



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**JEEVANDEEP SHAIKSHANIK SANSTHA'S POI'S ARTS,
COMMERCE AND SCIENCE COLLEGE, KHARDI**

**AT POST KHARDI, TALUKA SHAHAPUR, DISTRICT THANE
421601**

<https://jeevandeepcollegekhardi.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jeevandeep Shaikshnik Sanstha's Poi's Arts, Commerce and Science College Khardi, was established in the year 2008. The college is located in a very remote, rocky and primitive area of Khardi in Shahapur Tehshil of Thane district. This area experiences very adverse climatic conditions.

In such a situation, the college was established with the noble aim of providing higher education opportunities for the students belonging to this area, especially girls and tribal children (first generation). The college was inaugurated by the President of the institution Hon. Mr. Ravindra Narayan Ghodvinde Sir.

Our college is affiliated to the University of Mumbai on Non- Granted basis. By considering the performance of the college the university has allowed us to start many new courses.

Jeevandeep Shaikshnik Sanstha's Poi's Arts, Commerce and Science College, Khardi, has been a beacon of quality education offering a comprehensive array of undergraduate and postgraduate courses in both Marathi and English mediums. Since its inception the college has continually expanded its academic offerings to meet the evolving needs of students and the demands of the contemporary job market. In 2008, the college initiated its Bachelor of Arts (B.A.) program encompassing Marathi, Economics, Geography, Sociology and English disciplines setting the foundation for a diverse academic curriculum. This was complemented by the introduction of Bachelor of Commerce (B.Com) and Bachelor of Science (B.Sc) courses, providing students with opportunities for specialization in commerce and science fields from the outset. As technology became increasingly integral to various industries, the college responded by launching Bachelor of Science in Information Technology (B.Sc-IT) in 2011, catering to the increasing demand for IT professionals. Subsequently, the introduction of Bachelor of Commerce in Accounting and Finance (B.COM-BAF) in 2019 and Bachelor of Mass Media and Communication (B.M.M.C.) in 2022 further diversified the course offerings, reflecting the college's commitment to holistic education. Additionally the college expanded its postgraduate portfolio in 2020 with Master of Arts (M.A.) programs in Marathi, Economics and Sociology, along with Master of Commerce (M.Com) and Master of Science (M.Sc) courses. The recent additional course of Master of Science in Information Technology (MSC-IT) in 2022 underscores the college's adaptability to technological advancements and industry trends. In near future the college will started several new courses aligning with the New Education Policy and catering to the evolving needs of students. Our Institutions vision is to ensured sustained delivery of quality education to the students.

The college takes many initiatives to maintain an eco-friendly campus. We've planted number of trees and implemented initiatives like solar lights, rainwater harvesting and drip irrigation, also started organic fertilizer production and usage. Our campus have a spacious library, gymnasium and canteen facilities for student convenience. Our goal is to provide an educational platform for the students of this area to pursue both undergraduate and postgraduate education.

Vision

To be a centre for Excellence in Education, Skills Development, and Entrepreneurship of the rural youths in general and tribal youths in specific. One of the leading institute for implementation of NEP-2020 for the

benefit of rural youths.

Mission

- To provide skill education to under-graduate, post-graduate students
- To prepare students competent for employment, entrepreneurship, career development and personality development.
- To prepare youths with human values, professional ethics, quest for excellence to contribute as a positive citizen for the development of society at large.
- The institute offers education and training for youths in rural, tribal and disadvantage group.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college has highly qualified, experienced and devoted staff with academic experience
2. Introduction of professional courses which have high potential for job.
3. Students learn social responsibility through NSS.
4. Value based rational education to students to make them responsible citizens of Country.
5. Deputation of teachers to attend national and international workshops, seminars and conference to Present and publish their research papers.
6. Deputation of teachers to attend Faculty Development programs.
7. Online and Offline admission system.
8. Enriched library with reference books and textbooks as well as national & international e-journals.
9. Green and pollution free campus.
10. A Mentor-Mentee system for the student betterment exists.
11. All government facilities and schemes are extended to our students.
12. The “Jeevan Jyoti Scholarship” is offered to economically and socially disadvantaged students through organization.
13. Safety and security (CCTV).
14. Separate section of books for Competative exams in the library.
15. Mentoring about exercises, good health and hygiene.
16. Well-equipped Laboratories.
17. Well-furnished infrastructure and well-disciplined learning environment.
18. Gymkhana with indoor games facility & spacious playground for outdoor games.

