



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHIVAJI COLLEGE HINGOLI

**KOTHLAJ ROAD NEAR AZAM COLONY, HINGOLI TQ/DIST-HINGOLI
431513**

www.shivajicollegehingoli.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shivaji College is located in the heart of urban belt of Hingoli, was established in 1998 and is celebrating its silver jubilee year. Recognized by the UGC under sections 12(b) and 2(f) in 2010, it has a rich history of over 25 years and has significantly contributed to the education of numerous young individuals.

As a co-educational institution, the College offers equal educational opportunities to both male and female students. It is a government-aided institution affiliated with Swami Ramanand Teerth Marathwada University, Nanded, and adheres to its regulations regarding financial management, administrative practices, and syllabus development.

The College's mission is to deliver quality education that makes students knowledgeable, culturally aware, employable, and responsible citizens of India. Being the second college in the region, its primary goal is to excel in student performance across academics, discipline, placements, and extracurricular activities. It offers BA and B.Com degree courses, providing valuable education to many, including rural students. The B.Com program serves as a gateway to diverse job opportunities in fields such as Accounting, Finance, Economics, Taxation, and Insurance. Additionally, the College offers B.Voc degree courses in 'Banking and Finance Services' and 'Retail Operations.'

The College is home to a Skill Hub Centre established by the National Skill Development Corporation (NSDC) and the Maharashtra State Skill Development Society (MSSDS), enabling students to pursue skill-oriented certificate courses. It also hosts a study center for YCMOU, Nashik. Committed to eco-friendly practices, the College has implemented initiatives such as solar panels, waste management, and rainwater harvesting.

Accredited by NAAC in 2017 with a B grade, the College is preparing for its second cycle of accreditation. The SSR for this cycle is being prepared by the College IQAC/NAAC committee, consolidating information into the NAAC's seven criteria. Through continuous innovation in teaching, learning, and evaluation, the College aims to uphold its reputation and remain a beacon of excellence in the region.

Vision

Serve the society and bring about revolution in students' life by providing the qualities of competence, confidence and excellence in the competitive world by the thought of learning and training.'

The vision is to serve society by transforming the lives of students through a holistic approach to education. We aim to nurture the qualities of competence, confidence, and excellence in every student, equipping them to thrive in a competitive world. This vision is grounded in the following principles:

Competence: The College strives to develop students' abilities and skills to the highest level, ensuring they are well-prepared to meet the demands of their chosen fields. The College curriculum is designed to be rigorous, relevant, and responsive to the needs of the modern world.

Confidence: The College focuses on building self-assurance in our students, empowering them to take on challenges and pursue their goals with determination. Through supportive learning environments and encouraging mentorship, we foster a sense of self-belief and resilience.

Excellence: The College is committed to excellence in all aspects of education, from teaching and learning to research and innovation. Our goal is to create a culture of high expectations and continuous improvement, inspiring students to achieve their best.

Comprehensive Learning: The College's educational philosophy emphasizes a well-rounded approach to learning, integrating academic knowledge with practical skills and real-world experiences. The College encourages critical thinking, creativity, and collaboration, preparing students for lifelong success.

Training and Development: The College offers extensive training and development opportunities to ensure students are equipped with the latest knowledge and skills. This includes hands-on learning experiences, internships, workshops, and access to cutting-edge resources.

Mission

‘To provide quality education to students and make them knowledgeable, culturally employable and responsible citizens of India.’.

The College mission is to deliver high-quality education that empowers students to become knowledgeable, culturally aware, employable, and responsible citizens of India. This mission is guided by the following objectives:

Quality Education: The College is dedicated to offering a robust and comprehensive educational experience that meets the highest standards of academic excellence. The College curriculum is designed to be challenging, engaging, and relevant, providing students with a solid foundation in their chosen fields.

Knowledge Development: The College focuses on developing students' intellectual abilities and critical thinking skills. Through a blend of theoretical knowledge and practical application, The College ensures that students gain a deep understanding of their subjects and are well-prepared for future academic and professional pursuits.

Cultural Awareness: The College emphasizes the importance of cultural awareness and sensitivity, fostering an appreciation for India's rich heritage and diversity. The College programs incorporate cultural studies, encouraging students to respect and value different traditions, languages, and perspectives.

Employability: The College aim to enhance students' employability by equipping them with the skills and competencies needed in the modern workforce. This includes technical skills, soft skills, and professional ethics. The College provides career guidance, internships, and industry partnerships to bridge the gap between

Education and employment.

Responsible Citizenship: The College is committed to nurturing responsible and ethical citizens who are aware of their roles and responsibilities in society. The College educational approach promotes civic engagement, social responsibility, and environmental stewardship, encouraging students to contribute positively to their communities.

Holistic Development: The College supports the holistic development of students by offering a range of extracurricular activities, sports, and personal development programs. These opportunities help students develop leadership qualities, teamwork, and a balanced approach to life.

Inclusive Education: The College strives to create an inclusive learning environment that is accessible to all students, regardless of their background or abilities. The College policies and practices are designed to support diversity and inclusion, ensuring that every student has the opportunity to succeed.

1.2 Strength, Weakness, Opportunity and Challenges (SWOC)

Institutional Strength

- **Qualified and Dedicated Faculty:** A team of experienced and committed teaching staff with a high retention rate.
- **Effective ICT Integration:** Utilization of Information and Communication Technology to enhance the teaching and learning process.
- **Skill Hub Centre:** Supported by the National Skill Development Corporation (NSDC) under the Ministry of Skill Development and Entrepreneurship, Government of India.
- **College Skill Development Centre:** Managed by the Maharashtra State Skill Development Society (MSSDS), Government of Maharashtra.
- **Diverse Subject Combinations:** Offers a wide range of subject combinations, with 12 different options available to students.
- **Campus Security:** Comprehensive security coverage with approximately 45 CCTV cameras installed across the campus.
- **Eco-Friendly Initiatives:** Commitment to maintaining an environmentally sustainable campus.
- **Specialized Laboratories:** Equipped laboratories for the English and Psychology departments.
- **Notable Achievements:** Distinguished performance in academics, sports, and NSS activities.
- **Student-Centric Mentoring:** Focused approaches for personalized mentoring and effective academic supervision.
- **Social Responsibility:** Promoted through active involvement in NSS activities.
- **Safe Environment for Female Students:** Ensuring a secure and supportive environment for female students.

Institutional Weakness

Higher Education Pursuits: Many students pursuing higher education face challenges due to limited academic preparedness, which impacts their performance and success.

Economic Background: A significant proportion of students come from economically disadvantaged backgrounds, which affects their access to resources and opportunities for academic and personal development.

Communication Skills: Admitted students often struggle with poor communication skills, which hamper their ability to effectively engage in academic and extracurricular activities.

Early Marriage: Early marriage among female students is a concern, as it impacts their ability to continue and complete their education.

Institutional Opportunity

Leverage Qualified and Dedicated Faculty: The presence of experienced and committed faculty members presents an opportunity to enhance academic quality and mentorship. Their high retention rate indicates stability and a strong foundation for implementing innovative teaching strategies and maintaining educational excellence.

Maximize Effective ICT Integration: The effective use of Information and Communication Technology (ICT) offers the potential to revolutionize the teaching and learning experience. By integrating advanced ICT tools, the institution can facilitate interactive learning, improve student engagement, and streamline administrative processes.

Expand Skill Hub Centre: With the backing of the National Skill Development Corporation (NSDC), there is an opportunity to further develop the Skill Hub Centre. This enhances vocational training and skill development programs, aligning students' competencies with industry requirements and improving employability.

Enhance College Skill Development Centre: The College Skill Development Centre, supported by the Maharashtra State Skill Development Society (MSSDS), utilized to provide a range of skill development initiatives.

Utilize Diverse Subject Combinations: Offering a wide range of subject combinations (12 different options) presents an opportunity to cater to varied student interests and career aspirations. **Strengthen Campus Security:** The comprehensive security coverage, with approximately 45 CCTV cameras, provides a secure environment that leveraged to further enhance student safety and campus security protocols.

Promote Eco-Friendly Initiatives: The institution's commitment to maintaining an environmentally sustainable

campus offers opportunities for leadership in green practices.

Advance Specialized Laboratories: The specialized laboratories for English and Psychology present opportunities to foster advanced research and practical learning experiences.

Build on Notable Achievements: The College's distinguished performance in academics, sports, and NSS activities are leveraged to further enhance its reputation and attract top students and faculty. Celebrating these achievements and showcasing them improve institutional branding.

Enhance Student-Centric Mentoring: The focus on personalized mentoring offers an opportunity to further develop tailored academic support and guidance systems.

Promote Social Responsibility: Active involvement in NSS activities provides opportunities to strengthen the institution's role in community service and social responsibility.

Continue Providing a Safe Environment for Female Students: Ensuring a secure and supportive environment for female students presents an opportunity to reinforce the institution's commitment to gender equality and safety.

Institutional Challenge

Academic Preparedness for Higher Education: Many students entering higher education face significant challenges due to limited academic preparation. This lack of preparedness affects their performance and overall success, making it difficult for them to meet the demands of advanced coursework and achieve their academic goals.

Impact of Economic Disparities: The economic background of a significant proportion of students poses a challenge in accessing necessary resources and opportunities. Students from economically disadvantaged backgrounds may struggle with financial constraints that impact their academic and personal development, potentially limiting their ability to fully participate in educational and extracurricular activities.

Communication Skills Deficiencies: Poor communication skills among admitted students present a challenge to their effective engagement in both academic and extracurricular activities. This deficiency hinders their ability to collaborate, present ideas, and participate fully in classroom discussions and campus life, affecting their overall educational experience.

Effects of Early Marriage: Early marriage among female students represents a significant challenge to their educational attainment. The responsibilities and societal expectations associated with early marriage often lead to interruptions or discontinuation of their education, affecting their ability to complete their academic programs and achieve their long-term career goals.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular planning is the part of Affiliating University and as an affiliated undergraduate college with Swami Ramanand Teerth Marathawada University Nanded, it relies heavily on the curricular framework provided by the university. The institution is responsible for academic planning and curriculum implementation, adhering to a flexible academic calendar and managing continuous internal assessments. The college has maintained academic diversity by introducing new courses aligned with emerging trends and local needs. The new CBCS curriculum, introduced in the 2018-19 session, has been successfully adopted by all departments. The college also gathers feedback from students, alumni, and faculty to inform quality improvements and address stakeholders' expectations.

The college is committed to fostering learning, research, and extension to drive peace, progress, and prosperity. It aims to develop skilled human resources through quality education, creating an innovative educational environment that encourages creativity and competency.

To expand educational opportunities and meet evolving interests and career prospects, the college has diversified its course offerings. It has introduced market-oriented programs such as B.Voc and Skill Hub Centers, which are available in only a few state colleges. Additionally, the college has applied to offer a post-graduate course in Urdu.

The college provides students with valuable exposure through field trips and technical training programs across various courses. To enhance the teaching and learning experience, the college has equipped its classrooms with modern technology, including interactive boards (IP Boards), LCD projectors, and other ICT tools.

The college is required to adhere to the curricula set by the affiliating university but strives to improve these curricula through active participation in boards of studies meetings. Representatives from the college offer suggestions for syllabus revisions to ensure alignment with current educational standards. A dedicated committee oversees the effective implementation and timely completion of the prescribed syllabi.

Looking ahead, the college aims to design a curriculum that offers greater diversity and flexibility to learners, tailored to regional and national needs. Achieving these goals will require additional funding, which the college plans to pursue.

Teaching-learning and Evaluation

The core of the teaching-learning process in the college lies as the ability of its teachers to inspire enthusiasm, ignite passion, and stimulate curiosity among students. To enhance their teaching skills and effectiveness,

faculty members are regularly sent to participate in conferences, seminars, symposia, as well as orientation and refresher courses.

The college's admission process is managed by a dedicated committee responsible for designing admission forms and prospectuses, and providing counseling to prospective students. The college offers a variety of subject combinations to cater to students' diverse interests and competencies. Following admission, the academic calendar supports student engagement in both curricular and co-curricular activities. The admission committee also designs a general timetable, allocating specific time slots for activities such as internet browsing, library usage, guest lectures, sports, and other events.

The Internal Quality Assurance Cell (IQAC), supported by senior faculty members, oversees all curricular, co-curricular, and extra-curricular activities. It ensures that both teachers and students receive the necessary support to enhance the teaching and learning experience.

Student enrollment rates have been encouraging, ranging from 70-80% over the past five years. The college maintains an adequate student-to-teacher ratio, facilitating effective teaching and learning. A student-centric approach is adopted, integrating theory and practical programs through an effective Learning Management System (LMS) and well-organized ICT resources.

Faculty members meet the academic criteria set by the UGC and continuously work to improve their academic profiles. The college has adopted the Choice-Based Credit System (CBCS) for curriculum and examinations, aligning with the affiliating university's reforms. Continuous evaluation, both formative and summative, is implemented to assess student progress across various disciplines, with faculty actively involved in all aspects of the examination system.

Regarding student performance and learning outcomes, each department organizes introductory sessions to explain program and course outcomes. The college's website displays Program Outcomes (POs) and Course Outcomes (COs) for each curriculum. Faculty members contribute to the successful implementation of these programs. A student satisfaction survey is conducted to gather feedback on curriculum delivery and institutional infrastructure, in line with NAAC guidelines.

