits, Skill labs, and individual and group Conferences Organized at the beginning and throughout out all semesters. Since academic year 2022-23 KBC NMU Jalgaon has implementing CBCS curriculum for all UG and PG Courses. The CBCS Provides more learning opportunities to the students in this connection college has always focus down students centric method along with the traditional and same how flexibility toke place according to students education background grasping ability and needs of present knowledge there for active participation enriches various academic and co-curriculum activities within the class room as well as field practicum. Besides, the College offers value added carear orientated courses that is two PG Diploma courses three certificate courses on Research, Corporate social responsibility (CSR) Counseling, PRA/MLP and Community Health. Diploma and certificate courses are recognize by the University and certification is also given by the University, under the ordnance 181 KBC NMU Jalgaon For administering this courses college prepare the academic calendar, faculty members prepare the teaching plan.

  Continuous Internal Evaluation through the class test, subject assignments, presentation, group discussion, and internal assessment through viva-voce. The N.S.S. unit of our college has been very proactive in conducting different extension activities and 7 days villages camp at Gadkhamb village.

Teaching-learning and Evaluation

The institution has fully qualified faculty as per UGC rules and regulations. 10 Assistant faculty members with Ph.D./NET/SET and 01 Librarian, 11 in nonteaching staff members. The college puts a lot of emphasis on active and interactive learning. Teaching-learning is made student-centric by giving our students every opportunity for independent as well as collaborative learning. College teachers follow methodologies such as discussions, debates, laboratory experiments, learning mini-projects and case studies. The institution has always focused on a student-centric method along with the traditional method and somehow flexibility took place according to students' educational background, grasping ability and their need and present knowledge, so students' active participation enriches in various academic and co-curricular activities within the classroom as well as fieldwork practicum. Experiential learning: The observation visits and field work practicum as per the syllabus, provides students with practical knowledge of the various social aspects existing in society. In the experimental learning study tours, village camps, and 30 days block placement are included.

Participative learning: Various programs like workshops, seminars, Group Research dissertations, skill laboratories, peer teaching by inviting our eminent Alumina working in the field and exchange of the student with other institutions group discussions are organized for the students to facilitate participative learning.

Problem-solving methodologies Students are given regularly assignments, internal examinations,

projects/dissertations as well as fieldwork. Our faculty members conducts individual and group counseling sessions, and assignments submission to solve their doubts and problems.

Enhancing learning experiences using ICT tools: extensively used LED Screen in classroom processes. Every faculty as per the given situation adopts traditional and some innovative methods for teaching which help the students to understand the subject thoroughly.

Institution-level assessment- The institution has an Assessment various committees are working under the guidance of principal and senior faculty members,

University-level assessment- The institution executes all the assessments and examinations as per the norms and schedule of the university. All norms and schedules of theory and practical examination are being communicated to the students well in advance.

Research, Innovations and Extension

- The College has taking initiative for creation of Incubation centre for innovations. The College has a Research and development committee for social work to motivate the faculty members and students to write research projects and submit them as part of curriculum of UG and PG Final semesters. to various supporting agencies. Research committee also helps to create a research culture among faculty members and students. Collaborations: The College has collaborated with various GOs and NGOs for various social development activities. The college takes the effort to create the ecosystem in the college premises as follows; tree plantation, Compost Khat.

  The institution always encourages the faculty members to transfer their knowledge through their different publications in national and international journals and the form of books publication. The initiative has been fruitful in solving various problems during their field work in villages and urban slams. The student gets an opportunity to get first-hand experience with the practical work. Extension activities have made a notable impact on sensitizing students towards issues like gender disparity, Environment conservation, equality, cleanliness, hygiene, women empowerment etc. An institution always promotes students to participate in social movements and activities like Swachh Bharat Mission, Pulse Polio, Beti Bachao Andolan, During the COVID-19 pandemic our faculty and students participated in awareness mask distribution conseling support for hospitalization etc. The activities conducted lead to imbibing the values of social responsibility.

Infrastructure and Learning Resources

- The college has augmented its infrastructure systematically and continuously over the years. The college has infrastructure classrooms, a skilled laboratory, computing equipment, a staff common room, a Conference Hall with LED, reading rooms, ramps, and a women's washroom for the girls students and the physically challenged students (Divyang) and parking shed. Instant accessibility to knowledge is provided through Wi-Fi and LAN. The college has the Maintenance Committee under the College Development Committee (CDC) that oversees the maintenance of buildings, classrooms and laboratories such as the computer labs and skill lab. Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus. The college campus is

built in spacies 6 acars with the concentration of a green and eco-friendly ambience for the student. Besides this, several other facilities such as an open auditorium, library, Incubation centre. The library repository opens up avenues of resources for the students which include the freely available resource material for the students, the syllabus of the various subjects, the e-journals on different subjects, the e-books on different themes and various other forms of e-material suggested. The students are oriented about the e-pathshala for the up gradation regarding the research and dissertation. The library has been systematically computerized in Function using LIBMAN. Master Software. The college has used different social media software like Whats App groups for different purposes which keeps them aware and updated regarding different activities of different wings of the institution. The institute has signed many MoUs with the different GOs and NGOs for the holistic development of the students through field exposure, which is helpful to enhance the skills for professional development and fill the gap in curriculum among the youth from the open community.

Student Support and Progression

Our College continuously facilitates the support & Progression of Students. The students are benefitted from scholarships and free-ship schemes provided by Government. The institute provides capability enhancement and development programs such as guidance for competitive examination, soft skill development, personal counseling, yoga/meditation and remedial coaching for students. Student grievances are addressed through committees such as Grievance Redressal, Anti-Ragging& Women Internal complaint or Anti-sexual harassment. Institute arranges various training programs and block placement drives on-campus as well as off-campus to provide placement opportunities for final-year students. The student Council actively participates in sports/cultural activities organized at inter-college and intra-college competitions. The institute maintains strong and healthy interactions with alumni through alumni meets organized every year. Supervise and coordinate the extra-curricular activities of the students. Submit an annual report on the activities conducted during the academic year Career Guidance and competitive examinations. The College library provides books to prepare for these exams. Students are encouraged to participate in intercollegiate competitions, workshops and training programmes organized by the college as well as other colleges. This provides a platform for interacting with students from other institutions It establishes a linkage between alumni and college, management, teachers and the present students. They share the views and news of the professionals, current trends, challenges, and issues of global concern in the context of professional social work to the current through peer teaching. They provide support to the college and establish a support system in the area of college development. The institute provides ample infrastructure like digital classrooms, a resourceful library, a computer lab with a Wi-Fi facility, an individual/common counseling room, a seminar hall, a cafeteria, a girl's common room with needful facilities, and parking.

Governance, Leadership and Management

- Our College Practice decentralization and participation of take holders in the governance. The Leadership of Management, CDC, Principal, IQAC, alumni, students, and the faculty play a vital role in the designing and implementation of its quality and policies in teaching, learning, research and extension activities through collaboration and participative governance. Faculty members and students have proper representation on various bodies and committees of the **College Development Committee** (C.D.C). consists of all stake holders The management support and encourages the principal, academics and staff members are involved in defining the policies/ procedures, framing guidelines and rules/regulations about admission, placement, discipline, grievances, counseling, training development,

and library services, etc. For the various programs to be conducted staff members have meetings, and discussions, share their opinion and plan for the event and form various committees involving students. Internal Quality Assurance Cell (**IQAC**) **IQAC** is a link between management and staff members Alumni and Other Stakeholders. The principal, the executive head of the college, executes the orders, circulars and notices received from UGC, State Government and affiliating University. The **IQAC** plays a vital role in the execution and implementation of the necessary direction to the relevant committees from time to time & providing academic guidance for bringing in the successful outcome of the various enterprises that the institution undertakes. The IQAC reviews the feedback so collected from different stakeholders and considered for farther development.

Institutional Values and Best Practices

- The Vision Mission and objective of the college consider for promoting values and the best practices.

- **Skills Development for Increasing Employability capabilities of students through Value Added Courses.**

- **The Context -**

PJN College of Social Work, Amalner started interventions regarding to build the capacities for our students on application of participatory approaches.

Evidence of Success –

Three **certificate** courses named as follows.

One Year Certificate Course on Participatory Rural Appraisal (PRA) and Community Action Planning (CAP) Counselling , Community Health and Social Work Interventions.

Two Diploma Course

1) PG Diploma in Advance Trends in Social Work Research 2) Corporate Social Responsibility (PGD-CSR) during the course of long journey to this innovative and successful running the courses.

2) COLLABORATIVE ENGAGEMENT OF COLLEGE WITH VARIOUS ORGANIZATIONS FOR ACADEMIC DEVELOPMENT

The Context –

Social work education is based on the practical knowledge and practice. Field work is soul of this professional course. In this connection college has plan to collaborative activities.