Institutional Weakness

1. Limited transport for students from remote villages.
2. Fund-raising challenges due to tribal location.
3. Lack of research centers.
4. Lack of MoUs with domestic companies.
5. Incomplete placement support for all students.
6. Need to enhance industry-institute interaction.

Institutional Opportunity

1. Establishing industry linkages to enhance placement services.
2. Offering consultancy services to students.
3. Providing soft skill programs to a larger student audience.
4. Introducing research centers in various subjects.
5. Launching additional career-oriented courses for better employability.
6. Organizing workshops on gender equality and national integration at state and national levels.
7. Guiding students towards placement and entrepreneurship opportunities.
8. Initiating skill development and add-on courses.
9. Encouraging faculty to seek research grants from diverse agencies.

Institutional Challenge

1. Competition among new colleges affects student enrolment.
2. Strengthening campus placements.
3. Addressing the growing demands of stakeholders.
4. Obtaining research grants from Mumbai University and Government Institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is affiliated with the University of Mumbai. We offers 6 undergraduate and 6 postgraduate programs. The Internal Quality Assurance Cell (IQAC) ensures student-centred methodologies and monitors academic, co-curricular and extra-curricular activities. Various committees are formed to facilitate academic activities and teachers strictly adhere to semester-wise teaching plans and timetables. Our Assistant Professors serve as paper-setters, examiners and moderators for university exams. The University of Mumbai has introduced online assessment for all subjects and our professors contribute to this process through the CAP Centre. The university follows a Credit-Based Semester and Grading System (CBSGS) with internal evaluation introduced at the postgraduate level. Along with the university curriculum, Our institution offers short-term and value-added courses to enhance students' skills for the corporate sector. We collect offline feedback from students to evaluate teaching and learning quality. The IQAC Co-ordinator and Principal has taken necessary actions to address any identified shortcomings.

Teaching-learning and Evaluation

Teaching, learning and evaluation are pivotal for our college's growth. We prioritize value-based education combined with practical learning, employing innovative strategies. Admissions are conducted transparently following University of Mumbai and Government of Maharashtra guidelines with counselling provided by the Admission Committee. All activities adhere to the Academic Calendar set by the Academic Planning Committee. With 40 teaching faculty, including 40 permanent staff and 40 full-time faculty, we boast a qualified team with 04 Holding PhD and 02 pursuing doctoral degrees. Additionally 09 teachers have cleared SET and 07 have passed NET exams. Our evaluation system, overseen by the Examination Committee, ensures transparency, with mechanisms for grievance redressal. We offer remedial teaching for weaker students and

encourage advanced learners to participate in intercollegiate competitions and Avishkar at the university level. Teaching plans are meticulously followed with a focus on ICT-based learning and we promote co-curricular and extracurricular activities. Various competitions and evaluation methods, including seminars, projects and ICT facilities enrich our students' educational experience.

Research, Innovations and Extension

The Institute has undertaken following activities in this Criteria:

1. Efforts made to foster innovation and research for knowledge creation and transfer.
2. Provision of research facilities for scholars.
3. Access to resources like N-List, e-books, e-journals and reference materials.
4. Faculty commitment to doctoral programs, minor research projects and paper presentations.
5. Participation of students in the Avishkar research convention.
6. Conduct of seminars, webinars, conferences and workshops on environmental, social and health issues, as well as skill development and entrepreneurship.
7. Publication of 16-ISSN and 02 ISBN Research papers and 03 Book chapters.
8. Undertaking 55 extension activities to sensitize students to societal issues and health awareness.
9. Commitment to holistic development of the local community through various outreach programs including blood donation camps, health check-ups, eye check-up, yoga camps and COVID-19 vaccination drives.
10. Recognition and awards received for extension activities from government/government-recognized bodies.
11. Conduct of collaborative activities such as faculty and student exchanges internships and 11 Functional MoUs with professional institutes and NGOs.
12. Establishment of collaborations and linkages with academic institutes and universities for knowledge exchange, guest lectures and visits.