Research, Innovations and Extension

The college management actively promotes research and extension activities among its faculty members. A dedicated research committee is in place to support and facilitate these initiatives. The committee organizes workshops and sensitization programs to foster a research-oriented culture among both teachers and students. Faculty members from the Departments of English and Hindi have successfully completed minor research projects, Economics department is ongoing project as well. Numerous teachers have published their research in prestigious national and international journals with notable impact factors.

The college is deeply engaged in extension activities aimed at benefiting society. It operates two NSS units that provide social and community services. These units organize blood donation drives, environmental awareness campaigns, and disaster management support. The college has adopted Isapur Ramna village for a three-year period and is currently surveying another village for future adoption.

Faculty members are granted duty leave to complete their research work and are encouraged to participate in professional development programs, including orientation, refresher courses, and faculty development initiatives both locally and out of state. They are also supported in applying for major and minor research projects funded by government and non-government agencies. The college has implemented a comprehensive waste management system, with separate bins for biodegradable and non-biodegradable waste, and promotes energy conservation. There is a campus-wide ban on plastic, and the college maintains a garden where students regularly plant saplings on special occasions.

The college values quality research for its benefits to academic disciplines, society, industry, and the nation. Faculty members are encouraged to publish their work in various journals, books, and articles, with such contributions being considered for promotion and recognition. Extension activities play a crucial role in raising awareness about community issues, gender disparities, and social justice. Through seminars, webinars, and NSS programs, the college engages in literacy campaigns, voter awareness programs, blood donation drives, and AIDS awareness initiatives. This commitment to community service reflects the college's mission of "NOT ME BUT YOU," emphasizing a dedication to helping, serving, reflecting, and learning.

Infrastructure and Learning Resources

The college is committed to enhancing its infrastructure to support effective teaching and learning. It occupies 1.5 acres of land with a built-up area of approximately 126,542 square feet. The campus includes 20 classrooms, each designed with ample lighting, seating, and ventilation. There is a smart classroom equipped with advanced technology and a modern auditorium with a seating capacity of 100, featuring state-of-the-art audio-visual equipment.

Other facilities on campus include administrative and staff rooms, admissions and examination cells, and a fully automated library. The library houses over 12,306 books, 17 journals, 6,000 e-journals, and 199,500 e-books, all accessible through broadband-connected computers. The college also has two well-equipped laboratories, an indoor sports hall, a gymnasium, a canteen, a first aid center, a girls' rest/changing room, and numerous washrooms. Safe drinking water is provided through aqua-guards installed throughout the campus.

To ensure continuous electricity supply, the college is equipped with a 65KV generator, several smaller generators, and multiple inverters and UPS systems. The campus features gardens, lush green lawns, and a playground for outdoor sports and athletics. The IT infrastructure includes over 33 computers (mostly internet-connected), interactive boards, visualizers, and LCD projectors in major departments. The academic facilities include a main administrative block, a departmental block, and a separate library block.

The college also organizes a range of cultural activities, including celebrations of significant events, fresher's

welcomes, annual socials, sports events, and arts & crafts competitions. The auditorium, recently renovated to accommodate 100 people, complements the common room for indoor games and the well-equipped gymnasium.

The library's collection, totaling 13 800 books, is regularly updated in line with the UGC syllabus, supported by Saral-Lib (Library Automation Software) The IT infrastructure comprises 33 computers (29 desktops and 3 laptops), 8 printers (4 with scanners), and 3 projectors. The NRC Centre, smart classroom, and auditorium are all equipped with smart boards and internet access, further enhancing the learning environment.

Student Support and Progression

The college is dedicated to the overall development of its students, providing a comprehensive range of facilities designed to support both academic and personal growth. Upon admission, students gain access to extensive indoor and outdoor sports facilities, encouragement for co-curricular activities, and financial assistance. Over the past two years, more than Rs. 2,00,000 has been allocated to approximately 400 students through various schemes, aiding those from economically disadvantaged backgrounds.

An updated prospectus is published annually, detailing the college's facilities, committees, annual calendar, NSS activities, library services, sports programs, scholarships, and career counseling. The college also produces "Kayadhu," an annual magazine that offers a platform for creative writing and highlights students' achievements in curricular, co-curricular, and extra-curricular activities.

To bolster academic growth, the college offers coaching and remedial classes. It has established career counseling, entrepreneurship development, and placement cells to guide students in their career paths and provide job opportunities. The College has been organized meet for job placements across various sectors.

Support for female students is a priority, with a dedicated women's development cell and a girls' rest/changing room. Students from socially and economically weaker sections and those with physical disabilities, receive targeted support in admissions, financial aid, remedial coaching, and career counseling.

Students actively participate in various administrative bodies, including the Grievance and Redressal Committee, Literary Activities Committee, Magazine Committee, Tours and Travels Committee, Library Committee, Sports Committee, and IQAC. Financial support is also available through government schemes such as the Minority Scholarship, Rajashri Shahu Maharaj merit-cum-means scholarship, and half-free fee ships for economically backward students. The college offers add-on courses in tailoring, computer skills, and beautification through Skill Hub, recognized by both central and state governments.

Student grievances are managed by the ICC, Grievance Redressal, and Anti-Ragging Cells, in compliance with Supreme Court rulings and UGC notifications. The placement cell organizes on-campus drives to enhance employment opportunities, while cultural programs and annual sports events, supported by the Alumni Association, promote an inclusive and engaging environment.

Governance, Leadership and Management

As a government-run institution, the college's management and organization are directed by the State Government. The Principal, appointed by the State Government, serves as the local head of the institution. Alongside the Heads and Coordinators of various departments, committee conveners, the librarian, and senior non-teaching staff, the Principal sets internal policies and programs for the college.

Budget allocation is managed by the State Government and distributed by the Principal to various departments and committees for purchasing books, equipment, and covering other essential expenditures. The financial management is supported by an Accountant appointed by the State Government's Finance Department. The college follows well-defined policies and goals aimed at enhancing academic quality and infrastructure. Feedback from students is collected through a structured mechanism, and students are involved as members of various administrative committees. Inputs from society are gathered through teacher-parent meetings, interactions with civil society, and the alumni association.

Internal organizational changes are overseen by the head of the institution, while higher-level changes are managed by the Higher Education Department of the State Government. The college has a well-established Internal Quality Assurance Cell (IQAC) that plays a crucial role in developmental decisions related to infrastructure and academics. The IQAC schedules regular meetings with different departments to review their progress, including academic achievements, attendance, syllabus completion, tutorials, assignments, and student presentations. Departments are also evaluated for their infrastructural needs.

The college's vision is to unlock the potential of every student by providing quality education, regardless of caste, creed, or economic background, and to prepare students to become self-reliant and capable of facing life's challenges. The college is committed to delivering quality education based on stakeholder feedback and aligning with its vision. As a grant-in-aid affiliated college, the Governing Body adopts policies and plans, with the Principal, serving as the Secretary, leading their implementation. E-governance has been introduced in administration, finance, student admissions, support services, and examinations to ensure transparency and efficiency.

The college maintains a comprehensive self-appraisal system for both teaching and non-teaching staff and follows an integrated approach to resource mobilization, seeking financial assistance from the UGC and state government. The IQAC has also initiated quality enhancements such as obtaining an ISO Certificate (number 305022081333Q) and securing membership for access to online books and journals through N-List under INFLIBNET.

Institutional Values and Best Practices

As a government-run college, the college's management and organization are governed by the State Government. The Principal, appointed by the State Government, serves as the local head and works with the Heads and Coordinators of various departments, committee conveners, the librarian, and senior non-teaching staff to establish internal policies and programs.

The State Government allocates the budget, which the Principal distributes to departments and committees for purchasing books, equipment, and other essential expenditures. Financial management is supported by an Accountant appointed by the Finance Department of the State Government. The college adheres to well-defined policies and goals aimed at enhancing academic quality and infrastructure. Student feedback is collected

through a structured mechanism, and students participate in various administrative committees. Community inputs are gathered through teacher-parent meetings, interactions with civil society, and the alumni association.

Organizational changes at the internal level are managed by the college's head, while higher-level changes are overseen by the Higher Education Department of the State Government. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in developmental decisions concerning infrastructure and academics. The IQAC schedules regular meetings with departments to review their progress on academic achievements, attendance, syllabus completion, tutorials, assignments, and student presentations, as well as to assess infrastructural needs.

The college's vision is to unlock each student's potential by providing quality education regardless of caste, creed, or economic background, and to prepare them to become self-reliant and capable of meeting life's challenges. As a grant-in-aid affiliated college, the Governing Body adopts policies and plans, with the Principal, serving as Secretary, leading their implementation. E-governance has been implemented in administration, finance, student admissions, support services, and examinations to ensure transparency and efficiency.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHIVAJI COLLEGE HINGOLI
Address	Kothlaj Road Near Azam Colony, Hingoli Tq/Dist-Hingoli
City	Hingoli
State	Maharashtra
Pin	431513
Website	www.shivajicollegehingoli.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Balasaheb Shankararo Kshirsagar	02456-222015	9850864010	02456-222015	shivaji232.hnl@gmail.com
IQAC / CIQA coordinator	Kishor Nagorao Ingole	02456-222016	9881335735	-	ingolekishore76@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-01-2008	View Document
12B of UGC	04-10-2010	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kothlaj Road Near Azam Colony, Hingoli Tq/Dist-Hingoli	Urban	1.5	6344.53

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BA, Arts, Eco. Eng. EnvS. Geography Hindi Mar Philo. Phy. Edu. Pol. Sci. psych. Pub. Adm. Socio. Soft Skill Urdu	36	HSC	Marathi	482	354
UG	B. Com, Commerce, General	36	HSC	Marathi	360	64
UG	BVoc, Retail operation	36	HSC	English	200	58
UG	BVoc, Banking and finance services	36	HSC	English	0	0

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	3				12				2			
Recruited	2	1	0	3	10	2	0	12	2	0	0	2
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	8	0	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	10	2	0	2	0	0	17
M.Phil.	1	0	0	10	0	0	2	0	0	13
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	2	2	0	4
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	5	4	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	172	0	0	0	172
	Female	199	0	0	0	199
	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	73	91	53	55
	Female	60	63	52	46
	Others	0	0	0	0
ST	Male	12	18	16	13
	Female	13	15	14	8
	Others	0	0	0	0
OBC	Male	61	90	82	85
	Female	53	58	47	59
	Others	0	0	0	0
General	Male	103	133	64	50
	Female	101	100	76	57
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		476	568	404	373

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Shivaji College Hingoli embraces a multidisciplinary and interdisciplinary approach in its academic programs, specifically in the Bachelor of Arts (BA), Bachelor of Commerce (B.Com), Bachelor of
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	<p>Vocation (B.Voc) in Retail Operations, and Bachelor of Vocation (B.Voc) in Banking and Financial Services. This approach is in alignment with the National Education Policy (NEP) 2020, which emphasizes the importance of providing students with a holistic and integrated education. 1. Integration of Multiple Disciplines: Bachelor of Arts (BA): The BA program offers a diverse range of subjects, including languages, social sciences, and humanities. Students are encouraged to explore connections between these disciplines, fostering a broader understanding of complex societal issues. Bachelor of Commerce (B.Com): The B.Com program integrates elements of economics, accounting, business management, and law. This multidisciplinary approach equips students with a comprehensive understanding of the commercial world, preparing them for diverse career paths. Bachelor of Vocation (B.Voc) in Retail Operations and Banking and Financial Services: These programs blend practical skills with theoretical knowledge from various fields such as business, economics, and technology. The curriculum is designed to provide students with industry-specific expertise while also developing their analytical and problem-solving abilities. 2. Collaborative Learning: Shivaji College promotes collaborative learning through interdisciplinary projects, workshops, and seminars. Students from different disciplines are encouraged to work together on real-world problems, allowing them to apply knowledge from multiple fields and develop innovative solutions. Guest lectures and industry interactions are organized, bringing in experts from various domains to share insights and experiences, further enriching the interdisciplinary learning experience. 3. Research and Innovation: The college fosters a research culture that encourages students to explore interdisciplinary topics. Faculty members guide students in conducting research that spans multiple disciplines, promoting critical thinking and a deeper understanding of complex issues. Interdisciplinary research centers and innovation cells are established to support students in their research endeavors, providing them with resources and mentorship.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>In alignment with the National Education Policy (NEP) 2020 and the guidelines set forth by the</p>