The Evidence of Success –

Collaboration for workshop and capacity building programs for youths **Rajiv Gandhi National Institute of Youth Development** (RGNIYD), **National Commission for Women** (NCW), New Delhi,

Municipal Council Hospital, Amalner Dist. Jalgaon, **National Urban Livelihood Mission**, Nagar Palika Amalner. The prime objective of above cited collaboration for students engagement on field work, special campaigns, extension and internship program, was to give insights and capacities bulding of students, teaching and staff members of the college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRAM SAFALYA EDUCATION SOCIETY'S, PANDIT JAWAHARLAL NEHRU COLLEGE OF SOCIAL WORK
Address	Near Deoli Phata, Chopada Road, At Post Amalner Tq. Amalner Dist. Jalgaon
City	Amalner
State	Maharashtra
Pin	425401
Website	www.pjncoswa.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Pandurang Shivram Patil	02587-223043	9890287337	-	prin.amalner@pjncoswa.org
IQAC / CIQA coordinator	Vijaykumar Waghmare	-	9421542229	-	adminiqac@pjncoswa.org

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	24-03-2012	View Document
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near Deoli Phata, Chopada Road, At Post Amalner Tq. Amalner Dist. Jalgaon	Rural	6	718.45

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	BSW,Social Work	36	HSC	English,Marathi	92	92
PG	MSW,Social Work	24	Any Graduate	English,Marathi	145	145
PG Diploma recognised by statutory authority including university	PG Diploma, Social Work	12	Any Admitted Graduate Student	English,Marathi	60	60
PG Diploma recognised by statutory authority including university	PG Diploma, Social Work	12	Any Admitted Graduate Student	English,Marathi	60	60

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				13
Recruited	0	0	0	0	0	0	0	0	7	3	0	10
Yet to Recruit				0				0				3
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				12
Recruited	9	2	0	11
Yet to Recruit				1
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				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	3	0	7
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	58	0	0	0	58
	Female	34	0	0	0	34
	Others	0	0	0	0	0
PG	Male	74	0	0	0	74
	Female	71	0	0	0	71
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	64	0	0	0	64
	Female	55	0	0	0	55
	Others	0	0	0	0	0
Certificate / Awareness	Male	71	0	0	0	71
	Female	47	0	0	0	47
	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	19	17	15	18
	Female	16	15	13	13
	Others	0	0	0	0
ST	Male	35	41	33	26
	Female	18	15	14	14
	Others	0	0	0	0
OBC	Male	61	74	68	76
	Female	53	42	58	79
	Others	0	0	0	0
General	Male	10	6	9	17
	Female	12	7	7	6
	Others	0	0	0	0
Others	Male	16	16	18	13
	Female	12	15	12	11
	Others	0	0	0	0
Total		252	248	247	273

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Being an affiliated college, course structure and the contents (Course curriculum) are designed by the parent university, KBC North Maharashtra University, Jalgaon, which is yet to implement the Multidisciplinary / interdisciplinary approach fully. However, in order to provide the holistic academic growth among the students aligning with the objective of NEP- 2020, Interdisciplinary/ Multi-disciplinary curriculum is being implemented at our College by offering Add-on / Value Added courses to the students which gives freedom to the student to choose their preferred options from the range of programs offered by the institute. Classes for Add-on courses are being conducted at the campus after

	regular course classes so that students of all classes can choose their preferred multi-disciplinary subjects. The social work education is an interdisciplinary faculty, the curriculum is derived from social sciences like Anthropology, Psychology, Sociology, Political science and economy. The basics social work method subjects are built on the foundation of the other social science subjects. One can say that it is interface of various dimensions of humanities. Another functional paradigm at our college enhances multidisciplinary in all its activities.
2. Academic bank of credits (ABC):	The college preparedness in implementation of Academic Bank of Credits solely depends upon the guidelines of the affiliated University. Provisions of Academic bank of Credit proposed in the NEP 2020 is to facilitate multiple entries and exit points in the academic programs. This is an innovative idea to earn and deposit credits through National schemes like SWAYAM, NPTEL, etc. leading to credit transfer and accumulation which will help the students to get the program completed. While more clarity will be visible in the coming months on how the academic bank of credits being proposed in the policy shape up, the Institute welcomes the change, which is to create a framework for the country to take advantage of its demographical dividend. The college could progress towards academic collaboration with various social and academic organizations of repute for professional activities. We developed and implementing need based certificate and Post Graduate Diploma's on various themes which was approved by affiliating university to enhance credits and weightage of students
3. Skill development:	The college is committed to the cause of skill development of our students as articulated in our vision, mission and core values. Practical orientation of social work education in the forms of field work is an integral part of the social work education. It is completely a skill-based component. The fieldwork component is offered as part of the concurrent work. Every student is expected to clock in 15 hours of fieldwork every week. The students are placed in varied social organizations in different settings. They are trained in the skills of working in different settings under the supervision of teaching faculty as well as agency supervisor which is equally trained and experienced professional person. Besides the

field work which provides hands-on experience in learning skills, the syllabus offers some subjects which are skill-based. The students learn skills through workshops or labs developed specifically to meet the objectives of the course. College developed and approved by the affiliating university Value Added existing Courses have vocational orientation, grooming professionals on skill-based domains such as Participatory Rural Appraisal (PRA), Counseling, Health social Work, and PGD Research. The students of these programmes directly enter into professional roles like Medical Social Worker, Community organizer, School and Family Counselor, Project Manager, Disaster Management Professional, Intervention Specialist, Child Development Protection Officer (CDPO), Integrated Child Development Scheme (ICDS) Supervisor, Research Officer, and Welfare Officer. We also have several student support programmes and committees which offer sessions for developing soft and 21st century skills of students. The various student support clubs, Placement and Career Guidance Cell, Student development Committee, Equal Opportunities Cell and NSS Cell. These initiatives of college help students to practice Role Plays, Street Theatre, PRA, Micro-Planning, and Social mobilizations skills. The College has also signed MoUs with organizations like Rotary Club Amalner, Rural Hospital Amalner, Women Counseling Centre (WCC), Family Counseling Centre (FCC), and NGOs and CSR agencies to offer avenues for our students to supplement the sector-specific skills. Various need based extension programs and issue based Special Campaigns organized by the college helps to sensitize various issues among students such as Gender sensitization, sustainable consciousness, inclusiveness, human rights, responsible citizenship, constitutional values, and national integration are the thrust areas in our value inculcation paradigm. We also promote a multicultural ecosystem to nourish national integration and preserve the Indian heritage. All these programs provide students with multiple opportunities to develop life skills: thinking skills, personal and interpersonal skills.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Language is the core part of learning and mother tongue is the pure source of learning. With this connection we offer the opportunity to the students to

	write in regional languages like Marathi. We also incorporate these languages in teaching so that students with difficulties in English language can understand the concepts easily. We offer the question paper in Marathi the state language along with English to help students writing answers in regional language of the state. As the curriculum set by the University for First Year Course of UG and PG both need to participate in one week village camp. We also follow the policy that this camp is organized among the rural and marginalized communities like farmers, labours and tribal's. It allows the learners to internalize indigenous knowledge and value system, which complements the classroom learning. Every year we celebrate international yoga day with the participation of teachers and students. We also promote the practice of yoga throughout the year so that our students imbibe the Indian tradition of meditation and develop harmony with nature. It enables them to synchronize their body and mind and develop their awareness of Indian heritage. National Youth Day is observed in commemoration of Swamy Vivekananda. Shri Ganesh festival the regional festival of Maharashtra is enthusiastically celebrated, and the related competitions and performances are designed to promote cultural harmony and preserve indigenous art forms.
5. Focus on Outcome based education (OBE):	As per the guidelines and instructions of affiliated institute ccollege has adopted revised syllabus with CBCS pattern initially for UG and first year PG. The new syllabus framework was completely focused on outcome based education. The outcome based education / learning goals were spelt out for every subject and the learning framework was designed keeping the outcome based education goals. This helped in making the learning centered on the needs of the learner and envisaging the outcome for the learner in gaining information or skills or experiencing change in their perspective. In our college UG and PG course coordinator organizes course orientation program for first semester batch and introduced to the students at the transaction level during the program. At the beginning of the semester, each faculty member in charge of the course introduces the Course Outcomes (COs) to the students and explains the mode of delivery and assessment.

6. Distance education/online education:	COVID-19 pandemic initiated to use online platforms for education system at rural colleges too. During the COVID-19, online classes were conducted very effectively by all the faculty members by helping the students to study e-contents for all subjects in all semesters. The teaching staff underwent training in learning skills in using the online format of education. A timetable was set and a platform like Google meet and Zoom meet was adopted to give an interface between students situated in different villages and college and teaching staff providing lecture online. Both faculties and students have experienced the online teaching and evaluation process through different platforms. Institute is also preparing to make available all such type of e-content materials prepared by faculty members to all students through online mode to meet the future challenges. The academic requirements of providing the required number of lectures and making them learner centered was a challenge but it was a success due to constant support to each other, proper planning and training of the staff. Online education was providing for both the terms for UG, PG and Value Added courses. Even the whole semester examination is conducted digitally by the parent University till the end of 2021-22 academic years. So, the institution is well prepared in this regard.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution form the ELC -ELC is also important as other initiatives which have been taken by the educational institution for communal harmony and social integration for the national interest. The official's government department visited and oriented to the students and faculty members. Our students and faculties appointed as ambassadors and ELC carries out campaign for electoral registration
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?	Though the institution has the ELC and some of the faculty members and group of students has been coordinating the proper information about the electoral process and the Right to vote among the community people during their fieldwork practicum and extension activity. Besides, the department of field work, Students Development Committee and

	NSS had organized an awareness program for rural population on the "Right to Vote.
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.	Being a social work institution always take the initiative and voluntarily contributions to create awareness about the voters' role and responsibilities as wise citizens. Whenever the district election administration conducts the poll they asked the faculty and students for its awareness campaign and promotion of ethical voting in society. Various Information, Education and Communication (IEC) activities on ELC has been carried out b the students at their respective communities. These IEC activities involves Street Plays, Rallies and FGDs.
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 participated in various awareness activities and involved students for community sensitization about importance of voting as a rights. The faculty member of the college planned activities in the community field work and encourage students for participate in registration of new voters. Most of the faculty and staff members participated in election duties for smooth functioning of election process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The institute celebrate constitute day every year and made awareness among newly admitted students about enrolment as voters. Apart from that, students sensitize on fundamental rights and duties of citizens. The NSS program officer and students development officer gives orientation in which they asked and marked those who enrol as a voter and students those who found not yet registered, guiding them and aware them of the registration process the electoral register office, how to fill out the form etc.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
215	252	258	239	277

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: 11

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

2.2

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

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
63.89	60.64	56.88	61.78	62.89

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:

Response

• Our College is affiliated to the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon (KBC-NMU) and hence follows the curriculum prescribed by the KBC-NMU Jalgaon.

• Before commencement of each academic year, university gives the pathway regarding date of commencement of each semester, end of semester, tentative schedule of examination in the form of university academic calendar.