Infrastructure and Learning Resources

The institute is located in the tribal area of Shahapur Taluka of Thane district (MS) having 2.5 acres of land. The College had gradually developed its infrastructures. When it started it had enrolled 141 students in the academic year 2008-09. The number of enrolled students increased to 2515 in the academic year 2022-23. Continuous efforts have been taken by the management to enhance the infrastructural facilities. The college is situated in pollution free area. The entire college campus is environmentally clean and surrounded by trees. The college is located in hilly area, is our unique privilege. The college has maintained a neat and clean campus. The use of plastic is strictly prohibited in the campus. The institute has solar lamp, a small system of rainwater harvesting, developed irrigation system, making compost of the organic waste in the campus and using it for garden. The library is partially automated with Soul 3.0 software. N-List facility is available for accessing e-books, e-journals, various databases etc. for both students and teachers.

The college has sufficient infrastructure and support facilities with 57 classrooms, 01 seminar halls, 09 classrooms with LCD projectors, 02 Classroom with smart board, well equipped laboratories of Physics, Chemistry as well as Computer lab for Geography and Information technology. Staff Rooms and separate common rooms for boys and girls have been provided. Internet facility also provided for Students and Teachers. The college has facilities for sports, games and cultural activity. There are outdoor facilities for Kabaddi, Kho-

Kho, Shot put, Disc Throw on the sufficient playground. Various programs and activities are organized by the cultural committee including the important days of National and International importance. There are 80 Computers, 06 Printers, 04 Printer with Scanner, 09 LCD projectors, 06 Xerox machine, 65 CCTV cameras are available in the college. All the computers are connected to the internet in college.

Student Support and Progression

The college is situated in a very remote, rocky and primitive area of Khardi and the catchment area community is economically backward. Therefore it is essential to provide scholarships to the students. Hence the college makes efforts to avail the Government and Non- Government scholarships to the students. Number of students belonging to OBC received the benefit of Government scholarships. Students of SC, ST and NT also get scholarships from the Government. On behalf of the college, the admission fee is waived off through "Jeevanjyoti scholarships" to support all socially and economically backward students.

The college conducts various capabilities and skill development programmes on Yoga, career counselling, anchoring, personality development, leadership, competitive examinations and awareness programmes. The student represents college at various levels in sports. Students participated in college, University and other events of sports and culture. College offers incentives like travel allowances (TA), daily allowances (DA) and prizes to motivate students. There are also committees like Grievance Redressal Cell, Anti-Ragging Committee and Women Development Cell to address the student's complaints. Students participate in the University competitions. Maximum number of students opt to do PG programs after completing UG. The College has PG programs and the students get admission to PG courses.

The college has an Alumni Association which play an important role in college development. An Alumni meeting is conducted every year by the Alumni Association. Some Alumni contributes to the cultural Activities. They motivate and inspire the students to participate in various activities. Some prizes are sponsored by Alumni and Sportsperson.

Governance, Leadership and Management

Jeevandeep Shaikshanik Sanstha's Poi's governance emphasizes participative management, in line with the college's vision and mission. This approach is integrated throughout the organizational structure. To achieve its objectives, the college ensures admission for all students. Teachers play an active role by visiting villages and encouraging parents to enrol their children in higher education, especially focusing on nurturing the values and qualities of tribal students.

The college was established with the aim of providing education to socially and economically deprived students in the tribal area of Shahapur Taluka. It offers a range of UG and PG programs including B.A., B.Com, and BAF. B.Sc., B.Sc.IT, B.M.M., M.A. (Marathi, Economics and Sociology), M.Com (Advance Accounting), M.Sc. (Organic Chemistry) and M.Sc. IT. Co-curricular and extracurricular activities are conducted to facilitate holistic personality development.

The Management, Principal and staff work together for the college's growth and well-being. They convene regular meetings of the College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC) to make decisions for the institution's improvement. Faculty and students are motivated to participate in various activities including research, academics, curricular and extracurricular pursuits. The college offers well-

equipped laboratories, libraries as well as scholarships and free-ships to support student's educational journey. Specially "Jeevanjyoti Scholarships" to support all economically and socially backward students.

To ensure efficient administration, the college establishes multiple committees alongside CDC and IQAC involving both teachers and students. Budget planning for college activities involves consultation with approval by CDC and sanctioning in the Governing Council meeting. To foster participative and decentralized administration, the college appoints an IQAC coordinator, Faculty Incharge, Heads of Departments (HODs) and various committees to oversee activities.