	<p>affiliating university, Shivaji College Hingoli has established an Academic Bank of Credits (ABC) from the academic year 2022-23. This initiative is aimed at providing students with greater flexibility in their academic journey, allowing them to personalize their education and pursue a multidisciplinary approach to learning.</p> <p>1. Establishment of ABC Credit Bank: Shivaji College has opened an ABC Credit Bank, which functions as a digital repository for students' academic credits. This system allows students to accumulate, transfer, and redeem credits earned from various courses and institutions, offering them the flexibility to design their academic paths according to their interests and career goals.</p> <p>2. Flexibility and Mobility: The ABC framework enables students to take courses across different disciplines and institutions, thereby fostering a more flexible and dynamic learning environment. Students can transfer credits between different programs within Shivaji College or to other institutions that recognize the ABC system, allowing for seamless mobility across educational platforms.</p> <p>3. Multi-Disciplinary Learning: The ABC system supports the college's commitment to multidisciplinary and interdisciplinary learning by allowing students to enroll in a wide range of courses, both within and outside their primary field of study. This approach encourages students to explore diverse academic interests and develop a broad skill set that is essential for addressing complex real-world challenges.</p> <p>4. Accumulation and Redemption of Credits: Students can accumulate credits over time, and these credits are stored securely in the ABC Credit Bank. The accumulated credits can be redeemed for obtaining degrees, diplomas, or certificates, depending on the student's academic progress and goals. This system also accommodates students who may need to take breaks from their studies due to personal or professional reasons, allowing them to resume their education without losing their earned credits.</p>
<p>3. Skill development:</p>	<p>Shivaji College is committed to developing lifelong learners who can adapt to changing environments. The interdisciplinary approach helps students acquire a broad skill set, making them more versatile and adaptable in their careers. Skill development programs, including workshops on soft skills, digital literacy, and entrepreneurship, are integrated into the</p>

	curriculum to complement the academic learning and prepare students for diverse career opportunities.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Shivaji College Hingoli is committed to the promotion and integration of the Indian Knowledge System (IKS) within its academic programs, reflecting the principles outlined in the National Education Policy (NEP) 2020. The college recognizes the importance of preserving and promoting the rich cultural heritage, languages, and traditional knowledge of India, and this is evident in its teaching practices and curriculum design.</p> <ol style="list-style-type: none"> 1. Teaching in Indian Languages: Shivaji College offers courses in Marathi, Hindi, and Urdu, which are integral to the linguistic diversity of India. By providing instruction in these languages, the college ensures that students can learn and express themselves in their mother tongue or a language they are most comfortable with. This approach not only facilitates better comprehension but also helps in preserving and promoting these languages. 2. Promoting Indian Culture and Literature: The college's curriculum includes a significant focus on Indian literature, culture, and traditions. Courses in Marathi, Hindi, Urdu, and English literature are designed to highlight the richness of Indian literary heritage. Students are exposed to classical and contemporary works that reflect the diversity and depth of Indian culture, enabling them to appreciate and engage with their cultural roots. 3. Use of Online Courses and Resources: Shivaji College leverages online courses and digital resources to further integrate the Indian Knowledge System into its academic offerings. The use of online platforms allows students to access a wide range of courses related to Indian philosophy, history, traditional sciences, and languages. These resources provide an opportunity for students to learn from experts across the country and gain a deeper understanding of India's intellectual and cultural traditions. 4. Incorporation of Traditional Knowledge: The college integrates traditional Indian knowledge into various disciplines, encouraging an interdisciplinary approach to education. For example, courses may include topics such as Ayurveda, Yoga, Indian art forms, and ancient Indian sciences, providing students with a holistic understanding of India's contributions to global knowledge. 5. Bilingual and

	<p>Multilingual Education: Shivaji College supports bilingual and multilingual education, where students are encouraged to learn and use multiple languages. This approach helps in fostering a sense of linguistic diversity and inclusivity while also enhancing cognitive abilities and cultural awareness among students.</p> <p>6. Cultural Activities and Events: The college regularly organizes cultural activities, seminars, and workshops that celebrate Indian traditions, festivals, and heritage. These events provide students with experiential learning opportunities and help them connect with their cultural identity. Guest lectures by scholars and practitioners of Indian knowledge systems are also organized to enrich the learning experience.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Shivaji College Hingoli is deeply committed to implementing Outcome-Based Education (OBE) as a core framework to enhance the quality and effectiveness of its academic programs. OBE is a student-centered approach that focuses on achieving specific learning outcomes, ensuring that students acquire the knowledge, skills, and competencies necessary for success in their personal and professional lives. At the heart of OBE at Shivaji College is the clear definition of learning outcomes. Each program and course is meticulously designed with well-defined outcomes that align with the institution's broader educational objectives. These outcomes articulate what students are expected to know, understand, and be able to do by the end of their studies. This clarity helps both instructors and students concentrate on achieving specific competencies and skills, providing a focused pathway for student success. The curriculum at Shivaji College is carefully crafted to align with these desired outcomes. Each course is structured to ensure that content, teaching methods, and assessment strategies are geared towards helping students achieve these outcomes. This alignment creates a cohesive learning experience that supports students in meeting their academic and professional goals, ensuring that the education they receive is both relevant and effective. A key aspect of OBE at Shivaji College is its emphasis on student-centered learning. Teaching methodologies are designed to actively engage students in their learning process. This includes interactive lectures, group discussions, hands-on</p>

	<p>projects, and experiential learning opportunities that encourage students to take responsibility for their own learning and apply their knowledge in real-world contexts. This approach not only enhances student engagement but also fosters a deeper understanding of the subject matter. Shivaji College employs a variety of assessment methods to evaluate student progress towards the defined learning outcomes. These assessments are designed to measure not just knowledge retention, but also the application of skills and critical thinking. Continuous assessment, including formative assessments like quizzes, assignments, and presentations, provides ongoing feedback to students, helping them to identify areas for improvement and track their progress. This continuous feedback loop is essential in ensuring that students are on the right track towards achieving their learning goals. The focus on OBE at Shivaji College is closely linked to skill development and employability. The programs are designed to equip students with the practical skills and competencies that are in demand in the job market. This includes not only technical skills specific to their field of study but also soft skills like communication, teamwork, and problem-solving, which are essential for career success. By emphasizing these skills, Shivaji College ensures that its graduates are well-prepared to meet the demands of the modern workforce. Shivaji College is also committed to the continuous improvement of its educational offerings. The OBE framework includes regular reviews of program outcomes, course content, and assessment methods. Feedback from students, alumni, and employers is used to make informed adjustments to the curriculum and teaching practices, ensuring that the programs remain relevant and effective.</p>
<p>6. Distance education/online education:</p>	<p>The college is planning to introduce Distance Education and online course.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Shivaji College Hingoli has established an Electoral Literacy Club (ELC) as part of its commitment to fostering civic responsibility and enhancing electoral awareness among students. The</p>
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	<p>ELC plays a crucial role in promoting the importance of electoral participation and educating students about the democratic process.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, Shivaji College Hingoli has appointed a Students' Coordinator and coordinating faculty members for the Electoral Literacy Club (ELC). The appointments are made to ensure effective management and operation of the club, as well as to facilitate the implementation of its programs and activities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club (ELC) at Shivaji College Hingoli has implemented several innovative programs and initiatives aimed at enhancing electoral literacy and promoting active participation in the democratic process. These initiatives reflect the club's commitment to civic engagement and inclusivity. Key programs include: 1. Voter Registration Drives: Student and Community Engagement: The ELC organizes regular voter registration drives to assist students in registering to vote. Additionally, the club reaches out to local communities, helping them understand the registration process and encouraging voter participation. These drives are conducted in collaboration with local election authorities to streamline the registration process. 2. Assistance in Poll Conduct: Voluntary Contribution: ELC members actively volunteer to assist the district election administration during elections. This includes helping with the setup of polling stations, managing voter queries, and ensuring smooth operations on election day. Their involvement supports the efficient conduct of polls and provides practical experience in the electoral process. 3. Voter Awareness Campaigns: Educational Workshops and Campaigns: The club runs comprehensive voter awareness campaigns that include workshops, seminars, and interactive sessions. These programs cover the importance of voting, the functioning of the electoral system, and how to make informed choices. The campaigns use various media, including social media, to reach a wider audience. 4. Promotion of Ethical Voting: Ethical Voting Workshops: The ELC conducts workshops focused on promoting ethical voting practices. These workshops educate students and community members about the importance of integrity and transparency in elections. The aim is to encourage voters to make informed decisions and</p>

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>resist coercion or manipulation.</p> <p>Shivaji College Hingoli is actively involved in socially relevant projects and initiatives related to electoral issues, focusing on advancing democratic values and increasing participation in the electoral process. Voter Awareness Surveys: Surveys are conducted to gauge the level of electoral awareness among students and community members. These surveys help identify gaps in knowledge and areas where additional educational efforts are required. 3. Awareness Drives: Campaigns and Workshops: Shivaji College organizes awareness drives on electoral issues, focusing on the importance of voting, the electoral process, and the role of citizens in democracy. These drives include workshops, seminars, and interactive sessions designed to engage and educate participants. Public Speaking Events: The college hosts public speaking events and debates on electoral topics, encouraging students and community members to discuss and reflect on democratic values and electoral participation.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>At Shivaji College Hingoli, efforts are continuously made to track and address the enrollment status of students above 18 years who are yet to be registered as voters. Recognizing the importance of voter registration in fostering civic engagement, the college, in collaboration with the Electoral Literacy Club (ELC), has undertaken several initiatives to ensure that eligible students are registered and actively participate in the electoral process.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
346	568	404	373	444
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: 17

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

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.41	0.99	0.41	1.45	0.41

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:

Shivaji College, Hingoli, affiliated with Swami Ramanand Teerth Marathwada University, Nanded, offers four undergraduate programs: Bachelor of Arts (BA), Bachelor of Commerce (B.Com), Bachelor of Vocation (B.Voc) in Retail Operations, and Bachelor of Vocation (B.Voc) in Banking and Financial Services. The college ensures effective curriculum planning and delivery through a systematic and well-documented process that includes the preparation of an academic calendar and the conduct of continuous internal assessments.

The curriculum for all undergraduate programs is designed and structured by Swami Ramanand Teerth Marathwada University. As an affiliated institution, Shivaji College adheres to this university-mandated curriculum. However, the college plays a crucial role in tailoring the delivery of this curriculum to meet the specific needs of its students and faculty. The college prepares its own academic calendar at the beginning of each academic year, aligning it with the university's calendar. This calendar serves as a roadmap for the academic session, detailing important dates such as the commencement of classes and examination periods, including the internal evaluation system.

Faculty members at Shivaji College are actively involved in curriculum planning. Previously, the following faculty members served as Board of Studies (BOS) members:

Dr. Kishor N. Ingole (English)

Dr. Iqbal Jaweed (Urdu)

Dr. Sunanda R. Bhusare (Philosophy)

Dr. Sherkar S. T. (Psychology)

Currently, the following faculty members are serving as BOS members:

Dr. Kshirsagar B. S. (History)

Dr. Hurgule N. R. (Sociology)

Dr. Jadhav B. S. (Psychology)

These faculty members have played a significant role in curriculum development and revision at the

university level, ensuring that the programs remain relevant and up-to-date with current academic and industry standards.

At the beginning of each academic session, departmental meetings are conducted to discuss the syllabus and allocate responsibilities among the teaching staff. Faculty members prepare detailed teaching plans, outlining the topics to be covered, the timeline for their delivery, and the methods to be used in teaching. This ensures that the syllabus is covered systematically and comprehensively throughout the academic year.

To facilitate effective curriculum delivery, the college creates a well-structured timetable that is rigorously followed by the faculty. The timetable ensures a balanced distribution of classes, allowing sufficient time for both theoretical and practical sessions where applicable. Faculty members are expected to adhere strictly to the timetable, ensuring that classes are conducted as scheduled. Faculty members prepare instructional materials such as detailed notes and presentation slides, which are made available to students through various channels, including the college's learning management system or in-class handouts. Teachers also employ diverse teaching methods, such as interactive sessions, group discussions, case studies, and problem-solving exercises, to enhance student engagement and understanding.

A key component of the college's curriculum delivery process is the conduct of continuous internal assessments. These assessments are scheduled according to the academic calendar and are designed to evaluate students' understanding of the subjects on an ongoing basis. Internal assessments may include quizzes, assignments, presentations, projects, and mid-term exams. The results of these assessments are used to provide timely feedback to students, helping them identify areas for improvement and enabling faculty to adjust their teaching strategies accordingly.

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: 16

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

1.2.2

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

Response: 15.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	62	00	73	87

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:

Shivaji College, Hingoli, affiliated with Swami Ramanand Teerth Marathwada University, Nanded, effectively integrates crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum.

In the English department, the curriculum is designed to develop communication skills, career planning, and digital literacy. From the first year, students engage in tasks such as email writing, news report writing, and job applications, which emphasize professional ethics and effective communication. As students' progress, they explore critical analysis, Indian literary traditions, and gender sensitization, fostering a deeper understanding of cultural heritage, human values, and social responsibility. By the third year, students are introduced to advanced topics like literary criticism and digital lifestyle management, equipping them with the skills needed to navigate the modern, digitally-driven world ethically.

The Marathi curriculum similarly incorporates significant societal themes. First-year students are introduced to concepts like feminism, humanism, and environmental consciousness, encouraging them to reflect on their role in promoting gender equality and environmental sustainability. As they advance, the focus shifts to social and linguistic values, professional ethics, and creative writing, ensuring that students are not only proficient in language but also conscious of their responsibilities toward society and the environment.

In Hindi, the curriculum addresses social justice issues from the outset, with topics such as feminism, Dalit and tribal consultation, and children's psychology. These discussions aim to promote human rights and social equity. As students move into the second and third years, they delve into the implications of the Partition, social unity, and the digitalization of communication, all of which reinforce the importance of maintaining ethical standards and fostering national integration in a rapidly changing world.

The Sociology curriculum is particularly focused on social issues and their impact on the environment and sustainable development. Students study the processes of socialization, secularism, environmental sustainability, and social change, which are critical for understanding the dynamics of modern society. These topics are integrated into the curriculum across all three years, emphasizing the importance of ethical conduct, gender equality, and environmental stewardship.

In Political Science and Public Administration, the curriculum covers fundamental concepts such as justice, social justice, liberty, and democratic values. Students explore the role of judicial activism, social reforms, and transparency in governance, which are essential for understanding the ethical dimensions of public service. The curriculum also includes topics on rural development, disaster management, and the use of technology in administration, underscoring the need for sustainable practices and responsible leadership.