The academic calendar of the institute, based on the university guidelines is then prepared and given to all the concerned.

• A faculty meeting is then conducted by the Principal to discuss the Academic Calendar, teaching workload distribution, time table.

• The Time table committee follows the given Academic Calendar and teaching workload distribution, prepares the timetable for the class and various courses of the program.

• Accordingly, the students are informed about the Semester Academic Calendar through notice board. Guides are allotted for field work of classes and final year projects as per area and specialization of faculty and students.

• Every faculty prepares the course plan and course file to deliver lectures as per the course syllabus.

• Student's attendance for individual subject is being monitored by faculty and at the end of every month; Principal takes the reviews of attendance, syllabus coverage and planned activities of month.

• Method of continuous internal evaluation/ assessment of the student with respect to assignments, social work practicum and project etc. are adopted by the institute as per guidelines of university.

• University in its syllabus (60:40Patterns) has prescribed the concurrent practice learning (CPL), study tour, observation and exposure visits and village camp in the semester.

• University theory examinations are conducted as per university norms and after the declaration of university results, result analysis is made and documented.

• The system of feedback from the all stakeholders is also undertaken by the Institute, which is further

conveyed to higher authorities for corrective actions.

• The academic schedule prescribed is strictly adhered by all the

faculties and monitored by Principal.

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: 03

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

Other Upload Files	
1	[View Document](#)

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

Response: 68.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
167	154	166	180	180

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 curriculum and practice of Professional social work deals with society and its cross-cutting issues. The institute focused and integrates issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. The institute runs certificate courses in Human Values and their Laws.

The college takes concrete efforts to provide possible additional inputs in order to sensitize the students on the issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability. These include invited lectures, seminars, workshops, and conferences; interaction with the alumni, practitioners, and field experts; and other components like value education and all club activities aimed at ensuring biodiversity, better environment management, and women's welfare.

Environment and Sustainability - To create awareness about environmental challenges amongst students and impart fundamental knowledge about the environment in curriculum

Some subjects or topics which are included in the syllabus such as in the BSW program students deal with professional social work ethics and values, in MSW II year Women's situation in India, gender issues, disaster management and issues with the environment and throughout the syllabus. Besides this, as a part of the syllabus, BSW /MSW final years students prepare the research dissertation which is mostly based on current social issues like domestic violence, gender inequality, and the impact of the environment. Besides, the institution runs a certificate course on Human Rights.

Gender - Several programs are conducted for women and girls students such as the organization of folk dance, and competitions at the college's Annual day function. The Yuvati Sabha woman Cell and Students Development Committee organize programs on Woman Empowerment, Laws for Women, and Women's Day. The N.S.S. unit of our college has been very proactive in conducting different extension activities.

Environment and Sustainability - N.S.S. promotes environmental protection through tree plantation and other sustainable development programs. Every year, the N.S.S. unit undertakes a host of activities in the

nearby villages during the camps organizes various environment-related programs including tree plantation, village cleanliness, cleaning of gutters, plastic-free drive, various activities like quiz and poster competitions, invited talks organized to create awareness about nature, biodiversity, environment and sustainability. To create awareness about environmental challenges amongst students and impart fundamental knowledge about the environment, the subject 'Environmental Studies' is introduced in the curriculum

Human Values and Professional Ethics - To create a scientific approach and social awareness among the students, lecturers and quizzes, essays, etc. are by NSS and other NGOs or, govt. bodies. The college takes efforts to integrate ethical and human values through extra-curricular activities also. Guest lectures on value education have been organized for students.

For effective development of Human Values and Professional Ethics, the subject 'Corporate Social Responsibility', 'Professional Development for Social Work', 'Human Resource Management', 'Human Resource Development', and 'Applications of Social Work Skills' are introduced in the M.S.W course curriculum .

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: 100

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

Response: 215

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](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 97.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	121	99	124	129

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

2021-22	2020-21	2019-20	2018-19	2017-18
111	121	104	124	129

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: 46.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	47	39	48	51

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	103	78	105	112

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: 21.5

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:

From the academic year 2022-23 KBC NMU Jalgaon has implementing CBCS curriculum for all UG and PG courses. These CBCS provides more learning opportunities to the students. In this connection college has always focused on the student-centric method along with the traditional method and somehow flexibility took place according to students' educational background, grasping ability and needs and present knowledge. Therefore students' active participation enriches various

academic and co-curricular activities within the classroom as well as fieldwork practicum.

Experiential learning: The college has developed specialized learning opportunities to the admitted students through using PRA MLP tools in village camp. The practical learning exposure PRA and Micro-Level Planning facilitated hands-on field experiments, and internships facilitate comprehension and assimilation of concepts, besides entrepreneurial trainings which help students to become 'job creators' rather than 'job seekers.' The skill enhancement courses (SEC) in different subjects provide hands-on experience to fortify their skills.

In this regard, the institution collaborates with 28 organizations for BSW and 21 for MSW concurrent fieldwork programs; such as schools, NGOs, Govt. Hospital, Family Counseling Centers, Rural Hospital, Family Grampanchayat, ICDS, NRHM, NRLUM and projects of voluntary organizations. Besides this under the experimental learning study tour, village camp, and block placement are included.

Participative learning: Various programs like workshops, seminars, group research dissertations, skill laboratories, peer teaching, and exchange of the student with other institutions. Group discussions are organized for the students where they get an opportunity to get knowledge directly from the guest resource person in the respective fields. Classroom seminars, debates, presentations by students, brainstorming activities, creating mind maps, and role play, facilitate participative learning. As a part of the regular teaching-learning process. The departments organize workshops and training programs for students by inviting subject experts, practitioners, and activists from different organizations.

Problem-solving methodologies: Students are given regularly class tests; assignments, internal examinations, projects/dissertations as well as fieldwork based on these faculty members took individual and group counseling sessions, and Class and home assignments conducted to solve their doubts and problems. Assignments are designed to promote a holistic understanding of concepts taught in theory along with their practical applications.

Enhancing learning experiences using ICT tools: Tools used in classroom teaching-learning processes. Independent learning among the students through participatory and student-centric teaching-learning practices through the online/offline mode. AV (Audio-Visual) materials like e-resources and videos are used through a digital platform. Learning receives an impetus by using ICT, library resources, and LED Screen classrooms. Every faculty as per the given situation adopts traditional and some innovative methods for teaching, which help the students to understand the subject thoroughly.

Positive and Problem Solving Perspective - Exposure visits, project visits and project-based learning complement classroom learning with real-life, firsthand experiences. The college magazine provides learning opportunities as authors and student editors.

Aptitude Skill training helps students to acquire problem-centric learning experience. Placement cell make awareness among students about job environment as well requirements and gives free coaching for and guidance on recruitment examinations.

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: 80

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	13	13

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: 9.62

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

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

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 awareded 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 institute has devised an efficient mechanism to deal with examination-related issues which are transparent in the pattern and conduction of CIE and rectification of grievances is within time bound. The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals and semester-end examinations. The institution has a well-settled mechanism to deal with the internal and external assessment for theory and concurrent fieldwork practicum.

Internal Assessment- Institution has an Assessment committee held by senior faculty members, at the beginning of the semester faculty members inform the students about various components of the assessment process during the semester that are class tests, assignment writing, viva-voce for each subject on offline mode but according to the situation, as during COVID-19 pandemic all types of assessment done through the online mode using the different digital platform. The examination committee shares the timetable through the class wise, Whats' App group and students' email, besides the question paper (MCQs) shares a Google Form with the students on their email.

The schedule and the details for the examination are displayed and conveyed to the students well in advance by the Continuous Internal Evaluation (CIE) committee. After the evaluation assignments, copies share with the students and results are displayed on a notice board. For internal viva-voce, the panel of internal examiners including the class In -charge, fieldwork supervisor and the subject faculty are appointed. All these assessments are done within the time frame according to the academic calendar. Besides this student's, overall evaluation through extra curriculum and extension activities done by NSS and Deptt. of Continuous Learning and based on that students can get credit marks which are displayed in their results. After the assessment feedback is taken and guided as per the need of the students for their better understanding and progress.

Grievances related to internal assessment are resolved by Examination Grievance Committee within the timeframe and opportunities are given to the students who failed to attend the examination.

University-level assessment- The institution executes all the assessments and examinations as per the norms and schedule of the university. All norms and schedules of theory and practical examination are being communicated to the students well in advance. If the university appointed the institute as an examination centre institution appointed a senior faculty member as a COE, who takes all the responsibilities to conduct the examinations according to the university norms and other faculty members cooperate for the smooth functioning of the examination. As the results declared the window for application to get a photocopy of the answer sheet, for this administration of the institution guide the students, along with this examination grievance related issues also tackled and forwarded to the University for Further Required Actions. Issues such as question papers like out-of-syllabus, repeated questions, the improper split of marks, marks missed, and wrong question numbers during semester exams are addressed to the Principal in turn he/she proceeds the same to the university immediately.

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:

Yes, the institution shared and displayed Pos & Cos through the college website on the following link -

Notice board is discussed with students at the beginning of the sessions and each faculty member introduced their subject-wise outcomes also.

The process of understanding and sharing all these outcomes appropriately takes place and enhances the quality of teaching learning fieldwork practicum and extension activities.

In addition, the college IQAC supports various departments to host syllabus revision sessions at the college level and attend the syllabus revision workshops proposed by the university.

Syllabus Revision is accomplished based on feedback from stakeholders (subject experts, alumnae, industry and parents). The institution provides insights and proper perspective to the teachers about the scope of all the courses and their outcomes. The college evaluates through the student-teacher feedback for the attainment of program outcomes and course outcomes by structured as well as innovative, additional, student-centered methods.

Under the structured system, syllabi are taught and evaluations at various levels are conducted and evaluations are made based on POs and COs. Furthermore, the participation of students in various extension, outreach activities, workshops, competitions, conferences and research

presentations within and outside the college is appreciated and acknowledged.