The teaching staff is incentivized to participate in seminars, workshops, conferences and various development programs, with financial assistance provided. The Internal Quality Assurance Cell ensures consistent planning and implementation of quality assurance measures. The college conducts internal and external audits for fund management and ensures the effective implementation of the perspective plan developed by IQAC.

Institutional Values and Best Practices

The institution prioritizes gender equity and safety by organizing programs to promote it. A regular employee is standing at the main gate to ensure the safety and discipline of girl students, supported by 65 CCTV cameras across the campus. Our Anti-ragging cell and Women's Development Cell (WDC) conduct orientation programs for girl students. The institution also conducts green audits and energy audits contributing to a sustainable environment. Personal counselling and mentor-mentee schemes are in place along with a code of conduct displayed on the college website. Various activities are organized to celebrate national festivals and commemorate important days contributing to community welfare and environmental consciousness. The institution supports Divyangjan student's priority. Also actively participates in national and international events and festivals.

Best practices

The institution has implemented four best practices including Malnutrition Program and First Learner Generation Program.

The Malnutrition Program called "Enhancing human values and professional ethics through curricular, co-curricular and extra-curricular activities". We work on those children who face the malnutrition health problem. Under this Activity we adopted 19 children's from selected Villages and Padas in Shahapur District who face the problem of malnutrition.

Our students regularly visited those villages and distributed jaggery and groundnuts to the malnourished children. Not only this, the changes in the health of these children were regularly recorded. During the same month, we found out the positive result in children's weight and height statistically. As a result the students got this encouragement due to the favourable change in the health of these children. Also our students trying to aware parents and talk with them to tell the importance of health.

College also conducts First Learner Generation Program to promote educational values in rural-tribal area. For that purpose we conduct a survey to get information about 'First Learner Generation'. We trying to increase more number of First Learner after studying the data collected from the survey. We conduct awareness program

for rural-tribal society to aware importance of Education.

The institution replacing high-energy light sources with low-energy LED tube lights resulting in a 60% reduction in electricity consumption.

During the COVID-19 pandemic, the institution distributed livelihood kits, sanitizers, masks and fruits to needy people. Trustees distributed 100 grocery kits in the tribal village of Kashti adopted by the NSS department. Under 'Azadi Ka Amrut Mahotsav' NSS distributed Indian National flags and organized awareness rallies also conducted State level Quiz competition. Free health and eye check-up camps were organized along with repair and creation of contour trenches for water percolation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JEEVANDEEP SHAIKSHANIK SANSTHA'S POI'S ARTS, COMMERCE AND SCIENCE COLLEGE, KHARDI
Address	AT POST KHARDI, TALUKA SHAHAPUR, DISTRICT THANE
City	AT KHARDI EAST TAL SHAHAPUR
State	Maharashtra
Pin	421601
Website	https://jeevandeepcollegekhardi.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	KAILAS RA DHAKISAN KALKATE	02527-8669244522	9923992390	-	jeevandeepkhardi@gmail.com
IQAC / CIQA coordinator	VISHAL SAMPAT BHOSALE	02527-9920339256	9920339256	-	vishalbhosale14@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-05-2023	View Document
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT POST KHARDI, TALUKA SHAHAPUR, DISTRICT THANE	Tribal	2.5	3706.45

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Ba,	36	HSC AND EQUILELNT	Marathi	360	309
UG	BCom,Bcom,	36	HSC AND EQUILELNT	English	240	118
UG	BSc,Bsc Information Technology,	36	HSC AND EQUILELNT	English	60	55
UG	BCom,Bcom Accounting And Finance,	36	HSC AND EQUILELNT	English	60	39
UG	BBM,Bmm Bammc,	36	HSC AND EQUILELNT	English	60	0
UG	BSc,Bsc,	36	HSC AND EQUILELNT	English	240	143
PG	MA,Ma Economics,	24	BA	Marathi	120	23
PG	MA,Ma Marathi,	24	BA	Marathi	120	19
PG	MA,Ma Sociology,	24	BA	Marathi	120	13
PG	MCom,Mcom Advaned Accountancy ,	24	BCOM	English	240	126
PG	MSc,Msc Organic Chemistry,	24	BSC	English	80	79
PG	MSc,Msc Information Technology,	24	BSCIT	English	40	14