Economics students are taught to analyze economic policies with a focus on sustainability. The curriculum covers the role of agriculture, environmental issues, and financial literacy, linking economic development with ethical considerations and sustainability. This approach ensures that students are prepared to contribute to the economy in a manner that is both socially responsible and environmentally sustainable.

In Philosophy and History, the curriculum addresses ethics, human values, and social reforms. Students explore moral concepts, the importance of environmental sustainability, and the historical context of social movements. This interdisciplinary approach helps students develop a well-rounded understanding

of the ethical and social challenges facing the world today.

Physical Education and Psychology courses incorporate discussions on the importance of physical and mental well-being, ethical issues in professional practice, and the role of sports and psychology in promoting social cohesion and national integration.

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: 11.56

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

Response: 40

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 89

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

2022-23	2021-22	2020-21	2019-20	2018-19
320	283	243	241	248

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
340	340	340	240	240

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: 66.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
141	121	66	87	105

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

2022-23	2021-22	2020-21	2019-20	2018-19
179	179	179	125	125

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: 21.63

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:

In Shivaji College, Hingoli, a student-centric approach is central to the teaching and learning process. The college employs various innovative methods such as experiential learning, participative learning, and problem-solving methodologies to enrich the educational experience. In addition, teachers extensively use ICT-enabled tools, including online resources, to facilitate effective learning.

1. Experiential Learning

Experiential learning is an integral part of the educational strategy at Shivaji College. This approach involves learning through direct experience and reflection, allowing students to apply theoretical knowledge to real-world situations. Key practices include:

Field Visits and Study Tours: The college organizes field visits and study tours relevant to the subjects being taught, providing students with first-hand exposure to the industry, social environments, and cultural contexts. For example, commerce students may visit local businesses or financial institutions to understand practical applications of their coursework.

Internships and Practical Training: Students are encouraged to participate in internships and practical training sessions during their academic program. These experiences help students gain hands-on skills and insights into their future careers, bridging the gap between theory and practice.

2. Participative Learning

Participative learning at Shivaji College involves active student engagement in the learning process, making education a collaborative effort between teachers and students. Some of the methods include:

Group Discussions and Debates: Students are encouraged to participate in group discussions and debates on various topics related to their subjects. This not only helps in developing critical thinking and communication skills but also promotes peer learning.

Workshops and Seminars: The College regularly organizes workshops and seminars where students can interact with experts from different fields. These events provide a platform for students to gain insights, ask questions, and engage in meaningful dialogue on current trends and developments.

Student Presentations and Projects: Students are often required to prepare and present projects on specific topics. This exercise promotes research skills, creativity, and the ability to communicate ideas effectively.

CT-Enabled Tools and Online Resources

To enhance the teaching and learning experience, Shivaji College has integrated Information and Communication Technology (ICT) into its educational practices. The use of ICT tools has revolutionized the way teachers deliver content and how students engage with learning materials.

Online Resources and E-Learning Platforms: Teachers utilize online resources such as educational websites, e-journals, and open-access repositories to supplement classroom teaching. Platforms like Google Classroom, Zoom, and Microsoft Teams are used for conducting virtual classes, discussions, and

assessments, especially in situations requiring remote learning.

Thus, the College, through its commitment to student-centric methods, has created a dynamic and interactive learning environment. By incorporating experiential learning, participative learning, and problem-solving methodologies, along with the use of ICT-enabled tools, the college ensures that students not only acquire knowledge but also develop the skills necessary to succeed in their academic and professional pursuits. This holistic approach to education fosters a culture of active learning, critical thinking, and continuous improvement, preparing students to meet the challenges of the modern world.

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: 76.19

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

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

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: 95**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	15	15	14

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

The college ensures that its assessment mechanisms are transparent, fair, and efficient, accurately reflecting student performance. Both internal and external evaluations are conducted with rigor, and the college has established a robust grievance redressal system to address any concerns related to assessments promptly.

1. Transparent Mechanism of Internal Assessment

The internal assessment system in the College is carefully planned to uphold transparency and fairness. Key components include:

Clear Communication of Assessment Criteria: At the start of each academic session, students are informed about the internal assessment criteria, aligned with the guidelines from Swami Ramanand Teerth Marathwada University, Nanded. These criteria, detailed in course outlines and discussed during orientation, ensure that students understand the weightage of assignments, quizzes, presentations,

attendance, and mid-term exams.

Regular Internal Assessments: Internal assessments are conducted according to the academic calendar, with schedules shared well in advance. This allows students to prepare adequately, reducing stress and enhancing performance.

Transparent Evaluation Process: Faculty members follow a standardized evaluation process to ensure consistency and fairness in grading. After assessments, students are given access to their evaluated answer scripts, assignments, or project reports for review. Faculty provides constructive feedback and address any concerns, helping students understand their performance and identify areas for improvement.

Timely Declaration of Results: Results of internal assessments are declared promptly, typically within a week. This ensures timely feedback, which is essential for students' academic progress. Results are displayed on departmental notice boards.

2. Transparent Mechanism of External Assessment

External assessments, conducted by Swami Ramanand Teerth Marathwada University, Nanded, are also managed with transparency, facilitated by the college.

Examination Preparation and Support: The college provides comprehensive support to students, including pre-examination briefings, access to past question papers, and special revision sessions, ensuring students are well-prepared for their university exams.

Conduct of External Examinations: External exams are conducted according to the university's schedule. The college ensures all logistical arrangements, such as examination halls, invigilation, and seating plans, is in place to maintain a smooth examination process and adhere strictly to the university's guidelines.

Result Declaration and Re-evaluation Process: External examination results are declared by the university and communicated through the college. Students with concerns about their results can apply for re-evaluation or rechecking as per the university's procedures, with the college providing necessary assistance to ensure grievances are addressed promptly.

3. Efficient Grievance Redressal System

Shivaji College has an efficient grievance redressal mechanism in place to handle any assessment-related issues. The system is designed to be student-friendly, ensuring grievances are resolved quickly and fairly.

Grievance Redressal Committee: A dedicated committee comprising faculty and administrative staff addresses student grievances related to assessments, such as marking discrepancies, unfair treatment, or examination conduct issues.

Time-Bound Resolution: Students can submit grievances in writing or online via the college's grievance portal. The committee reviews and resolves grievances within a stipulated timeframe, typically 7 to 10 days, and ensuring students do not face prolonged uncertainty.

Confidentiality and Fairness: The grievance redressal process is conducted with confidentiality and fairness. The committee thoroughly investigates grievances and makes decisions based on principles of

justice and equity.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The College places significant emphasis on clearly articulating and communicating Programme Outcomes (POs) and Course Outcomes (COs) as an essential part of its academic framework. These outcomes are carefully designed to give students a clear understanding of the knowledge, skills, and competencies they are expected to acquire upon completing their programs and individual courses. The college ensures that POs and COs for all programs are explicitly stated and made accessible to all stakeholders through multiple channels, including the college website.

1. Defining Programme Outcomes (POs)

Programme Outcomes (POs) are broad objectives that students are expected to achieve by the end of their academic program. These outcomes align with the educational goals set by Swami Ramanand Teerth Marathwada University, Nanded, and are tailored to meet the specific needs of the disciplines offered at the college.

Holistic Development: POs emphasize the development of a well-rounded personality, including critical thinking, problem-solving abilities, ethical reasoning, and effective communication skills.

Subject-Specific Competence: Each program has POs focused on the core competencies related to its specific field of study, ensuring that students gain in-depth knowledge and practical skills in their chosen discipline.

Career Readiness: POs are designed to prepare students for professional success by equipping them with the skills and knowledge required in the workplace. This includes fostering teamwork, leadership, and the ability to adapt to a dynamic professional environment.

Lifelong Learning: The POs encourage students to engage in lifelong learning, staying updated with the latest developments in their field, and continuing their education beyond formal academic programs.

2. Defining Course Outcomes (COs)

Course Outcomes (COs) specify the skills, knowledge, and abilities that students are expected to acquire upon completing each course within a program. These outcomes are derived from the course content and align with the overall Programme Outcomes.

Knowledge Acquisition: COs ensure that students gain a thorough understanding of the subject matter, including theoretical concepts, methodologies, and practical applications.

Skill Development: Each course is designed to develop specific skills, whether analytical, technical, or soft skills, necessary for students to succeed in their academic and professional careers.

Assessment of Learning: COs are measurable, allowing faculty to assess whether students have successfully met the learning objectives. This includes evaluating student performance through assignments, exams, projects, and other forms of assessment.

3. Display and Communication of POs and COs

Shivaji College takes deliberate steps to ensure that POs and COs are clearly communicated to all stakeholders, including students, faculty, and prospective applicants. This transparency is achieved through the following methods:

Website Publication: POs and COs for all programs are prominently displayed on the college's official website. This allows current and prospective students, parents, and employers to easily access and reviews the expected outcomes of each program and course.

Course Outlines and Syllabi: POs and COs are included in the course outlines and syllabi distributed to students at the beginning of each academic session. This ensures that students are aware of the learning objectives and the skills they are expected to acquire.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The College, places a strong emphasis on evaluating the attainment of Programme Outcomes (POs) and Course Outcomes (COs) as part of its commitment to quality education. This evaluation process ensures that the academic goals set for each program and courses are met and that students acquire the intended knowledge, skills, and competencies. The college employs a systematic approach to assess the attainment of POs and COs, using a combination of direct and indirect methods, with evidence gathered through various academic activities and assessments.

1. Direct Assessment Methods

a) Continuous Internal Assessment:

Continuous Internal Assessment (CIA) is a primary tool for evaluating the attainment of COs. The college conducts regular internal assessments, including quizzes, assignments, presentations, practical exams, and mid-term exams. These assessments are mapped to specific COs, enabling faculty to measure students' progress towards achieving the intended learning outcomes. The performance data collected from these assessments provide a clear indication of how well students are meeting the COs.

b) Semester-End Examinations:

Semester-end examinations, conducted by Swami Ramanand Teerth Marathwada University, Nanded, serve as another critical method for evaluating CO attainment. These exams are designed to assess students' comprehensive understanding of the course content, as outlined in the COs. The results from these examinations are analyzed to determine the overall attainment of COs at the course level.

c) Practical Work and Projects:

For programs that include practical components, such as laboratory work, internships, or project-based learning, the evaluation of students' practical work provides direct evidence of CO attainment. The college uses rubrics to assess students' performance in these activities, ensuring that the assessment is aligned with the intended COs.

2. Indirect Assessment Methods

a) Student Feedback:

Student feedback is an essential indirect method for evaluating the attainment of POs and COs. The college regularly collects feedback from students on their learning experiences, including the relevance and effectiveness of the course content and teaching methods. This feedback helps in identifying areas where students may be struggling to meet the COs, allowing for timely interventions.

b) Alumni and Employer Surveys:

The college also gathers input from alumni and employers to assess the real-world applicability of the skills and knowledge imparted through its programs. These surveys provide insights into how well the POs are being met, particularly in terms of career readiness and the ability to adapt to professional environments.

3. Analysis and Continuous Improvement

The data collected from direct and indirect assessment methods are systematically analyzed to evaluate the overall attainment of POs and COs. The analysis is conducted at both the course and program levels, with faculty members and academic committees reviewing the results. Any gaps identified in the attainment levels lead to the implementation of corrective measures, such as curriculum revisions, changes in teaching strategies, or the introduction of additional learning resources.

4. Evidence of Attainment

Course Files and Academic Records:

The college maintains detailed course files and academic records that document the attainment of COs. These files include assessment results, evaluation rubrics, and feedback forms, providing concrete evidence of students' progress towards achieving the COs.

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: 74.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	68	55	63	57

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	93	58	68	80

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

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.68</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The College has established a comprehensive ecosystem designed to promote innovations, integrate the Indian Knowledge System (IKS), and foster awareness about Intellectual Property Rights (IPR). This ecosystem includes the establishment of an IPR cell, a research incubation center, and various other initiatives aimed at the creation and transfer of knowledge and technology. The outcomes of these efforts are evident in the college's academic and research achievements, as well as its contribution to the broader community.

1. Establishment of an Incubation Center

a) Research Incubation Center:

The college has set up a dedicated Research Incubation Center to support and nurture innovative research

and entrepreneurial ventures. This center provides essential resources such as laboratory facilities, technical support, and mentoring for researchers and start-ups. It facilitates collaboration between students, faculty, and industry professionals, helping transform innovative ideas into practical solutions and market-ready products.

b) Support for Research and Innovation:

The incubation center plays a crucial role in supporting research activities by offering grants, seed funding, and access to advanced research tools. The center organizes workshops, seminars, and networking events to connect researchers with potential investors and industry experts. This support enhances the potential for successful commercialization of research outcomes.

2. Integration of Indian Knowledge System (IKS)

a) Curriculum Integration:

The Indian Knowledge System is integrated into the college curriculum through specialized courses and modules that highlight traditional knowledge, practices, and philosophies. This integration helps students gain a deeper understanding of India's rich intellectual heritage and its relevance in contemporary contexts.

b) Research and Documentation:

The college encourages research focused on IKS, including traditional medicine, indigenous practices, and cultural studies. Research projects are undertaken to document and preserve traditional knowledge, ensuring its continued relevance and application in modern society. This research contributes to the academic and cultural enrichment of the institution.