The students also benefit largely from the various GOs & NGOs, Industrial visits, Internships and extension programs planned, organized and coordinated by both the college as well as University. The extension program is conducted in various settings like urban, semi-urban, rural and tribal through the presence of NSS as well as other departments. Participation in social programs such as different camps, street play, rallies, campaigns and workshops involving the general public, the students are observed and checked for their sensitivity and social awareness.

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:

Evaluation of Attainment of Programme Outcomes and Course Outcomes Attainment of program outcomes and course outcomes are the mirror image of the graduate attributes being attained by the learners. Acquiring the properties as enunciated in graduate attributes is a constant evolving process, which requires continuous monitoring and corrective remedial measures.

We have adopted a "learner-centric approach" and evaluate students' knowledge acquisition, skill development and employment readiness.

The attainment levels of the course outcomes are measured by the concerned course handling faculty member through various assessment methods. Being an affiliated college of Himachal Pradesh University, student's academic performance is evaluated through 70% of total marks in term end University Examinations and 30% marks at college level comprehensive continuous internal evaluation. The assessment of the attainment of course outcomes is supplemented by the comprehensive continuous internal evaluation system which includes assignments given to students, ICT enabled seminars and presentations, individual/ group projects followed by viva voce on the project completed.

Apart from this the course outcomes are also evaluated in the term end theory and practical examinations. The IQAC reviews POs and COs on a regular basis through documents of assessment of attainment of program & course outcomes and lesson plans submitted by each faculty member. The focus of the POs and COs have been maintained even when the classes have transited to the online mode in the pandemic time.

Measurement of Program Specific Outcome Attainment -

Programme Specific Attainment is measured as an average of Course Outcome Attainment of all the courses (Percentage of Students scoring? 60 Marks) in that specific programme which include all

the students who are enrolled in a particular course irrespective of their main core subject. The detailed methodology and format are given in annexure.

Measurement of Programme Outcome Attainment –

The Programme outcome attainment is measured in respect of all the students of a programme on the basis of their final CGPA (Cumulative Grade Point Average) score at the time of passing the programme. The programme outcome attainment is determined by the percentage of student scoring CGPA

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: 87.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	85	110	98	104

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

2021-22	2020-21	2019-20	2018-19	2017-18
116	88	121	112	112

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: 3.6

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)**

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

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

3.2 Innovation Ecosystem

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

Response:

"An innovative approach to investigate intrapersonal violence for public health promotion"

Researcher –

1. **Dr. Pandurang Shivram Patil – SSES P. J. N. College of Social Work Amalner.**
2. **Dr. Jagdish Sonawane – P. J. N. College of Social Work Amalner.**

Summary - The present invention: Interpersonal violence has been recognized as an issue that has to be addressed from a public health perspective due to the fact that it is a leading cause of both physical harm and murder. Interpersonal violence has been found to have a significant role in the genesis of mental illness, chronic disease, and even infectious illnesses like HIV/AIDS, according to the evidence.

Unfortunately, public health officials, policy makers, and the general public continue to have 15 a difficult time seeing such far-reaching implications in their entirety. The victims of violence seldom come into touch with government or service organization, and many of the health and social

implications may not become apparent until years after being exposed to it. Violence is often concealed.

An increased knowledge of these effects is currently leading to efforts that may decrease the immense cost that violence has on both health and society. Contemplated that these variations, changes, additions, and improvements fall within the invention

We Claim: 1. Interventions in public health are conducted with the intention of preventing acts of violence. It is possible for multiple types of violent crime to be reduced simultaneously if prevention efforts target the common underlying risk factors. These kinds of efforts 5 include two distinct categories of interventions:

2. The first category focuses on eliminating well-defined risk factors and protective variables (such as increasing support for parents, decreasing the availability of alcohol and the misuse of it, and cutting down on access to potentially fatal methods) among well-defined target groups, such as teenagers.

  3. The second category includes policies and programmes that target the social factors that contribute to violent behavior. This category includes initiatives to enhance the quality of day-to-day living and to encourage a more fair allocation of power, wealth, and 15 resources.

4. As is the case with automobile safety, the solutions will be incremental and will require multispectral collaboration among policy makers working in criminal justice, public health, education, and other fields.

This can be achieved by pursuing the objective of affecting the strategy and regulating setting of brutality as much as individual way of behaving.

They are:

• Strength of affiliation connecting speculative reason and result (as surveyed,

e.g., by the size of relative dangers)

• Consistency of discoveries, e.g., by various specialists in various settings

• Particularity - the association of explicit, thin causes to explicit results

• Fleeting succession — the need of cause going before result

• Portion reaction relationship

Believability regarding current information

• Rationality - like credibility, the fit with other contemporary information

• **Explore - offering the most grounded help**

• **Relationship - the similarity of proposed**

? Causality with causality in similar phenomena

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: 58

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	04	20	21	07

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: 2.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	07	04	09	03

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

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	02	01	06

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:

Our college organized various extension activities with the active involvement of teachers and students to inculcate the awareness and responsibilities among the students. The extension activities form an integral part of the curriculum. A number of extension activities conducted in the college-campus, nearby localities, slum areas and villages adopted by the college, NGO projects have earned appreciation for the volunteers; brought a positive change in the work areas and sensitized the students deeply about social issues. The common social issues i.e. International Yoga Day, Tree Plantation, Voters Awareness Rally, Swachh Bharat Abhiyan Campaign, Polio Awareness Program, Social Equity Week, Girls Security Program, Road Safety Program, Corona Vaccination and Safety Awareness Programme, Ani-superstition awareness program and awareness rallies on social and health issues. Students are encouraged to develop a social mind-set for the betterment of society and social harmony.

Some major extension activities are as follows:-

Awareness Programs: Various academic and extracurricular committees of the college take initiatives to organize awareness programs like Aids Awareness Program, Environment Day, Swachh Bharat Mission, Pulse Polio, Beti Bachao Andolan, Gender sensitization, celebration social events and plantation Programs, Voter Awareness Day. Such awareness programs organized by NSS unit, Field work, Students Development and Cultural committees of the college.

Visit to Social Projects and Agencies: At the beginning of every academic year, college organized exposure visits of admitted students along with faculty members to various social projects and agencies working innovatively on various social issues.

Plastic Ban Campaign: Plastic is the greatest threat to environment, therefore, a campaign to eradicate plastic and plastic ban was organized to make the students aware and to spread this message to the society.

Work during COVID-19 Pandemic: During the COVID-19 pandemic situation, student's volunteer of the college placed their native places for field work. Under the guidance and supervision of faculty members students did awareness and relief activities in their respective community. During the two years of COVID-19 pandemic students engaged with their community for food kit distribution, sanitizer and mask distribution and awareness program.

Social Harmony Week: Every year, a Social Harmony Week is observed from 10th April to 14th April. On this occasion, various social workers were invited to speak on different aspects of social harmony and role of social reformers in shaping harmonious society.

Our College takes pragmatic steps for sensitizing the same over various social issues through co-curricular & extracurricular activities under extension as;

1.Tree plantation program

2. Rally for Social Awareness

3.Skits on Social Problems

4.Placement in the Rural Community

5.Voting awareness campaign

6. Indian Constitution awareness

7. Gender sensitization program

8. Rallies on Health and Nutrition Awareness

 . The activities conducted lead to imbibing the values of social responsibility such as:

1. To help people in need and distress

2. To understand and share the need of underprivileged children

3. To promote cleanliness in all spans of life and common places, slum areas.

4. To acquire social values and a deep interest in environmental-related issues.

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:

Our College has been received the following awards and recognitions by Govt. and recognized Bodies.

Awards Recognitions -

1. **Yuvarang – Kavyatri Bahinabai Chaudhari North Maharashtra University Jalgaon Our College Received Awards of PATHSANCHALAN in Second RankYouth Festival Award 2016**

1. **Pani Foundation – Our College Received Pani Foundation Award Satya Mev Jayte Competition of "Water Cup 2018"**

1. **Rotary Club - Certificate of appreciation awarded for Collaboration of various Social Activities   such as Cloths Bank, Vaccination Camp, and Educational School Equipments.**

1. **Aadhar Bahudheshiy Sansth - Certificate of appreciation awarded for Collaboration for hand**

holding in women's, child and health center activities.

1. **Rastravikas Agro agency Sansth- Certificate of appreciation awarded for hand holding in conducting water literacy campaign and other water shield activity**

1. **Yuva kalyan Pratisthan - Certificate of appreciation awarded for Capacity building of our students on oratory skill training**

- **Faculty members awards Recognitions**

Dr. Jagdish Shankar Sonawane –

1. **International Foundation for residents researcher an Academicians Govt. License no. 128484 Proudly Presented to Dr. Jagdish Shankar Sonawane Research Excellence Award 2022 for his outstanding research on social work by International Foundation for the Radiant Researchers and Academicians (IFRRA)**

1. **Pani Foundation Award Satya Mev Jayte Competition of Water Cup award 2018**

1. **National Human Rights Protection Council Forum (NHRPC) Delhi Maharashtra Vidya Ratna Awards received by our Six Faculties members received**

1. **Dr. P. S. Patil**
2. **Dr. Jagdish S. Sonawane**
3. **Prof. D. R. Dhage**
4. **Dr. Sweta V. Vaidya**
5. **Dr. Anita M. Khedkar**
6. **Dr. Asmita D. Sarviya**

1. **NIRD Hyderabad Govt. of India Recognized as Master Trainer and District Collector Jalgaon Land Acquisition Committee Member - Dr. B.D. Khandagle**

- **Members of Professional Bodies**

1. **NAPSWI - National Association of professional Social Worker in India New Delhi Institutional membership and life membership of the faculty members**

1. **MASWE – Maharashtra Association of Social work Educators life membership of the faculty members**

 3. **International Foundation for the Radiant Researchers and Academicians (IFRRA) – Dr. Jagdish Shankar Sonawane**

1. **The Indian Society of Criminology Chennai. Life**

   Membership of Two Faculty Members

Dr. P. S. Patil   and Prof. V. B. Waghmare

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: 24

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	00	08	02	04

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: 11

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 college is 5 km away from the Amalner town and surrounded with natural lush green environment which boost the learning of students. The college possesses a required infrastructure according to the intake capacity well built and duly facilitated classrooms, computing equipment, a staff common room, a Conference Hall, Classrooms with Wi-Fi with LED in 5 classrooms, reading room and a girl's common room with attached washroom for the girl students and the physically challenged students (Divyang) and parking shed. The classrooms, staffrooms, seminar halls and offices are cleaned and maintained regularly by the staff assigned as par. Cleaning facilities such as washrooms and restrooms are well maintained.