3. Awareness and Promotion of Intellectual Property Rights (IPR)

a) Establishment of an IPR Cell:

An IPR cell has been established to promote awareness and understanding of Intellectual Property Rights among students, faculty, and researchers. The cell organizes regular workshops, training sessions, and seminars on various aspects of IPR, including patents, copyrights, trademarks, and trade secrets.

b) Support for IP Protection:

The IPR cell assists stakeholders in protecting their intellectual creations by providing guidance on patent filings, trademark registrations, and other forms of IP protection. This support includes helping with the preparation of patent applications, conducting prior art searches, and navigating the legal processes involved in securing intellectual property rights.

4. Evidence of Outcomes

Enhanced Research Output:

The integration of IKS and the support provided by the Research Incubation Center have led to a

substantial increase in research output. Publications, conference presentations, and collaborative research projects highlight the impact of the college's focus on innovation and traditional knowledge.

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

3.2.2

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	01	00

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	3	4	3

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:** 1.24**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	7	00	00	00

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:

Shivaji College, Hingoli, has actively engaged in extension activities that have significantly impacted the neighborhood community while sensitizing students to social issues. These initiatives have been instrumental in promoting holistic development among students, as they gain hands-on experience in addressing real-world challenges and contributing positively to society.

Impact on the Neighborhood Community:

Enhanced Social Awareness and Welfare: Through various extension programs, the college has contributed to the overall welfare of the community. Activities such as health camps, blood donation drives, and awareness campaigns on issues like hygiene, sanitation, and preventive healthcare have improved the community's health and well-being. The college's efforts in promoting literacy, especially among women and children, have also led to an increase in educational awareness.

Sustainable Development Initiatives: The institution has undertaken several environmental conservation projects in the community, such as tree plantation drives, waste management campaigns, and water conservation efforts. These activities have not only helped in creating a greener and cleaner environment but have also raised awareness among community members about the importance of sustainable practices.

Empowerment through Skill Development: The College has organized workshops and training sessions aimed at enhancing the skills of the community members, particularly women and youth. These initiatives have included vocational training, entrepreneurship development, and digital literacy programs, which have empowered participants to improve their livelihoods and contribute to the local economy.

Strengthening Social Cohesion: Extension activities focused on social harmony and inclusivity have fostered a sense of unity and cooperation within the community. The college has organized cultural exchange programs, interfaith dialogues, and community celebrations that bring together people from diverse backgrounds, promoting understanding and respect for different cultures and traditions.

Sensitizing Students to Social Issues

Real-world Exposure and Empathy: Participation in extension activities has provided students with firsthand exposure to the challenges faced by marginalized and underserved communities. This experience has heightened their awareness of social issues such as poverty, inequality, and discrimination, fostering a sense of empathy and responsibility towards those in need.

Development of Leadership and Teamwork Skills: By leading and participating in community initiatives, students have developed essential leadership and teamwork skills. These experiences have taught them how to work collaboratively, manage projects, and communicate effectively, preparing them for future

roles in their professional and personal lives.

Promotion of Social Responsibility and Civic Engagement: The college's extension activities have instilled a strong sense of social responsibility among students. They have become more conscious of their roles as active citizens and are more likely to engage in volunteerism and civic activities in the future. This commitment to social change is a key aspect of their holistic development.

Enhanced Academic and Personal Growth: Engaging in extension activities has complemented students' academic learning by providing practical applications of theoretical concepts. This holistic approach to education has not only enriched their academic experience but also contributed to their personal growth, making them more well-rounded individuals.

The extension activities conducted by Shivaji College, Hingoli, over the last five years have had a profound impact on the neighborhood community and have played a crucial role in sensitizing students to social 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:

The college has received numerous awards and recognitions for its outstanding contribution to extension activities, reflecting its commitment to societal development and education.

In 2019, the college received the prestigious Best Teacher Award, further solidifying its reputation for educational excellence. The same year, the Gandhi Vichar Sankar Pariksha activity saw the institution's participants achieve First Rank at the district level, awarded by the Gandhi Research Foundation, Jalgaon, on October 2, 2019.

Continuing its focus on social awareness, the college excelled in several AIDS awareness activities, securing First Rank at the district level for various events. The AIDS Awareness Quiz Activity received recognition from DAPCU and Civil Hospital Hingoli on October 25, 2021, and again on October 20, 2022. The college also earned accolades for its AIDS Awareness Street Play Competition, receiving a certificate for First Rank from the district, awarded by DAPCU and Civil Hospital Hingoli on February

7, 2023.

The college's involvement in the India@75 Quiz Activity and the Mobile Photography Competition was also acknowledged with district-level First Rank certificates. The India@75 Quiz Activity was recognized on March 16, 2023, by Nehru Yuva Center, Hingoli, underscoring the institution's role in fostering civic engagement and cultural awareness.

These awards and recognitions highlight the college's active engagement in extension activities, contributing significantly to community development and social education.

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: 62

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	08	11	14

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: 0

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 situated 1.5 acres of land, the campus includes both owned and leased properties, offering a wide array of amenities to cater to the diverse needs of students and staff. The campus is thoughtfully designed to support holistic development, featuring modern academic spaces and ample recreational areas. The college's commitment to quality and inclusivity is evident in its efforts to enhance the overall student experience, setting a strong foundation for both academic and personal success.

Land and Built-Up Area:

The college occupies a total area of 1.5 acres, all of which is owned by the institution, ensuring complete control over its use. Additionally, the college has secured a long-term lease on 16 acres of land for 150 years, allowing for future campus expansion. The built-up area of the college is approximately 17,993.47 square feet, encompassing a variety of structures including classrooms, laboratories, a library, a seminar hall, an auditorium, a gymnasium, and ICT-based classrooms. The campus includes 50 rooms and 8 washrooms, strategically distributed to meet the needs of the college community.

Staff and Cultural Facilities:

The college provides well-equipped facilities for its staff, including a common staff room and separate rooms with attached washrooms for male and female faculty. These spaces are designed to offer comfort and convenience, facilitating informal meetings and relaxation.

For cultural activities, the college has dedicated spaces, such as a cultural room and a fully equipped theatre. These areas are designed to support a variety of cultural activities, including music, dance, drama, and arts projects. The theatre, complete with a stage, lighting, and sound system, is ideal for performances like plays, musical recitals, debates, and poetry slams, nurturing student talent and enriching college life.

Recreational and Parking Facilities:

The campus includes a garden that provides a peaceful environment for relaxation and learning about plant species. Additionally, a playground supports outdoor sports activities like Kho-Kho, Kabaddi, Mallkhamb, basketball, and volleyball, contributing to students' physical well-being and encouraging

teamwork.

Parking facilities are designated for students and staff, with separate areas for girls, boys, male staff, and female staff, as well as shared bicycle stands that promote sustainable transportation.

Academic and Study Facilities:

The college offers a dedicated reading room that is open for six hours daily, providing a quiet space for study. This room is equipped with comfortable furnishings, proper lighting, and access to newspapers, with an attached washroom for added convenience.

Technology-enhanced learning is supported through three auditorium halls equipped with ICT facilities and nine laboratories with LCD projectors, enriching the teaching and learning experience. A common ICT hall is also available for staff, allowing them to prepare technology-integrated lessons and access teaching resources.

Specialized Facilities:

The college includes indoor games like chess, carrom, badminton, and table tennis, along with accessibility features such as ramps and washroom facilities for physically disabled persons, ensuring an inclusive environment.

A dedicated examination cell manages all exam-related activities, while a consistent power supply is maintained through generators, inverters, and solar facilities, ensuring uninterrupted academic activities.

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: 62.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.01	0.85	0.28	0.71	0.06

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Shivaji College, Hingoli, has made remarkable progress in modernizing its library, significantly enhancing the academic experience for both faculty and students. Through the automation of library services and the integration of advanced digital facilities, the college has ensured that its library is not only a repository of knowledge but also a dynamic resource hub that caters to the evolving needs of its users.

Implementation of Integrated Library Management System (ILMS)

To streamline library operations and improve access to resources, Shivaji College has implemented the cloud-based Saral-Lib software, a comprehensive Integrated Library Management System (ILMS). This system is designed to efficiently manage the library's resources, providing a user-friendly interface for tasks such as cataloging, circulation, and inventory management. By simplifying these day-to-day operations, the ILMS has greatly enhanced the productivity of the library staff and improved the overall user experience.

Key features of the ILMS include a barcode printing system, which allows for the quick and accurate identification of library materials. Additionally, the ILMS incorporates a visitor management system that tracks library usage patterns, helping to ensure the safety and security of the library environment. This data-driven approach enables the college to monitor and optimize library services in response to user needs.

As part of the library automation process, Shivaji College has successfully migrated its existing data, including the Accession Register Excel data, into the new system. This one-time data conversion has ensured that all previously cataloged resources are seamlessly integrated into the ILMS, maintaining the continuity and accuracy of the library's records. This integration is crucial for preserving the library's rich collection of resources while making them more accessible to users.

E-Resources and Journal Subscriptions

In addition to automating its physical collection, the college has made substantial investments in digital resources. Adequate subscriptions to a wide range of e-resources, including e-books, e-journals, and databases, have been made to support the diverse academic needs of students and faculty. These digital resources are fully integrated into the ILMS, allowing users to search for and access materials from anywhere at any time. This accessibility has significantly enhanced the research and learning opportunities available to the college community.

Optimal Usage by Faculty and Students

The automated library system has dramatically increased the ease of access to resources for both faculty and students. With the ILMS, users can effortlessly search for books, journals, and other materials online, reserve items, and check the availability of resources in real-time. This convenience has led to a noticeable increase in library usage, reflecting the system's success in meeting the needs of its users.

To ensure that the new system is used to its full potential, the college has provided comprehensive training sessions for both faculty and students. These training programs offered both onsite and online, have equipped users with the skills necessary to navigate the ILMS, access digital resources, and manage their library accounts effectively. Ongoing technical support is also available to address any issues, ensuring that the system remains user-friendly and efficient.

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:

Shivaji College, Hingoli, has made significant strides in modernizing its IT infrastructure to support the academic and administrative needs of its faculty, students, and staff. By continuously updating its IT facilities and ensuring robust Wi-Fi services through a partnership with Ajay Cable and Broadband Service, the college is well-equipped to meet the growing demands of digital learning and communication.

IT Facilities Overview

The college's IT infrastructure is designed to provide seamless access to digital resources and online platforms, which are essential for academic activities. The core components of this infrastructure include:

Wi-Fi Connectivity:

Shivaji College has partnered with Ajay Cable and Broadband Service to deliver comprehensive Wi-Fi coverage across the campus. This network extends to all key areas, including classrooms, laboratories, the library, administrative offices, and common areas. The extensive coverage ensures that both students and faculty have uninterrupted access to online resources, enabling them to conduct research, participate in virtual learning sessions, and engage in various academic activities.

Internet Bandwidth:

The college has secured sufficient bandwidth to handle the high demand for internet access across the campus. The institution currently maintains a bandwidth of [Specify Mbps] provided by Ajay Cable and Broadband Service. This bandwidth is reviewed annually to ensure that it meets the growing needs of the college community, particularly as the reliance on online platforms for academic and administrative purposes continues to increase.

Nature of Updation and Improvements

Shivaji College is committed to regularly updating its IT facilities to keep pace with technological advancements and the evolving needs of its users. Key updates and improvements include:

Annual Wi-Fi and Bandwidth Upgradation:

The college renews its agreement with Ajay Cable and Broadband Service annually to ensure uninterrupted and reliable internet connectivity. During these renewals, the college reviews the current bandwidth and, if necessary, upgrades the service to higher speeds to accommodate the increasing usage of digital platforms. This proactive approach ensures that internet speeds remain optimal, even during peak usage times, enhancing the overall digital experience for users.

Infrastructure Enhancements:

In addition to upgrading bandwidth, the college has invested in enhancing its network infrastructure. This includes the installation of additional Wi-Fi access points across the campus to ensure comprehensive

coverage and reduce connectivity issues in high-traffic areas. The network infrastructure is periodically assessed, and any outdated equipment is replaced with the latest technology to maintain the network's reliability and speed. These enhancements ensure that the IT facilities remain up-to-date and capable of supporting the college's growing digital needs.

IT Support and Maintenance:

To ensure the smooth functioning of its IT facilities, Shivaji College has a dedicated IT support team responsible for maintaining the network infrastructure, troubleshooting issues, and providing technical assistance to users. Regular maintenance checks are conducted to identify and resolve potential problems before they impact users. The college also collaborates with Ajay Cable and Broadband Service to ensure timely upgrades and maintenance of the Wi-Fi network, ensuring its continued reliability.

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:

15.73

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

Response: 22

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: 37.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.40	0.14	0.13	0.74	0.35

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: 36.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	167	122	181	175

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	09	00	17	17

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: C. 2 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: 17.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	08	09	15	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	68	55	63	57

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: 2.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	02	03	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: 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	02	00	03	08

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: 25.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	41	00	25	40

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Shivaji College is a formally registered body, established to foster a strong connection between the institution and its former students. The association is governed by a structured framework that includes elected representatives from different batches who coordinate various activities and initiatives aimed at enhancing the college's academic and co-curricular environment.

Contributions to the Institution

The Alumni Association's contributions to Shivaji College are diverse, encompassing support intellectual as well as professional resources that benefit both students and faculty.

Expert Talks and Guest Lectures:

One of the most impactful ways the Alumni Association contributes is through the organization of expert talks and guest lectures. Alumni members who have achieved success in their respective fields regularly return to the college to share their knowledge and experience with current students. These sessions provide valuable insights into various industries, help students understand current trends, and inspire them to pursue their careers with greater clarity and confidence.

Mentorship Programs:

The Alumni Association has also established mentorship programs where alumni offer one-on-one guidance to students. These programs help students navigate their academic paths, make informed career choices, and develop the skills necessary to succeed in their professional lives. The personalized attention and real-world advice from alumni mentors are invaluable to the holistic development of the students.

Curriculum Development and Review:

Alumni members actively participate in the college's curriculum development and review processes. Their feedback, based on real-world experiences, helps ensure that the curriculum remains relevant and aligned with industry requirements. This collaboration between the Alumni Association and the academic departments enhances the quality of education at Shivaji College and better prepares students for the challenges of the job market.

Networking Opportunities:

The Alumni Association regularly organizes networking events that bring together current students, faculty, and alumni. These events provide a platform for students to connect with professionals in their fields of interest, gain insights into career opportunities, and build relationships that can be beneficial in their future endeavors.

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:

Shivaji College, Hingoli, exemplifies a governance and leadership structure that aligns closely with its vision and mission. Through the implementation of the National Education Policy (NEP), sustained institutional growth, and effective decentralization, the institution demonstrates its commitment to fostering an environment that nurtures competence, confidence, and excellence in students.

Vision

“Serve the society and bring about revolution in students’ life by providing the qualities of competence, confidence, and excellence in the competitive world by the thought of learning and training.”

Mission

“To provide quality education to students and make them knowledgeable, culturally employable, and responsible citizens of India.”

Institutional Practices Reflecting the Vision and Mission

1. National Education Policy (NEP) Implementation

Shivaji College has embraced the NEP to transform its educational practices, reflecting its commitment to holistic, flexible, and multidisciplinary learning. This alignment supports the vision of developing student competence and confidence.

Curriculum Reforms: The College has revamped its curriculum to integrate traditional knowledge with contemporary skills. This includes introducing interdisciplinary courses, skill-based learning modules, and vocational training, ensuring that students are well-prepared for both academic and professional challenges.

Inclusive Education: In line with its mission to cultivate responsible citizens, the college has embedded value-based education into its curriculum, emphasizing ethics, cultural awareness, and social responsibility. This approach aims to produce students who are not only knowledgeable but also culturally sensitive and ethically grounded.

2. Sustained Institutional Growth

Shivaji College’s leadership is dedicated to long-term development that aligns with its mission of providing quality education. This growth encompasses both academic and infrastructural advancements.

Academic Expansion: The College continually introduces new courses and programs to meet the evolving needs of students and the job market. This proactive approach ensures that graduates are equipped with relevant skills and knowledge for employment.

Infrastructure Development: Ongoing investments are made to enhance the college’s infrastructure. Upgrades include modernizing classrooms with advanced teaching aids, expanding library resources, and improving laboratory facilities, all aimed at creating an optimal learning environment.

3. Decentralization and Participatory Governance

Shivaji College practices a decentralized approach to governance, ensuring that decision-making processes are inclusive and participatory. This model supports the mission of fostering a collaborative and responsive educational environment.

Committees and Councils: Various committees, such as the Academic Council, Examination Committee, and Student Welfare Committee, are established to oversee different aspects of governance. These bodies incorporate diverse perspectives in decision-making, ensuring comprehensive and effective policies.

Faculty and Student Involvement: The governance model encourages active participation from faculty and students in institutional planning and policy development. This inclusivity helps address the needs of all stakeholders and ensures that the institution remains adaptable to changes in the educational landscape.

4. Institutional Perspective Plan

Shivaji College has developed short-term and long-term perspective plans to guide its growth and development, ensuring alignment with its vision and mission.

Short-Term Plans: Focus on immediate improvements such as implementing NEP guidelines, upgrading IT infrastructure, and enhancing student support services to address current needs effectively.

Long-Term Plans: Encompass the expansion of academic programs, the establishment of research centers, and the development of partnerships with industry and other educational institutions, aiming for sustained growth and recognition.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institutional Perspective Plan at Shivaji College is designed to address both short-term and long-term objectives, ensuring alignment with the institution's vision and mission. The plan encompasses initiatives focused on academic excellence, infrastructural development, and community engagement. It is systematically implemented and regularly evaluated to adapt to emerging needs and opportunities, ensuring continuous relevance and effectiveness.

2. Policies and Administrative Setup

The college has established a comprehensive set of policies and an effective administrative structure to support the deployment of its perspective plan:

Policies: The College has formulated and implemented policies covering various areas such as academic standards, faculty and staff welfare, student services, and resource management. These policies are periodically reviewed and updated to incorporate best practices and ensure they align with the plan's objectives.

Administrative Setup: The administrative structure is designed to facilitate the efficient execution of the perspective plan. Clearly defined roles and responsibilities within administrative bodies streamline decision-making and implementation processes, ensuring smooth operation and governance.

3. Appointment and Service Rules

Transparent appointment processes and well-defined service rules are integral to the effective functioning of institutional bodies:

Appointments: The College conducts appointments through a rigorous selection process with clear criteria and transparent procedures. This ensures that qualified and competent individuals are selected, contributing to the institution's success.

Service Rules: Detailed service rules govern the employment conditions, responsibilities, and professional conduct of faculty and staff. These rules promote a positive work environment, accountability, and efficiency in service delivery.

4. Procedures and Efficiency

Operational procedures are established to ensure smooth functioning:

Operational Procedures: The College has implemented detailed procedures for routine operations,

including academic administration, student support services, and resource management. These procedures enhance efficiency and consistency in daily activities.

Evaluation and Feedback: Regular evaluations and feedback mechanisms are used to assess the performance of institutional bodies and the impact of policies. This feedback informs decisions and improvements, ensuring that the perspective plan's objectives are met effectively.

5. Monitoring and Adaptation

Shivaji College is committed to continuous monitoring and adaptation:

Monitoring: The College regularly monitors the deployment and outcomes of the perspective plan. This includes tracking progress against goals, identifying areas for improvement, and making necessary adjustments.

Adaptation: The institution is proactive in adapting strategies and procedures based on monitoring results and evolving needs. This flexibility allows the college to address challenges and capitalize on opportunities, enhancing overall effectiveness.

Shivaji College, Hingoli, demonstrates effective deployment of its Institutional Perspective Plan through a comprehensive framework that includes well-defined policies, an efficient administrative setup, transparent appointment and service rules, and robust procedures. The institution's commitment to monitoring and adapting its practices ensures that its operational bodies function efficiently, contributing to the successful realization of its perspective plan's objectives.

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: B. 3 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:

Shivaji College implements a structured performance appraisal system for both teaching and non-teaching staff. The system is designed to provide objective evaluations based on predefined criteria such as teaching effectiveness, research contributions, administrative efficiency, and overall job performance.

Appraisal Process:

Self-Assessment: Staff members complete a self-assessment form reflecting on their achievements, challenges, and areas for improvement.

Peer Review: Teaching staff undergo peer reviews where colleagues assess each other's performance in a constructive manner.

Supervisor Evaluation: Supervisors evaluate staff based on performance metrics, including teaching quality, research output, and contribution to institutional goals.

Feedback Mechanism: The appraisal process includes feedback sessions where staff receive constructive feedback and discuss their performance with their supervisors.

Goal Setting:

The appraisal system emphasizes goal setting, where staff members set professional goals aligned with the institution's objectives. These goals are reviewed periodically, and progress is monitored to ensure continuous improvement and achievement.

2. Welfare Measures

Healthcare and Benefits:

Shivaji College offers comprehensive welfare measures to ensure the well-being of its staff. This includes medical insurance coverage, access to healthcare facilities, and wellness programs. Regular health check-ups and counseling services are provided to support staff health and well-being.

Work-Life Balance:

The college promotes work-life balance by offering flexible working hours, leave policies, and family support programs. Staff members have access to paid leave, maternity/paternity leave, and emergency leave to manage personal and family responsibilities effectively.

Employee Assistance Programs:

The institution provides employee assistance programs that include support for mental health, stress management, and personal development. Workshops and seminars on work-life balance, financial planning, and stress management are organized to support staff in various aspects of their lives.

Recognition and Rewards:

The college has a system for recognizing and rewarding outstanding performance. This includes annual awards, certificates of appreciation, and public acknowledgment of exceptional contributions. Such recognition fosters motivation and enhances staff morale.

3. Career Development and Progression

Training and Development:

Shivaji College is committed to the professional development of its staff. It offers a range of training programs, workshops, and seminars to enhance skills and knowledge. These programs cover various areas, including teaching methodologies, research techniques, administrative skills, and leadership development.

Promotion Opportunities:

The institution provides clear avenues for career progression through a structured promotion policy. Staff members have opportunities to advance in their careers based on their performance, qualifications, and contributions to the college. Regular reviews and updates to the promotion criteria ensure that the process remains fair and transparent.

Support for Higher Education:

The college supports staff members pursuing higher education and advanced degrees by offering flexible work arrangements and financial assistance. This support encourages continuous learning and professional growth.

Mentoring and Coaching:

Mentoring and coaching programs are available to guide staff in their career development. Experienced staff members provide mentorship and guidance to newer or less experienced colleagues, helping them navigate their career paths and achieve their professional goals.

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: 8.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	3	1	2

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 / workshops 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: 43.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	16	8	11

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

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

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:

Shivaji College, Hingoli, employs comprehensive strategies for mobilizing and optimizing resources and funds from diverse sources. These strategies ensure effective financial management and transparency through regular internal and external financial audits.

1. Resource Mobilization Strategies

Government Grants and Funds:

The college actively seeks and applies for grants and funding from various government agencies and educational bodies. This includes:

Central and State Government Schemes: Applying for educational grants, research funding, and infrastructure development projects.

Scholarships and Subsidies: Utilizing government scholarships and subsidies to support students from economically disadvantaged backgrounds.

Optimal Utilization of Resources and Funds

Budgeting and Planning:

The college employs a strategic budgeting process to ensure optimal allocation and utilization of resources. This includes:

Annual Budgeting: Developing an annual budget that aligns with the institutional goals and priorities, ensuring funds are allocated efficiently to various departments and projects.

Resource Allocation: Prioritizing spending on critical areas such as academic programs, infrastructure, and student support services to maximize the impact of available resources.

Monitoring and Evaluation:

Regular monitoring and evaluation of resource utilization are conducted to ensure financial efficiency. This includes:

Performance Metrics: Setting performance metrics to assess the effectiveness of funded projects and initiatives.

Reporting: Generating periodic reports on resource utilization and financial performance, which are reviewed by management to make informed decisions.

3. Financial Audits

Internal Audits:

Shivaji College conducts regular internal financial audits to ensure accuracy and compliance with

financial regulations. Internal audits include:

Routine Checks: Regular checks and reviews of financial transactions, budgets, and expenditures.

Compliance Verification: Ensuring adherence to institutional policies and regulatory requirements.

External Audits:

External audits are performed by independent auditors to provide an unbiased assessment of the college's financial health. External audits include:

Annual Financial Statements: Reviewing and certifying the accuracy of the college's annual financial statements.

Audit Reports: Generating detailed audit reports that are shared with stakeholders, including regulatory bodies and governing boards.

Audit Recommendations:

Both internal and external audits result in recommendations for improving financial practices and resource management. The college implements these recommendations to enhance financial transparency and efficiency.

Shivaji College, Hingoli, effectively mobilizes and optimizes resources through strategic partnerships, alumni contributions, and fundraising initiatives. The institution ensures financial transparency and accountability through regular internal and external audits. These practices support the college's financial stability and facilitate the successful implementation of its educational and developmental goals.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) at Shivaji College, Hingoli, plays a pivotal role in institutionalizing quality assurance strategies and processes. The IQAC is instrumental in reviewing and enhancing the teaching-learning process, operational structures, and learning outcomes, ensuring continuous improvement and excellence in academic and administrative activities.

1. Institutionalizing Quality Assurance Strategies:

Development and Implementation of Quality Assurance Policies:

The IQAC has established comprehensive quality assurance policies and frameworks that align with the institution's vision and mission. These policies guide various aspects of academic and administrative operations, ensuring consistency and high standards across the institution.

Integration of Best Practices:

The cell promotes the adoption of best practices in teaching, learning, and administrative processes. It benchmarks the institution's practices against national and international standards, facilitating the integration of innovative and effective methods to enhance overall quality.

Regular Training and Capacity Building:

The IQAC organizes regular training sessions and workshops for faculty and staff to update them on quality assurance practices, pedagogical advancements, and administrative procedures. This helps in maintaining a high standard of teaching and efficient operations.

2. Reviewing Teaching-Learning Processes

Periodic Reviews and Assessments:

- ◆ The IQAC conducts periodic reviews of the teaching-learning process to ensure its effectiveness and relevance including:
- ◆ Curriculum Review: Regular evaluation and updating of the curriculum to incorporate contemporary knowledge, skills, and industry requirements.
- ◆ Teaching Methodologies: Assessment of teaching methods and strategies to enhance student engagement and learning outcomes.

Feedback Mechanisms: Collection and analysis of feedback from students, faculty, and stakeholders to identify areas for improvement and implement necessary changes.