College have Following facilities

Classrooms –

The college has well digital classrooms to conduct regular classes. To ensure its optimal utilization, besides the classrooms are used for conducting Remedial Coaching, Certificate Courses, Annual and semester examinations; Mentoring sessions, and the conference hall for workshops, seminars, students activities, indoor competitions, Parent-Teacher Meet, Alumni Meet, Book Exhibitions, Poster Presentation etc.

Adequate staff is employed to maintain the campus's hygiene, cleanliness and infrastructure to provide a congenial learning environment. The college campus is built with the perception of a green and eco-friendly ambience for the student. Support and safety facilities fire extinguishers, CCTVs at key locations are available.

Computer lab with ICT Facilities –

College has ICT facilities to promote students for blended learning. The institution's computer lab is well equipped with a sufficient number of computers and 50 MBPS Wi-Fi connectivity. Instant accessibility to knowledge is provided through Wi-Fi and LAN.

Facilities for Sports and Gymkhana –

The college does not have fulltime post of Sport Director, but the charge of this workload given to other faculty to coordinate sports and gymkhana activities. The college has spacious playground

with 400 Mtr. running track and other sport facilities for various outdoor games like Volley ball, Kabbadi etc. .

Yoga and meditation-

The college has green landscaping with trees and plants. The college has basic amenities for Yoga practice and we conducted yoga and meditation session on the occasion of International Yoga Day every year.

Cultural Activities –

The college has organizes various cultural activities as per dates proposed in Academic Calendar. It provides the platform for students to show their talent in on-stage activities like Dance, Singing, street plays, folk arts, group singing and dance Show etc. during Annual Cultural day. This college promotes the students to participate in Intercollegiate, Intercollegiate, University, State and National level cultural competition every year.

Library -

Well-developed library, automated with software, with collection of books, journals, magazines, E-books etc. as per university norms. The college has Library Advisory Committee, which assist for well functioning of the library services. The Library has a reading facility for students and all staff with reading resources with reference books, and a textbook about the syllabus and competitive exams.

The college librarian conduct library orientation program at the beginning of every academic year for newly admitted students and oriented about the library facilities, rules, and resources.

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

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

Response: 2.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.52	0.00	1.51	5.57	1.03

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:

This College has a good library having books related to social work and allied subjects. The basic books on social work are still our valued treasure as most of these books are not available in the open market now days.

The books are available in three languages viz. English, Hindi and Marathi to cater to the needs of all our students. The library has got a collection of encyclopedias, Volumes and back volumes of periodicals, magazines, and journals which is seldom found in social work colleges. Besides we make available to the students national and international journals pertaining to their subjects and fields. Dailies, local and national in all three languages are subscribed to keep the students are up-to-date with the happenings around.

We follow the Library Manager Pollen Grain Software Solution, Nashik to maintain the books and rare books are kept in the reserve. During the academic year number of books, journals and E-Books, E- journals, INFLIBNET E-database and data base of soft materials of success stories. The research dissertations prepared by our UG and PG Students which is a part of curriculum kept in library hard copies with soft version.

Library Programs implemented during the year

Particulars of Activities / Programs	Remarks	
* Library orientation programme for students		
*Displaying newspaper clippings on the notice board periodically		
* Career /employment information service		
* Suggestion box and timely response		
* Compiling question paper of University and college exams for students and staff.		
* Establishing linkage with other neighbouring Library		
* Book exhibition		

* Automation of Library services		
* Functional library advisory committee		
* Enrichment of the collection of print and digital format material		
* Computer and internet facility		
* Generator facility service		
* Extended working hours during exam period		
* N list - UGC INFLIBNET		
* Maintain of library area		

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:

Institute has provided open access Wi-Fi facility on the campus for the students as well as faculty members. Internet facility is also available at computer lab, library and office. We are upgrading IT infrastructure day to day. Faculty members are using the above technologies according to the need of syllabus and requirements of the students. The college upgraded its IT facilities including Wi-Fi as per the needs and requirements during the last five years.

The college has upgraded its internet connection bandwidth from 40 MBPS to 50 Mbps with a campus Wi-Fi facility. The college has updated its IT facilities with LED TVs in classrooms and increased the number of computers, printers, scanners, smart boards, interactive LCD projectors, Photocopy machines, online admission process, dynamic website, and software. The teaching and learning process is enhanced by incorporating ICT tools and e-resources. INFLIBNET is an online international and national journal exclusively made available to learners to enhance learning capabilities. The 5 classrooms have LED and 1 moveable LCD Projector with an output device and a Wi-Fi connection for internet access during lectures. The computer is formatted on regular basis. The college itself formats the computer without any fees and with the help of a computer operator. Anti-virus is regularly installed on the computer. All computer has anti-virus Wi-Fi connectivity is available in the Principal chamber, Office-room.

The college has used different social media software like What are App groups for different purposes which keeps them aware and updated regarding different activities of different wings of the institution. Besides, a What's App group for the teachers and alumni of the institution is created where the advertisements & the information regarding placement opportunity is regularly updated, to create awareness regarding the same among the students

Every faculty as per the given situation adopts innovative teaching methods that help the students understand the subject thoroughly. Some innovative approaches include the use of ICT, the Use of Case studies, Display and use of models and charts prepared by students. Debates, role-playing, skits, PPTs and workshops. Infrastructural and ICT facilities are provided by the institution. A sufficient number of books, journals and E-resources are made available in the library. Internet and Wi-Fi facility is available for students and staff. Classrooms with LED screens, Seminars, workshops, skill labs and conferences are regularly organized on relevant contemporary issues by inviting experts from respective fields. This helps in fostering global competencies and promoting of use of modern technology. The students acquire various skills such as soft skills, professional skills, intervention skills, life skills, personal skills etc.

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: 35.83

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

Response: 6

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

4.4 Maintenance of Campus Infrastructure

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

Response: 22.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
11.42	7.0	13.26	18.78	17.84

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: 49.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
89	114	160	214	34

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: D. 1 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](#)
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: 22.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	32	100	48	70

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: 26.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	33	23	15	24

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	85	110	98	104

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: 1.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	01	00	00

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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	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: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	03	02	03

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:

Alumni association is not officially registered in this college due to some reasons but there is continuously meetings and programs conducted by the association for the benefits of admitted students. The college ropes in alumni through various strategic initiatives such as placements of students, expert talks, mentoring, guidance and support to organize workshops and seminars. Alumni of the institute have indomitable faith on their faculties which is our success factor.

1. **Career Guidance and Placement Services** - Alumni members who are holding good positions conduct career guidance programmes and offers placement services for the students to achieve their career goals. They also help in the placement of the students. Alumni also counsel the students about future prospects in various fields of employment and further growth. They provide career-related advice to the students. Alumni remain an integral part of the Institution.

2. **Guest Lectures -** The alumni are invited to various functions as the chief speaker or guest in various activities. This initiative and practice has developed special bonding between alumni and our students. Distinguished alumni act as key resource persons for college seminars, conferences and other important events. They constantly support our students and guide them, be it for further studies or career counseling. Alumni who have cleared Competitive examinations (NET, SET, and MPSC/ UPSC) are invited to give motivational lectures to inspire and enhance confidence among the students.

3. **Curriculum Feedback** - The Alumni members register their feedback on curriculum through online feedback form. Feedback from alumni is a valuable source of suggestions for making improvements to the institution's infrastructure and services.

 4. **Representation on various Committees** - The institution gives high regard to the suggestions of alumni and utilizes their services for the development of the institution in all the possible ways. The institution has included alumni in academic and administrative bodies such as Internal Quality Assurance Cell (IQAC) and College Development Committee (CDC).

5. **Annual Alumni Meeting** - Alumni is organized every year in the college with great pomp and glory, creating a close bond between the alumni and the current admitted students. Through this meeting, Alumni and current students get to know each other and develop future association and cooperation to nurture and sustain old bonding. Alumni association organizes alumni meets to reunite with their classmates, faculty members, and management, revitalize their memories and share professional experiences with the prospective graduates.

6. **Facilitator for Academic Exposure-** Pass out students of the college working in various sectors and they take initiatives to support various academic activities of the college such as organization of Exposure Visits, Facilitate in PRA Micro-Planning camp, Study tour, Block Placement and Extension activities organized by the college.

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:

This college has to be implemented New Education Policy (NEP) as per direction, guidelines of university and government. Our institutional prepared & implement the NEP along with democratic, decentralized and participative governance. The Leadership of Management, CDC, Principal, IQAC, alumni, students, and the faculty play a vital role in the designing and implementation of its quality and policies in teaching, learning, research and extension activities through collaboration and participative governance. Faculty members and students have proper representation on various bodies and committees of the institution.

College Development Committee (C.D.C.) - Committee consists of a democratic representative of management, teaching, non-teaching, students and stakeholders who monitor the overall development of the college.

 In-charge Principal - The ICPrincipal is the head of the college, which looks after the day-to-day activities including the monitoring of teaching, non-teaching and student progression and also the overall development of the institution. The principal being the chairman of IQAC helps in planning, implementing and monitoring the quality parameters for the activities of the college.

Internal Quality Assurance Cell (IQAC) - Cell consists of Teaching and Non-Teaching members as well as students who look after the overall development of the institution. The IQAC is a link between the Management, the Principal & the Staff, Students, Alumni & other stakeholders of the institution.