Monitoring Learning Outcomes:

The cell monitors and evaluates learning outcomes to ensure that educational goals are being met including:

- ◆ Assessment Tools: Development and use of effective assessment tools to measure student performance and learning achievements.
- ◆ Outcome Analysis: Analysis of learning outcomes data to identify trends, strengths, and areas needing improvement.

3. Enhancing Structures and Methodologies of Operations

Operational Audits:

The IQAC performs regular audits of institutional operations to assess their efficiency and effectiveness which includes:

- ♦ Administrative Processes: Review of administrative procedures to streamline operations and improve service delivery.
- ♦ Resource Utilization: Evaluation of resource utilization to ensure optimal allocation and management.

Process Improvement Initiatives:

Based on audit findings and reviews, the IQAC initiates process improvement measures that involves:

- ♦ Redesigning Processes: Modifying operational processes to enhance efficiency and effectiveness.
- ♦ Implementing New Technologies: Integrating new technologies and systems to support better management and administration.

4. Recording Incremental Improvements

Documentation and Reporting:

- ♦ The IQAC systematically documents incremental improvements in various activities. This includes:
- ♦ Progress Reports: Preparation of detailed progress reports that highlight improvements, challenges, and future plans.
- ♦ Record Keeping: Maintaining records of quality assurance activities, including reviews, assessments, and feedback.

Impact Analysis:

The cell assesses the impact of implemented improvements on academic and administrative performance which involves:

- ♦ Impact Evaluation: Measuring the effectiveness of changes and improvements in achieving desired outcomes.
- ♦ Continuous Feedback: Gathering feedback from stakeholders to ensure ongoing relevance and effectiveness of quality assurance measures.

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Shivaji College, Hingoli, works for equitable environment for all its stakeholders. Over the last five years, the institution has actively initiated and implemented various measures to promote gender equity and has conducted regular gender audits to ensure that these initiatives are effective and aligned with its goals. The college's commitment to gender equity is evident in its curricular and co-curricular activities, as well as in the facilities provided on campus, aimed at ensuring a balanced and bias-free environment for both male and female students and staff.

Gender Equity in Curricular and Co-curricular Activities

At Shivaji College, gender sensitization is deeply integrated into the curriculum. The college offers courses and workshops that address gender issues, aiming to create awareness among students about gender equality, rights, and responsibilities. Special lectures, seminars, and discussions are organized regularly, focusing on topics such as gender discrimination, women's empowerment, and the role of education in promoting gender equity. These activities are designed to encourage students to critically analyze societal norms and practices related to gender, fostering a more inclusive mindset.

The college also emphasizes gender equity in its co-curricular activities. The college's various clubs and societies, including the Women's Cell, organize events that promote gender sensitivity and empower female students. These activities range from self-defense workshops, health awareness camps, and leadership training programs to cultural events that celebrate the achievements of women. By actively involving both male and female students in these initiatives, the college ensures that gender equity becomes a shared value among all.

Facilities for Women on Campus:

Shivaji College has made significant strides in creating a safe and supportive environment for female students and staff. The campus is equipped with gender-friendly infrastructure, including separate hostels for male and female students, well-maintained restrooms, and common rooms for women.

To further enhance safety on campus, the college has installed CCTV cameras at strategic locations and has a dedicated grievance redressal mechanism that addresses issues related to gender discrimination and harassment. The college's Women Redressal Cell is proactive in handling complaints and conducts regular workshops to sensitize students and staff about their rights and the importance of gender equality.

Gender Audit and Continuous Improvement

Shivaji College conducts regular gender audits to assess the effectiveness of its gender equity measures and to identify areas for improvement. These audits involve a thorough review of policies, practices, and facilities to ensure that they are conducive to maintaining gender balance and providing equal opportunities for all. The findings of these audits are used to inform policy changes and the introduction of new initiatives aimed at enhancing gender equity on campus.

The college also strives to maintain gender balance in its recruitment and admissions processes, ensuring that both male and female candidates have equal opportunities to succeed. By regularly evaluating its practices through gender audits, Shivaji College is able to make data-driven decisions that promote gender equity and create a more inclusive environment for everyone.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: B. Any 3 of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Shivaji College, Hingoli works to foster an inclusive environment that embraces diversity in all its forms, including cultural, regional, linguistic, and socioeconomic differences. The institution recognizes the importance of promoting tolerance, harmony, and sensitization to constitutional values among students and employees, ensuring a cohesive and supportive community.

Promoting Tolerance and Harmony

Cultural Diversity and Events: The College organizes various cultural events, festivals, and activities that celebrate the rich diversity of India. Events such as cultural days, traditional dress competitions, and regional food festivals allow students to share and appreciate different cultural practices. These initiatives help in building mutual respect and understanding among students from diverse backgrounds.

Linguistic Inclusivity: Shivaji College promotes linguistic diversity by offering courses in multiple languages and encouraging students to communicate in their mother tongues during specific events. Language clubs and workshops are organized to celebrate linguistic heritage, fostering a sense of pride and inclusivity.

Socioeconomic Inclusivity: The College provides scholarships, fee waivers, and financial assistance to economically disadvantaged students, ensuring that education is accessible to all. Additionally, the institution actively supports the inclusion of students from marginalized communities through special mentorship programs and counseling services.

Regional Harmony: The College actively works to bridge regional differences by encouraging inter-regional student exchange programs and collaborative projects. These initiatives help students understand and appreciate the diverse regional traditions and customs of their peers, fostering unity and harmony.

Sensitization to Constitutional Obligations

Awareness Programs on Constitutional Values: Shivaji College conducts regular awareness programs, seminars, and workshops on constitutional values, rights, and duties. These sessions are designed to educate students and employees about their roles as responsible citizens and the importance of upholding the principles enshrined in the Constitution of India.

Celebration of National Days: The College observes national days like Republic Day, Independence Day, and Constitution Day with great enthusiasm. During these events, students and staff are encouraged to reflect on the significance of the Constitution and the responsibilities it entails. Activities such as debates, essay competitions, and patriotic performances further instill a sense of national pride and duty.

Citizen Responsibility Initiatives: To promote active citizenship, the institution organizes community outreach programs, such as cleanliness drives, voter awareness campaigns, and legal literacy workshops. These initiatives aim to make students and employees more conscious of their civic responsibilities and the impact of their actions on society.

Human Rights Education: The College integrates human rights education into its curriculum and extracurricular activities. This includes lectures by experts on topics such as equality, non-discrimination, and social justice. By raising awareness about human rights, the institution ensures that students and employees are equipped to contribute positively to a just and inclusive society.

Shivaji College, Hingoli, is dedicated to creating an environment where diversity is celebrated, and constitutional values are upheld. Through its various initiatives, the college not only promotes tolerance and harmony but also sensitizes students and employees to their roles as responsible citizens. The institution's efforts in fostering an inclusive and aware community are a testament to its commitment to the holistic development of its members.

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

Comprehensive Excellence: Nurturing Growth and Morale through API Score Improvement Initiatives

Introduction:

Teachers in higher education hold the crucial responsibility of shaping the future of a nation. The youth, who are malleable and full of potential, are entrusted to the care and guidance of educators in higher education institutions. The primary role of a teacher is to impart skills, knowledge, and values that contribute to the holistic development of students, ultimately molding them into responsible and competent human beings. Achieving this requires a multidimensional approach that emphasizes maintaining standards and quality in higher education, leading to improved student performance, societal progress, and national development.

The current practice focuses on the status of the Academic Performance Indicator (API) and the

Performance-Based Appraisal System (PBAS) in Maharashtra, which have been implemented in Indian higher education institutions since 2010. The API is a quantitative measure used to assess the quality and proficiency of teaching staff. It was introduced to link teachers' selection and promotions with their academic performance, serving as a tool for maintaining standards in higher education. In Maharashtra, the state's higher education department adopted the API and PBAS in 2010. These regulations are designed not only to facilitate career advancement for teachers but also to uphold the quality of teaching, learning, and education within institutions. The ultimate goal is to instill quality in students attending higher education institutions. The API score is calculated based on specific criteria across three categories: teaching, professional work, and research, setting minimum requirements for college teachers in India.

Aims and Objectives of the Practice:

- ♦ To enhance teaching methods and pedagogical approaches for improved student learning outcomes.
- ♦ To actively participate in and contribute to co-curricular activities, enriching the overall educational experience.
- ♦ To engage in meaningful research and extension activities, contributing to both academic and societal growth.
- ♦ To foster ethical and moral values in students through effective teaching and mentorship.
- ♦ To positively impact the institution's academic environment and its role in society.
- ♦ To use API scores as a tool for self-evaluation and continuous improvement in various academic areas.
- ♦ To utilize API scores for Career Advancement Scheme (CAS) promotion, ensuring timely recognition and career progression.
- ♦ To maintain a commitment to professional development and staying updated on educational trends.
- ♦ To collaborate with colleagues and actively participate in the academic community of the college.
- ♦ To strive for excellence in all aspects of teaching and contribute to the overall success of the institution.

The Context:

The Academic Performance Indicator serves as a key self-appraisal tool for teaching staff, enabling them to evaluate their annual academic performance. This process provides teachers with valuable insights into their teaching methods, student learning outcomes, contributions to co-curricular activities, involvement in research and extension, and their role in instilling ethics and morals in students. The API score assigns marks in each of these areas, guiding teachers on where improvements can be made. Understanding the importance of this process, the college administration has wisely initiated the distribution of API score sheets, which are carefully reviewed by IQAC members and endorsed by the Principal. This practice supports teachers in their Career Advancement Scheme (CAS) promotions, ensuring they receive recognition and advancement in a timely manner. As a result, the morale of the teaching staff is significantly boosted, fostering a positive and motivated academic environment.

The Practice:

The API Score Improvement Initiative centers around the Academic Performance Indicator (API) as a fundamental tool for self-assessment among teaching staff. This annual evaluation allows educators to

thoroughly review their performance in areas such as teaching pedagogy, student learning capabilities, contributions to co-curricular activities, roles in research and extension, and the cultivation of ethics and morals in students.

Best Practice-2

Yoga as a Lifestyle to Promote Health

Goal:

- To create awareness of Yoga among the students and Society
- To provide scientific training of Yoga
- To inculcate the daily practice of Yoga among the students and Society
- To create job opportunities for students through practicing Yoga
- To arrange various health promoting programs

The context:

The true meaning of education is the complete development of one's mind and is achieved through the connection between mind and body. Increasing deterioration in the mental and physical health of society as a result of busy life, the institution has undertaken the best practice entitled "Yoga as a Lifestyle to Promote Health" It is essential to create awareness regarding Yoga among students and society. Yoga may act as a health booster which is dire necessity of sections of society.

The Practice:

- ? The institution organizes outreach programs for the society to inculcate the value and awareness of Yoga in society.
- ? The events such as rallies, celebrations of International Yoga Day, organization of various programs such as Suryanamaskar Din.
- ? The institution has organized various workshops, training in Yoga, interactive talks of eminent speakers at free of cost. The activity is for all the sectors of society addressing diverse issues of age group, gender, health problems and diseases in particular. Special training was organized for staff members.
- ? The sports department has designed the certificate course in 'Yoga and Students'. Thus, Yoga has been made a part of curriculum.

Evidences:

- ? The evidences of the best practice indicate that the practice was beneficial to all.
- ? The beneficiaries include various groups of gender, age, students, working class, senior citizens.
- ? The people suffering from various psychosomatic illness and chronic disease are also the beneficiary.
- ? The society has realized the vital role of the ancient Science of Yoga in promoting and maintaining mental and physical health which is the need of the time.

- ? The certificate course in Yoga has created an opportunity for employability.

Problems Encountered and Resources Required:

? While implementing the awareness of Yoga, the institution felt difficult to convince people the importance of Yoga in health and prepare mindset of people to make Yoga as a part and parcel of life.
 ? It was also found that people carry some misunderstandings regarding Yoga which made it difficult to correct the misconceptions regarding Yoga. But proper scientific training made it successful.

Contact Details:-

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File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

Shivaji College of Arts and Commerce, Hingoli has played a pivotal role in providing educational opportunities to the rural areas surrounding it. The College has completed 25 years of its existence by promoting excellence in the field of education. This Institution has earned its reputation for being a premier Institution in the District which is well known for academics, sports and other extra- curricular activities.

The College opened its doors in June 1998, for imparting knowledge to the first generation learners of rural areas of Hingoli around Hingoli Taluka to bring about a radical change in the society.

The location of this College is endowed with natural beauty, serenity and tranquillity. This place is considered as the natural place of Hingoli. The high ratio of female students enrolled so the female staff recruited is a manifestation that women empowerment which is the need of the hour is prevalent.

The College commenced with a humble beginning that followed a prosperous path and achieved

and college is going to celebrate the Silver Jubilee – 25 Glorious Years of its existence in 1998. This Institution has progressed by leaps and by bounds acquiring all pre-requisite affiliation from Swami Ramanand Teerth Marathwada University and UGC Certification of recognition under 2(f) and 12(B). Today the College is able to position itself as a reputed educational entity in fields ranging from academics, sports activities and cultural programmes by providing access to quality education for all, with a special emphasis on under privileged students enrolling from geographically backward area within the District of Hingoli.

The College was awarded B Grade in March 2017 with CGPA score of 2.21 in March, 2017 and A Grade by AAA committee by affiliated university. The College participated in NIRF in 2019-20 and was placed in the rank band of 101 to 150. The faculty and administrative staff are giving their best which in turn resulted in quality enhancements in the areas of academics, sports and cultural activities. The college got funding from various schemes of UGC. The college has also equipped the Institution with 02 Smart classrooms. Besides, the campus is covered with CCTV cameras. Two laboratories are installed in English and Psychology department.