The Faculty - Teaching is student-centric concentrating upon the all-round development of the students including academic, extracurricular, and co-curricular activities, sports, job placement field work etc. The faculty and students' representation in co-curricular and extracurricular committees is an indication of participatory management for planning, implementing and monitoring the activities of the college. Faculty plans and designs teaching plan and prepare an academic calendar.

Student level - Students are empowered to play an active role as a coordinator of the student's welfare committee, co-curricular, extra-curricular and NSS activities.

1. Strategic Level: The principal, academics and staff members are involved in defining the policies/ procedures, framing guidelines and rules/regulations about admission, placement, discipline, grievances, counseling, training development, and library services, etc. and effectively implementing the same to ensure smooth and systematic functioning of the institute. For the various programs to be conducted staff members have meetings, discuss, share their opinion and plan for the event and form various committees involving students.

2. Operational Level: The principal of the institution is responsible for the academic and non-academic activities of the institution. On the behalf of the institute, she interacts with the University. All the staff members actively participate in implementing the policies, procedures, and framework designed by the management to maintain and activate the quality standard.

Role of Management: The management support and encourages all the staff in all the activities designed by the college. The members of management, as representatives in the IQAC which is a planning, implementing and monitoring body, help in planning and making a decision on behalf of the management. The principal, the executive head of the Institution, executes the orders, circulars and notices received from UGC, State Government and affiliating Universities.

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 College undertakes multidimensional strategic planning that is reflected in its teaching, learning, infrastructure development plans, students and administrative development. An elaborate strategic plan providing the roadmap to holistic development of the students has been articulated. The plans and their execution are carried out keeping in mind the vision and the mission of the college.

Academic and Administrative Committees - The college has formed various committees and appointed separate coordinator for each committee for smooth and well planned functioning of academic and administrative work. These committees were, Field Work Committee, Research Committee, Students Development Committee, NSS Committee, Examination Committee, Placement and Career Guidance Cell, Grievance and Anti-Ranging Committee, Library Advisory Committee.

Every year at the beginning of academic year, these committees submit their annual planning and according to that all teaching and other activities conducted under the guidance of IQAC. The smooth function of the institution, these committees are playing a vital role in the overall development of the institute. The important decision-making bodies in the college are the IQAC, College Development Committee (CDC).

College Development Committee (CDC) -

The CDC members of the college meet two or three times in a year to

discuss and deliberate upon the institutional requirements and unanimously take crucial decisions for the betterment of the organization. As CDC comprise Management representatives, the Principal, the representatives of teaching and administrative staff, the IQAC Coordinator and various other stakeholders. This committee is the best and ideal example of participative management and decentralization of the academic governance. Internal Quality Assurance Cell (IQAC) – IQAC is taking initiatives for quality academic activities. In the pursuance of quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college has established the Internal Quality /IQAC has become valuable in suggesting several quality improvement measures in the college. It plays a catalytic role in the quality improvement of the college.

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](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has performance appraisal system, effective welfare measures for teaching and

non-teaching staff and avenues for career development/progression

Response:

The college takes care of the welfare of teaching and non-teaching and time to time. Faculties and admin staff of the college permitted to attend the different professional development programs such as Faculty Development Programs (FDPs), Refresher Courses, Orientation Program, Training Programs and other academic programs to improve their teaching and learning skills so that they can able to provide a quality education through advanced pedagogy.

The College has promotes all types of welfare measures i.e. promotion of CAS and yearly increments, for Non-Teaching, the institution promotes and allows them to attend administrative seminars, conferences and workshops to improve their administrative skill and knowledge.. The college has provides them with all types of technological assets with the necessary equipment.

Performance Appraisal based on Confidential Report:

Every year the teaching and non-teaching staff has to submit a confidential report. The teaching staff CR (confidential report) is to be submitted to the respective head of the department, who puts in her remarks and forwards them to the Principal. The CR of non-teaching staff is to be submitted to the Principal of the college. This report is a brief assessment of the yearly performance of the concerned staff.

Performance Appraisal of Teaching Staff based on PBAS:

The institution follows the performance appraisal system laid down by the UGC and implemented by the KBC NMU Jalgaon in the form of a "Performance Based Assessment System".

API scores are compounded prospectively as and when the teachers become eligible for CAS promotion to the next cadre with the multiplication factor of years of service required to apply for CAS promotion. The teacher who wishes to be considered for promotion under CAS has to submit in writing to the Principal three months in advance of the due date, that she fulfils all qualifications under CAS and submit to the Principal the PBAS pro-forma as evolved by the Nagpur University duly supported by all credentials as per the API guidelines set out in the circular. The IQAC scrutinizes and confirms the API scores of the teachers. The Selection Committee specifications as per the Circular apply to all Career Advancement promotions of Assistant Professor to Associate Professor and to that Associate Professor to Professor. The selection procedures are completed on the day of the selection committee meeting, along with PBAS scoring pro-forma and recommendations made based on merit and duly signed by all members of the selection committee.

Performance Appraisal of Non-teaching Staff:

The institution has a performance appraisal system for non-teaching staff which is channelized through the confidential report.

Performance Appraisal on Students Feedback:

Teachers' feedback is done by students; the IQAC introduced the student feedback system as per the NAAC guidelines on institutional parameters. The students continuously assess teachers and reflect their opinions in the feedback forms. The feedback is compiled, analyzed and communicated to the teacher.

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: 32.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	00	04	06	04

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

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

Response: 15.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	08	02	00	05

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

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

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:

This college affiliated to KBC North Maharashtra University, Jalgaon and receives grants from the department of social justice, govt. of Maharashtra. Accordingly, the grant received by the college is bifurcated under salary & non-salary grants. The salary grant so received is used for the salary of the employees as per the rules prescribed by the government.

All the important expenses of the college are met through the Fees collected. The important activities of the institution like infrastructure development, maintenance of the college, conducting routine activities of the college, etc. are met through the Fees collected. Besides, these activities of the college are supported by a non-salary grant. The tangible and non tangible expenses of the college are met through the non-salary grant. Thus, the college receives respective grants and they are utilized accordingly for the sustenance of the college on day to day basis.

The college carefully prepares a strategy for the mobilization of funds which are received from different sources. For using this fund IQAC and CDC prepared the plan according to institutional academic and administrative needs. As the different departments of the institution whenever needed requisite to the IQAC and CDC as per their demands and the need proposal is prepared by IQAC and sent to CDC. The institution conducts the financial audit for both. IQAC and another department of the institution provide their needs and demand financial support to develop the institution and internal audit done with LMC and external audit done by C.A. every financial year. The documents and records are maintained systematically and are well organized for verification and audit. Related documents such as maintained i.e., (Vouchers, Invoices, and Bills) for the process regularly these documents are maintained. The accounts of the institution are maintained by the admin staff. The accounts are bifurcated into salary and non-salary grants. The annual budget of the income and expenses is formulated. Accordingly, the expenses are managed throughout the year.

The money is spent on all the liabilities and necessities of the institution. The entries regarding all the expenses made on the different aspects of the college are cautiously mentioned in the accounts and the calculation of the same is maintained. At the end of the year, the audit of the accounts is done. The financial entries are done on regular basis. At the end of the financial year, accounts are assessed and any error, if found, is rectified.

The audit of the college is done by the Chartered Accountant. The accountant audits the accounts internally and the same is verified by the Charted Accountant. There had been no audit objection raised so far. This is because complete transparency is observed and there is no scope for any form of discrepancy.

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 CDC and IQAC is the main pillars of college who boost the energy of quality initiatives and they not only focuses on the implementation of the goals set by NAAC try to attempt to promote a culture based on excellence and quality in different fields of work. College has taken initiatives to undertake the process of quality sustenance; various thematic action plans are functionalized.

The IQAC of college has plans and organizes different thematic conferences, workshops and seminars as well need based employability development workshops. Apart from that, faculties are promoted to publish qualitative research work and attend conferences, workshops and seminars to refresh their ideas and knowledge.

The IQAC promotes the various committees to organize annual meetings of the stakeholders like Alumni, Parents, Students, Government Organizations and Non- Government Organization. These meetings aim to share the achievement of the institution and to invite their valuable input for the development. The IQAC submits the Annual Quality Assurance Reports depicting the exhaustive presentation of the different developmental activities according to the prescribed format by NAAC.

IQAC focus on;

1. IQAC works to organize various capacities building program for staff and employability development skills for students.

2. To facilitate the initiatives / activities such as value added courses, extension activities, special campaigns and projects on social issues. Adoption of villages, expand the collaborative and extension services for institutional as well as student development. Institutions take care of the communication skills of teachers and students.

3. To develop and implement the Certificate and PGD Career Oriented Courses under 181.

4. Institution tries its best to stronger career guidance and counseling cell with alumni support.

5. IQAC promotes opportunity in the field of research and publication by organizing academic programs.

6. Strengthen Research Culture in the College not only faculties and students through the organizing orientation and workshops.

7. IQAC has organized a workshop for the students. The college has established Placement and Career Guidance Cell to promote mentoring and counseling on career.

8. IQAC has taken initiatives for collaborative / extension / outreach activities and make MoU with the different GOs and NGOs.

9. The college reviews its teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC.

Following are two examples of institutional reviews and implementation of teaching-learning reforms facilitated by IQAC

10. Review of Lectures and Assignments and promotion of ICT in Teaching-Learning:

11. Post accreditation quality initiatives through IQAC, on the recommendation of IQAC, classrooms, library and campus made connective with Wi-fi.

12. Water Harvesting Project, Compost Khat, and alternate energy sources has been installed.

The IQAC plays a vital role in the execution and implementation of the necessary direction to the relevant committees from time to time & providing academic guidance for bringing in the successful outcome of the various projects that the institution undertakes. The IQAC reviews the feedback so collected from different stakeholders.

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: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[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 gender sensitization and gender equity are of immense importance themes which continuously addressed by the college through not only theory syllabus but also organizing various gender equality based programs for admitted students. The college firmly endorses the principle of gender equity in all our systemic processes enveloping the curricular and extracurricular transactions. Our students come from diverse socio-cultural backgrounds, and we take conscious efforts to engage them on the issues of gender sensitivity and gender equity.

Gender inclusive Curriculum - In our curriculum number of themes are covered such as legal safeguards for women, issues of gender sensitization and gender equity, status of women in India, Women centered social work.

Yuvati Sabha (Women's Development Cell) - The Women Cell is an initiative for ensuring gender equality in the college. The cell looks after the various issues and concerns related to the women faculties and girls students of the college. The college has separate platform for overall development of female students named Yuvati Sabha (Women's Development Cell) which formed every academic year as per the guidelines of KBC NMU Jalgaon. This Yuvati Sabha has actively promotes gender awareness, personality development, self defense and equality through its planned activities each year.

Special Workshops - The special one day workshops has been conducted every on various issues of gender equality and personality development among girls students. The college has celebrated birth anniversary of Kranti Jyoti Savitribai Phule, Rashtramata Jijau, Rajarshi Shahu Maharaj and International Women's Day through this Yuvati Sabha and special lectures was organized on the issues of gender equality.

Swayam Siddha Abhiyan - Every year Yuvati Sabha has conducted Swayam Siddha Abhiyan and Judo - Karate Training for 7 to 8 days for admitted girl's students. The main objective of this program was to develop capacity of self defense and confidence among girls students admitted in the college. The 50 girls students of college given training every year by the professional trainer of Karate.

Committee on Sexual Harassment - There is separate cell to address the cases of sexual harassment and ranging who follows the Vishakha guidelines. Committee on Sexual Harassment and Anti Raging Grievance Redressal formed in the college and female faculty member works as Co-ordinator.

Girls' Common Room - The College has separate girls' common room. The room is facilitated with washroom, dressing mirror, provision of drinking water and covered secure surrounding with

CCTV.

Suggestion / Complaint Box - The college has installed the suggestion / complaint box at the administrative office of the college for all the students to share their ideas, problems, complaints etc. with the college.

Grievance Redressal Cell - The Grievance Redressal Cell of the college takes cognizance of any kind of grievance or complaints received by the cell from the women faculty and girls students. Such complaints are attended to with utmost priority and attempts are made to solve the same immediately. However, fortunately, the institution has not received any complaints to date.

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: D. Any 1 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](#)
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 college has been founded on the noble Vedantic principles which encompass 'the spirit of tolerance, love and respect for other religions.' The College has always taken several initiatives for Community Peace Building (Samajik Sdbhavana) through its field work, campaigns.

Curriculum - The college has always take initiatives for integrating gender issues, environmental problems, human values and ethical considerations in its curriculum. This is transacted both by curricular and co-curricular means. Values appropriate to the level of learning and attitudinal change appropriate to the social work profession are ensured at the end of the programs.

Ethical behavior –Social work is a profession which has its ethics and principles, and we look forward to its internalization by the students. The Institution has always believed in integrating gender issues, environmental problems, human values and ethical considerations in its curriculum

Celebration of Days and Events – Extra-curriculum activities organized every year with proper planning of sensitization of inclusive and harmonious environment among not only students but also admitted students. Human Rights Day, Indian Constitution day, International Women's day, birth anniversary of Kranti Jyoti Savitribai Phule, Rashtramata Jijau, Rajarshi Shahu Maharaj, Dr. Babasaheb Ambedkar was celebrated and given focus on sensitization. During the COVID-19 pandemic, online orientation session on Community-Based Peace Building Challenges and Opportunities conducted for all students.

Celebration of Days of National Importance - Independence Day 15 Aug., 26 January Republic Day,

Constitution Day 26 Nov., Teachers Day 05 September. World social work day 21 March. World's Indigenous Peoples Day (Treble Day) on 9 Aug. World Labour Day 1 May and Maharashtra Day. Youth Day and Swami Vivekanand Jayanti 12 Jan. Flag Day 3 Nov. Library Day S.R. Ragnathan and Kranti Day 9 Aug. etc.

Students Assistance - To promote equity among the students belonging to different socio-economic strata, the financial assistance in the form of fee-concession and scholarships are provide to SC, ST and OBC students sponsored by the Govt. of Himachal Pradesh and Government of India.

Admission process - The college admissions are open to all irrespective of their cultural, social or economic backgrounds within the framework of the government reservation policy.

Visits to socio-economic diverse community and social projects - The college promotes student visits to the areas where the marginalized and poor populations reside including the adjoining slums, to develop in them a feel of social inclusion.

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

7.2 Best Practices

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

Response:

Best Practice – 1

1) TITLE OF THE PRACTICE

Skills Development for Increasing Employability capabilities of students through Value Added Courses

2. Objectives of the Practice -

To develop the advance knowledge, skills and attitudes on emerging trends.

To build the capabilities to gating employment in the field.

3. The Context -

PJN College of Social Work, Amalner started interventions regarding to build the capacities for our students on application of participatory approaches in the development sectors by practicing the PRA tools

and methodologies in the village camp. Eventually we fill the emerging needs and demands from students on systematic content with certification by the university on various emerging trends in the field of social work profession. We address the selective trends like PRA methods, Counselling, Community Health, Social Work Research and Corporate Social Responsibility (CSR)

4. The Practice -

This career orientated courses (COC) which is also named as value added courses. These courses are recognized by the ordinance 181 of KBC NMU Jalgaon. The Certification of the Courses has been done by the University. Presently we are offering three certificate courses and one PG diploma course and it is propose to offer another one diploma courses during the next academic year.

5. Evidence of Success –

Three certificate courses named as follows.

1) One Year Certificate Course on Participatory Rural Appraisal (PRA) and Community Action Planning (CAP) – We offering this course May 2012 with the capacity of 60 students admission

2) One Year Certificate Courses in Counselling - We offering this course May 2012 with the capacity of 60 students admission

3) One Year Certificate course in Community Health and Social Work Interventions. - We offering this course June 2015 with the capacity of 60 students admission

One Diploma Course

1) One Year PG Diploma in Advance Trends in Social Work Research. 2) One Year PG Diploma in Corporate Social Responsibility (PGD-CSR) -

All this courses contains two theory papers comprises 100 marks each and one on the field work, projects for 100 marks.

During the course of long journey to this innovative and successful running the courses we got increasing response from students to gating the admissions to this courses. The feedback resaved the our going students that this courses were found very use full in the interviews of gating placement and employments.

Best Practice II

1. Title: COLLABORATIVE ENGAGEMENT OF COLLEGE WITH VARIOUS ORGANIZATIONS FOR ACADEMIC DEVELOPMENT

2. Objective –

1. To provide the different platform to the students, staff and teachers to organize innovative academic programs.

2. To promote capacity building and professional development of staff, teachers and students

3. To develop more linkages and networking with voluntary and government organizations for collaborative activities.

4. To improve academic and extension interaction with neighbouring community as well as development agencies.

3. The Context –

Social work education is based on the practical knowledge and practice. Field work is soul of this professional course. In this connection college has plan to give concrete field work inputs to the students admitted for each course through organize collaborative activities. Field work and NSS department collaborates with various organizations for various purposes like student's field work placements, internships, research work, extension work, rural placements, resource persons organization of special campaigns, orientations, workshops and capacity building programs. Most of these activities were students centric and objective was to give practical orientation of the course.

4. The Practice –

College has formed different committees and departments for smooth completion of academic and extension workload. These committees and departments have collaborations with voluntary, educational and government organizations to conduct various academic and developmental activities in the campus and off the campus. Some examples of collaborations of the four departments are;

A. Collaboration with Government organizations –

- **Rajiv Gandhi National Institute of Youth Development** (RGNIYD),
- **National Commission for Women** (NCW), New Delhi
- Kavayitri Bahinabai Chadhari **North Maharashtra University**, Jalgaon.
- ICDS-CDPO office, Amalner
- **ICTC Centre**, Rural Hospital, Amalner
- **Municipal Council Hospital**, Amalner Dist. Jalgaon
- **National Urban Livelihood Mission**, Nagar Palika Amalner
- **Government Ashram Schools**, Amalner Dist. Jalgaon
- **All Municipal Schools**, Amalner Dist. Jalgaon
- **Dept. Of Social Justice**, Govt. of Maharashtra for organization of extension, awareness and sensitization program on special issues such as Disaster Management.
- **Collector Office, Jalgaon** for organization of awareness and sensitization program on special issues such as Disaster Management.

B. Collaboration with Voluntary organizations –

- **Rotary Club, Amalner** special campaigns, field action projects, resource person for workshops, training programs and seminars.
- Women Counselling Centre (WCC), Family Counselling Centre (FCW), Swa-Adhar Sasntha CBO of FSW, Vihan Project, Jalgaon working with PLHA, **Adhar Bahuudeshiya Sanstha**, Amalner .
- **Rashtravikas Agro Education Sanstha** Amalner Dist. Jalgaon

- **Mahila Housing Trust (MHT),** Ahmedabad, Gujrat, at Project office, Amalner

C. Collaboration with Semi-Government Schools named Saneguruji high school, D. R. Girls School, G. S. Boys High School, Sarswati Vidya Mandir, K. D. Gaikwad High School, P. N. Mundada High School, Amalner for practice of School Social Work in Concurrent field work, guest lectures, extension, special campaigns, field action projects, resource person for workshops, training programs and seminars.

D. Collaboration with Gram Panchayat / local self government named Devali, Hedawe, Devali, Gadkhamb, Chandani Kurhe, Mangarul, Dheku, Ngaon, Zadi and Galwade Tq. Amalner for Concurrent field work, extension avitivities, special campaigns, field action projects, organization of NSS camps and village camps.

5. The Evidence of Success –

The prime objective of above cited collaboration was to give insights to the admitted students of BSW and MSW course and develop capacities of students, teaching and non–teaching staff of the college. In these collaborative activities participation of students, teaching and non–teaching staff was good and most of them found academically benefited.