There are 19 well qualified faculty members out of these 18 faculty members are Ph.D degree holders and one faculty member's Ph.D is in progress. The college has the SRTMUN Distance Center (PG) & Yashwantrao Chavan Maharashtra Open University (YCMOU), Nashik, where students can enrol for distance education programmes. All Academic, Administrative activities and events are celebrated regularly by Faculty Members, Departments, and Committees. It includes records of daily Teaching Activities, Research and Publications, Curricular, Co-Curricular and Extension Activities. All faculty members have a daily updated meeting register of various college committees, and focused on minutes of meetings to enhance the quality of college. The report of Academic and Administrative Audit (AAA) is generated in college as a whole.

Research finds a prime position in the minds of the students and faculty and it reflects in the quality of work done so far for the benefit of the society and mankind. The vibrant IQAC and Alumni exemplary work done by the various committees brings the College to the forefront in various fields and materialises the concept of holistic development of the individuals.

The performance of our students in examination is exceptional in spite of the fact that majority of them have a rural background. Mentoring has also helped the students to get rid of academic and stress related problems. The special invited lectures by qualified officer are arranged through Career Guidance Cell is also imparted to students to appear for competitive exams. Yoga and meditation sessions have helped the students to have a healthy mind in a healthy body. Besides, academics our students have brought laurels to the Institution by excelling in various sports and cultural programmes both at State and Inter-Collegiate level, community service through N.S.S. and various Cells.

Holistic Development of Students: The Institute focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development. The Institute had an intake of only 360 UG students for Arts stream at the time of its inception in 1998. College made spectacular growth over the years, now its intake of 460 of UG students and 360 UG students for commerce stream and 100 students for B.Voc degree courses.

As visible from vision and mission statements, the institute has been focusing on the holistic

development of students while aiming at excellence in education and meeting the quality standards set by accrediting and regulatory bodies.

Intellectual Development: The institute, implements university curriculum through well planned and effective teaching learning activities blended with latest pedagogy approaches. Various approaches have been taken to enable students to meet their individual needs. Exposure to students throughout their educational program is provided by mentors, industry experts, professionals, and innovators. This enables them to be work ready. Students are enabled to work environment through study tours. The institute also organizes various programs for providing hands-on training to the students of latest technology adopted by the industry.

Social Development: The social skills are nurtured through various activities conducted by the social programs at the institute. The students are exposed to the diverse social structure and their issues, particularly in the neighbouring areas, through the National Service Scheme implemented at the Institute, in collaboration with adopted village. The students undertake activities of spreading social awareness about various burning topics such as female feticide, women health, Swatch Bharat, etc. While doing so, they also become aware of the issues of the society and think on probable measures to solve them. During the stay of the devotees in the city, students also acted as *Police-Mitra (Friends of Police)* during Dussera festival for helping the police to manage the crowd in the city.

Spiritual Development:

The approach of the College has been one of ‘celebrating diversities and differences’ and this value has been constantly driven home during the retreats and celebration of festivals. The Urdu department arrange ‘Shurkharma Feast’ on eve of Ramjan Eid festival.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information:

Recommendations by the Previous NAAC PEER Team and Efforts Taken by the College

Sanctioning of New Teaching and Non-Teaching Posts: The NAAC PEER Team recommended the appointment of additional teaching and non-teaching staff, including female personnel. In response, the college has filled the position of Assistant Professor in the Physical Education Department.

Launch of New UG and PG Programmes: To address local needs, the college introduced new undergraduate programs: B.Com and B.Voc. courses in Banking and Financial Services, and Retail Operations, starting from the academic year 2020-2021.

Introduction of Science and Commerce Streams: The college began offering a B. Com. UG course in the academic year 2020-2021 to diversify its academic offerings.

Need-Based Career-Oriented Programmes: The college has established a Skill Hub Centre in collaboration with the National Skill Development Corporation (NSDC) and the Maharashtra State Skill Development Society (MSSDS). This center offers courses such as Self-Employed Tailor and Domestic IT Helpdesk Attendant, addressing career-oriented needs.

Construction of a Girls' Hostel: Although the college submitted a proposal to the UGC during the XII Plan period for the construction of a girls' hostel, it was not approved.

Enhancement of the Career Guidance Cell: The Career Guidance Cell has been effective, with many students successfully establishing careers in their fields of study.

Encouragement of Research Projects: Efforts have been made to promote research activities. Dr. Mukte R. D. received a grant of Rs. 40,000 for a Minor Research Project in Economics from Swami Ramanand Teerth Marathwada University. Dr. Ingole K. N. was shortlisted for a research project, while Dr. Ingole K. N. and Dr. Kshirsagar B. S. submitted proposals to UGC under the STRIDE Scheme, although they were not selected.

Promotion of Ph.D. Qualifications: Of the 19 teachers, including the Principal, 18 hold Ph.D. degrees, reflecting the college's commitment to advanced academic qualifications.

Conferences/Seminars/Workshops Organized by Departments

Various departments have successfully organized academic events such as conferences, seminars, and workshops with grants from the affiliating university, UGC, and ICSSR.

Improvement of Approach Road to the College

The local municipality has constructed a cement concrete road, significantly improving access to the college. This development followed multiple memorandums submitted by college students advocating for the road's construction.

Concluding Remarks:

Shivaji College, Hingoli, epitomizes educational excellence and holistic student development by aligning its curriculum and academic calendar with the standards of Swami Ramanand Teerth Marathwada University, Nanded. This dedication ensures active engagement from students, faculty, and staff in activities that enhance understanding of course objectives and promote continuous improvement.

The college's academic planning is meticulously detailed, documented in a comprehensive academic diary that outlines the entire annual schedule. Feedback from stakeholders is integral to this process, facilitated through effective communication channels like the College Management System (CMS). This system promotes transparency and accountability, keeping parents informed and strengthening the connection between the college and its community.

The curriculum is designed to support holistic development, featuring gender sensitization initiatives and a diverse array of courses within a Choice-Based Credit System (CBCS). Timely bridge courses prepare students for the professional world, while research-focused activities and community service underscore the college's commitment to innovation and social responsibility.

During the COVID-19 pandemic, the college demonstrated resilience and compassion by supporting students, migrant populations, and the broader community through awareness programs and vaccination workshops.

State-of-the-art facilities, including smart classrooms, advanced laboratories, and a well-equipped library, create an optimal learning environment. Student support and progression are prioritized, with committees addressing concerns and facilitating development through programs focused on soft skills and vocational education.

The alumni association is instrumental in fostering industry connections, reflecting the college's commitment to educational excellence and community engagement.

Thus, SSPM's Shivaji College, Hingoli, stands out for its dedication to excellence, community engagement, and social responsibility. Its focus on holistic development, academic rigor, and sustainable practices ensures its leadership in higher education, empowering students to thrive in a dynamic world.

6. ANNEXURE

1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification: 16 Answer After DVV Verification :16</p>																				
1.2.2	<p><i>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</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>62</td> <td>00</td> <td>73</td> <td>87</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>62</td> <td>00</td> <td>73</td> <td>87</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	99	62	00	73	87	2022-23	2021-22	2020-21	2019-20	2018-19	99	62	00	73	87
2022-23	2021-22	2020-21	2019-20	2018-19																	
99	62	00	73	87																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
99	62	00	73	87																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification: 40 Answer after DVV Verification: 40</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>319</td> <td>302</td> <td>243</td> <td>241</td> <td>250</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>320</td> <td>283</td> <td>243</td> <td>241</td> <td>248</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	319	302	243	241	250	2022-23	2021-22	2020-21	2019-20	2018-19	320	283	243	241	248
2022-23	2021-22	2020-21	2019-20	2018-19																	
319	302	243	241	250																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
320	283	243	241	248																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
440	440	440	241	250

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
340	340	340	240	240

Remark : Value updated as per the details provided by the HEI, HEI has not provided any sanctioned order for all the assessment year.

2.1.2

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
153	168	153	123	149

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
141	121	66	87	105

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
220	220	170	170	170

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
179	179	179	125	125

Remark : Value updated as per the reservation policy.

2.4.2

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

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	18	18	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	15	15	14

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:

2022-23	2021-22	2020-21	2019-20	2018-19
49	68	55	63	57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49	68	55	63	57

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:

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

3.2.2

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	06	07	07	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	01	00

3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>33</td> <td>48</td> <td>58</td> <td>63</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4</td> <td>3</td> <td>4</td> <td>3</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	50	33	48	58	63	2022-23	2021-22	2020-21	2019-20	2018-19	2	4	3	4	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	33	48	58	63																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	4	3	4	3																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1016 1046 1151"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>19</td> <td>13</td> <td>11</td> <td>09</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1229 1046 1364"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>7</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	20	19	13	11	09	2022-23	2021-22	2020-21	2019-20	2018-19	14	7	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	19	13	11	09																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	7	00	00	00																	
3.4.3	<p><i>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.</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1682 1046 1816"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>12</td> <td>08</td> <td>11</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1895 1046 2029"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>12</td> <td>08</td> <td>11</td> <td>14</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	17	12	08	11	14	2022-23	2021-22	2020-21	2019-20	2018-19	17	12	08	11	14
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	12	08	11	14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	12	08	11	14																	

3.5.1	<p>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.</p> <p>Answer before DVV Verification : Answer After DVV Verification :0</p> <p>Remark : Value updated as the activities for nstitutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research is not organized by the HEI. Workshop and invited lecterns will not consider here.</p>																				
4.1.2	<p>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 790 1046 925"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14.09205</td> <td>9.96804</td> <td>10.67798</td> <td>9.73864</td> <td>9.42588</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1003 1046 1137"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1.01</td> <td>0.85</td> <td>0.28</td> <td>0.71</td> <td>0.06</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	14.09205	9.96804	10.67798	9.73864	9.42588	2022-23	2021-22	2020-21	2019-20	2018-19	1.01	0.85	0.28	0.71	0.06
2022-23	2021-22	2020-21	2019-20	2018-19																	
14.09205	9.96804	10.67798	9.73864	9.42588																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1.01	0.85	0.28	0.71	0.06																	
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 30 Answer after DVV Verification: 22</p> <p>Remark : Value updated as per the details of the computers provided as per SOP</p>																				
4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1816 1046 1951"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.63684</td> <td>0.69310</td> <td>0.13864</td> <td>0.74190</td> <td>0.60615</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2029 1046 2085"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0.63684	0.69310	0.13864	0.74190	0.60615	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.63684	0.69310	0.13864	0.74190	0.60615																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

0.40	0.14	0.13	0.74	0.35
------	------	------	------	------

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:

2022-23	2021-22	2020-21	2019-20	2018-19
126	167	122	181	175

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
126	167	122	181	175

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:

2022-23	2021-22	2020-21	2019-20	2018-19
04	09	00	17	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	09	00	17	17

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: C. 2 of the above

Remark : Value updated as HEI has not provided any supporting documents for the serial no. 3 & 4.

5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>08</td> <td>09</td> <td>15</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>08</td> <td>09</td> <td>15</td> <td>15</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 815 1046 882"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	03	08	09	15	15	2022-23	2021-22	2020-21	2019-20	2018-19	03	08	09	15	15	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
03	08	09	15	15																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
03	08	09	15	15																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
5.2.2	<p>Percentage of students qualifying in state/national/ international level examinations during the last five years</p> <p>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:</p> <table border="1" data-bbox="304 1200 1046 1335"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>01</td> <td>04</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1413 1046 1547"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>02</td> <td>03</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Value updated after excluding the certificates beyond the assessment years.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	00	01	04	00	00	2022-23	2021-22	2020-21	2019-20	2018-19	01	02	03	00	00										
2022-23	2021-22	2020-21	2019-20	2018-19																											
00	01	04	00	00																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
01	02	03	00	00																											
5.3.1	<p>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</p> <p>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:</p> <table border="1" data-bbox="304 1984 1046 2085"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19																									
2022-23	2021-22	2020-21	2019-20	2018-19																											

05	02	00	03	08
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	02	00	03	08

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	52	00	30	56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	41	00	25	40

Remark : Value updated as per the supporting documents provided by the HEI

6.2.2

Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Value updated as per the HEI clarification response

6.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	10	16	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	3	1	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	19	18	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	16	8	11

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

Answer before DVV Verification:

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

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

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

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

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

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**

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

Answer After DVV Verification: B. 3 of the above
 Remark : Value updated as per the supporting documents for the Sr. No. 5

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

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : Value updated as Audit has not been done from an authorized agency

2. Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>477</td> <td>568</td> <td>404</td> <td>373</td> <td>444</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>346</td> <td>568</td> <td>404</td> <td>373</td> <td>444</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	477	568	404	373	444	2022-23	2021-22	2020-21	2019-20	2018-19	346	568	404	373	444
2022-23	2021-22	2020-21	2019-20	2018-19																	
477	568	404	373	444																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
346	568	404	373	444																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 19 Answer after DVV Verification : 17</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>19</td> <td>19</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	19	19	19	19	19	2022-23	2021-22	2020-21	2019-20	2018-19	16	16	16	16	16
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	19	19	19	19																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	16	16	16	16																	
3.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
14.79277	10.66114	11.00347	9.31646	9.97317

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.41	0.99	0.41	1.45	0.41