When students and staff are encouraged to collaborate with other organization, and thereby participate in various seminars, conferences and workshops, this enhances their knowledge and updates them with current employability standards and also inculcates a sense of confidence, as there's exposure to organize project management and development skills.

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:

Our College priorities and thrust areas for performance are as follows …

1. Green and Environment friendly campus -The College have good natural surrounding with environment friendly climate with adequate classroom seminar hall, auditorium, ICT technology, safe campus and play ground. This natural clime encourages learning of the students and provide pollution free environment to give more concentration on practice of skill, knowledge, and perspectives.

2. Linkages with various National and State Resource Agencies - In Jalgaon district, there are three

more colleges who provided social work education but our college has develop separate identity on the basis of student centric quality education. College has developed linkages with various National and State level resource agencies for collaborative programmes and activities. Considering most of the rural and tribal student's admissions, college has implemented various soft skill and employability skill development workshops with the collaboration of Rajiv Gandhi National Institution of Youth Development (RGMIYD - Ministry of Youth Affairs, Govt. of India) and Nehru Yuva Kendra (NYK). Laws for Women – Awareness program has organized with the collaboration of Legal Aid Committee of Amalner block. Collaboration with Rotary Club Amalner has benefited to the students to carry out field as well as classroom activities. This type of collaboration is one of the most important uniqueness of this college and it's helpful to provide platform to the students.

3. Academic Excellency: It is our salient feature as we strictly adhered to disciplines, conducts regular theory classes as like schools. We are very strict in practical work and assignment. Strictly maintained internal continue evaluation that assessed through, class room interaction, field supervision, unit test, Mid. term, end term examination, presentation and viva voce. We have highly qualified teacher during the year 2017-18 the result of BSW of (87.80%), MSW (95.98%). Our progression ratio is also good.

Our Faculty Member Involved interdisciplinary Research Activity and one Patent Published and publication on Social issues by books and research paper.

4. **Student Support and Teacher Support** - The College have created separate college level committees for engagement students in various academic as well as extra-curricular activities. The committees such as Student Welfare, Equal Opportunity Cell for SC, ST, NT & OBC students, Sport Committee, Placement Cell form career guidance & job preparation. We send 50 students for Block Placement (BPT), 36 students are selected to through BPT in various organizations.

5. Career Oriented Courses for Employability Development among Students – From the beginning, the prime moto of this college is to provide maximum skill, knowledge and employability development services to the admitted students. With this connection college has started value added certificate and Post Graduate Diploma (PGD) Courses to enhance skill, knowledge and capability of the students. In current academic year total three certificate and one PGD course is available to the admitted students of the college. This opportunity is one of the unique identities of our college which really help students to grab the employment opportunity in the competitive world.

6. Most Active Alumni Group: Peer learning is most effective and useful platform for adults learning. Our College is having Non-Registered Alumni Association from 2001. This year they organized alumni meet programme and other activities by them. We have reconstructed the body of alumni association and submitted the proposal for registration.

7. Community Service/ Social Services/ NSS and Extension Activities - Apart from this NSS department, sport, cultural and extension committee provide opportunities for extracurricular and extension programmers participation. According to our vision and mission we have decided to provide maximum community oriented services and Social Services to various stakeholders' group in community.
                                                                    8. Research and development

Our College of Social Work, Amalner as a leading College with quality standing in teaching, learning and extension activity, gives due importance to research and innovations. We offers one year PG diploma in Advanced Trends in social work and CSR and other three Certificate courses.

Our Seven Faculty Members recognized as a PhD Guide ship By JJT University Rajasthan and KBC NMU Jalgaon Researchers of this institute is required maintain the highest standard of excellence and ethical behavior in all their research activity.

Our BSW /MSW Programme admitted students have to submit the research dissertation as a compulsory part of curriculum . group of students allotted to each faculty members . Our college actively involved in various surveys for reputed NGOs and Govt. departments.

We are doing the processing to get recognition as research centre by KBC. NMU Jalgaon.

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

5. CONCLUSION

Additional Information :

The involvement of our faculty members in exercise of reframing Social Work Curriculum on CBCS pattern has helped the board of studies of North Maharashtra University, Jalgaon. Our Three faculty members have been nominated on 1) Dr. Jagadish Sonawane 2) Dr. Sagarraj Chavan 3) Dr. Asmita Sarvaiya as a board of study in social work by The Vice Chancellor of the University. Our one faculty member Dr. Bharat Khandagale has been recognized certified A grade trainer by National Institute of Rural Development and Panchayat Raj, Government of India, Hyderabad and also the expert on the committee on land acquisition by the District Collector. Our Director Mr. Abhijit Bhandarkar has been actively involved in activities of Rotary club of Amalner. Our one non teaching staff member is a Tabla player Mr. Yogesh Sandanshiv in classical music with professional qualification MA in Music. Our Office Superintendent Mr. Anil Wani is actively working in public domain active member of cooperative society and community best organization (CBO). Presently our 07 faculties Member are the Guide of Ph. D. degree and 17 research scholars have been registered for guidance. The college alumina is contributing their expertise in various NGOs Hospitals and Government services. College has institutional membership of NAPSWI National Association of Professional Social Worker in India and our most faculty members are the membership of MASWE and other professional bodies.

The institution has its Incubation Centre to provide different Skill Development Programs

PG Diploma Course

1. PG Diploma course in Advance Trends in Social work Research

2. PG Diploma In Corporate social Responsibility (CSR)

Three one year certificate courses

1. Certificate course in PRA & CAP

2. Certificate Course in Counseling

3. Certificate Course in Health Social work

The NSS unit institution provides experiences in the field through seven-day NSS village camps and different social awareness programs, through field visits, and study tours, students get knowledge and experience in rural, urban and tribal social life and professional social work intervention. **Cloth bank and school equipments** collected from Amalner town as donation and distribution in tribal community of NSS adopted Gadkhamb Village.

Concluding Remarks :

Shram Saflaya Education Society's Pandit Jawaherlal Nehru College of Social Work, Amalner volunteers for

assessment for second cycle by National Assessment and Accreditation council (NAAC), Bangalore and submitting the Self Study Report (SSR). This is not merely for assessment and accreditation but to desire to introduce and strengthen the academic practices by giving quality education to the students and need based services to society. Being a rural and tribal community based educational institute, we face lot of locational challenges but apart from that our team take initiatives for quality and excellence in education. The preparedness of the New Education Policy (NEP) – 2020, college team need to acquire dynamically on various components of NEP and incorporates in the curricular and extra-curricular activities.

The college has increasing the numbers of women and tribal students' admissions, considering this college has to develop best collaboration with various government and non-government institutions and individuals to facilitate the support these students on accommodation, foods and other need based services. The college strongly believes that the entire NAAC processes and valuable directives of peer team members will help in adding the academic inputs and providing the foresight, which converts in to institutional strength and inbuilt competency.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 05 Answer After DVV Verification :03
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>184</td><td>135</td><td>169</td><td>206</td><td>184</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>167</td><td>154</td><td>166</td><td>180</td><td>180</td></tr></table> Remark : As number of the students enrolled should be considered in this metric, and as per clarification received from HEI, DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 253 Answer after DVV Verification: 215 Remark : As per clarification received from HEI, DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>253</td><td>248</td><td>247</td><td>263</td><td>265</td></tr></table>

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100	121	99	124	129

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
270	262	261	287	286

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
111	121	104	124	129

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
253	248	247	263	265

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39	47	39	48	51

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
256	249	251	262	265

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
80	103	78	105	112

Remark : As number of the seats admitted category wise should not be more than the number of the seats earmarked in the metric i.d. 2.1.2.1, and as per clarification received from HEI, DVV input

	is recommended.	
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**	

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
09	09	08	07	06

Answer After DVV Verification :

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

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

2.6.3	**Pass percentage of Students during last five years (excluding backlog students)** 2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years**	

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
85	81	93	88	101

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
86	85	110	98	104

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
113	84	105	102	109

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
116	88	121	112	112

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
08	02	07	03	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	07	04	09	03

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
06	02	01	02	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	02	01	06

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	16	23	22	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	00	08	02	04

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

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

Answer before DVV Verification :
Answer After DVV Verification :11
Remark : As per clarification received from HEI, DVV input is recommended. |
|-------|------|

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

   4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.8829	1.59471	2.5365	2.56704	1.78978

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.52	0.00	1.51	5.57	1.03

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
7.86911	4.8882	10.57766	16.82851	15.87571

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11.42	7.0	13.26	18.78	17.84

|
|-------|------|

Remark : As after calculation done from the Audited statement provided by the HEI, DVV input is recommended.

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*

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
118	154	193	261	174

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
89	114	160	214	34

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

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

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

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: D. 1 of the above
Remark : As per clarification received from HEI, DVV input is recommended.

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

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	33	160	48	180

Answer After DVV Verification :

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

35	32	100	48	70

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

| 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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : As per clarification received from HEI, DVV input is recommended. |

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	32	47	51	58

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	33	23	15	24

5.2.1.2. **Number of outgoing students year wise during the last five years**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
83	87	93	96	101

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
86	85	110	98	104

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	00	01	01	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	01	00	00

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	07

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27	00	80	58	53

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	03	02	03

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
03	00	07	08	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	00	04	06	04

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
03	31	14	02	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	08	02	00	05

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

11	11	11	11	11

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

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: D. Any 1 of the above Remark : As per clarification received from HEI, DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>253</td><td>248</td><td>247</td><td>263</td><td>265</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>215</td><td>252</td><td>258</td><td>239</td><td>277</td></tr></table>
2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 10 Answer after DVV Verification : 11
2.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>10</td><td>10</td><td>10</td><td>11</td><td>11</td></tr></table>
3.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9.95740	5.68353	12.63131	19.39555	17.66549

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
63.89	60.64	56.88	61.78	62.89

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