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				22			
Recruited	0	0	0	0	0	0	0	0	9	9	0	18
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				22			
Recruited	0	0	0	0	0	0	0	0	10	12	0	22
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				22
Recruited	17	5	0	22
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				4
Recruited	3	1	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	2	0	5
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	7	12	0	19
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

**Self Study Report of JEEVANDEEP SHAIKSHANIK SANSTHA'S POI'S ARTS, COMMERCE AND SCIENCE
COLLEGE, KHARDI**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1525	0	0	0	1525
	Female	716	0	0	0	716
	Others	0	0	0	0	0
PG	Male	136	0	0	0	136
	Female	138	0	0	0	138
	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	91	105	122	133
	Female	62	68	83	85
	Others	0	0	0	0
ST	Male	417	431	449	478
	Female	138	148	155	174
	Others	0	0	0	0
OBC	Male	565	768	864	866
	Female	273	325	399	485
	Others	0	0	0	0
General	Male	71	110	112	136
	Female	38	65	74	79
	Others	0	0	0	0
Others	Male	34	61	67	84
	Female	17	24	33	26
	Others	0	0	0	0
Total		1706	2105	2358	2546

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Jeevandeep Shaikshanik Sanstha Poi's Arts, Commerce and Science College Khardi, provides multidisciplinary education by designing its curriculum, programs and activities to integrate knowledge and perspectives from various disciplines.</p> <p>1) Interdisciplinary Courses: JSSP College offered courses that combined elements of arts, commerce and science. A "foundation course" covered environmental science and social policy. 2) Cross-Disciplinary Projects: The College encouraged students to work on projects that required collaboration across disciplines. For instance, students collaborated on a business plan for a sustainable arts project, incorporating elements of marketing, environmental science and artistic expression. 3) Integrated Core Curriculum: An integrated core curriculum exposed students to foundational concepts from arts, commerce, and science. This included courses on critical thinking, communication skills, quantitative reasoning, and ethical decision-making that drew on insights from multiple disciplines. 4) Thematic Clusters: Thematic clusters organized courses and activities around interdisciplinary themes or issues. 5) Interdisciplinary Research Opportunities: Interdisciplinary research opportunities were provided for students to engage in projects under the guidance of faculty mentors. This involved conducting fieldwork, collecting and analyzing data and presenting findings across disciplines. 6) Guest Lectures and Workshops: Guest lectures and workshops were organized, inviting speakers from diverse backgrounds to give talks on topics that bridged arts, commerce and science. This exposed students to different perspectives and helped them to see the connections between disciplines. 7) Experiential Learning: Experiential learning opportunities such as internships and community engagement allowed students to apply their knowledge in real-world settings. This helped students see how their education was relevant across disciplines and prepared them for diverse career paths. 8) Advising and Mentorship: Advising and mentorship were provided, with students being assigned advisors or mentors who helped them navigate their multidisciplinary education and explore interdisciplinary interests. These advisors provided guidance on course selection, research opportunities, and career paths that spanned arts,</p>
--	--

	<p>commerce and science. By implementing these strategies and JSSP College of arts, commerce and Science College can provide a rich and meaningful multidisciplinary education that prepares students to tackle complex challenges and thrive in an increasingly interconnected world.</p>
2. Academic bank of credits (ABC):	<p>Introduction to the ABC Initiative: The Academic Bank of Credits (ABC) is a novel phenomena aimed at providing students with a centralized platform to record and manage their educational achievements seamlessly. With an ABC ID, students can maintain a comprehensive portfolio of their academic accomplishments, including course completions, grades attained, extracurricular engagements, internships and other co-curricular activities.</p> <p>Guidelines and Procedures: In adherence to our commitment to transparency and accessibility, detailed guidelines for creating ABC IDs were disseminated via notices on the official students WhatsApp group. These guidelines outlined the requisite steps and documentation necessary for initiating the ABC ID creation process. Jeevandeep Shaikshnik Sanstha's Poi's Arts, Commerce and Science College Khardi acknowledged the significance of aligning institutional practices with the standards set forth by esteemed accrediting bodies such as the National Assessment and Accreditation Council (NAAC). The introduction of the ABC initiative was a testament to our proactive approach in fostering excellence in education and institutional management in consonance with NAAC's accreditation criteria.</p> <p>Empowering Students: Through the facilitation of ABC IDs, JSSP College endeavored to empower students by providing them with a dynamic platform to track their academic progress, enhance transferability of credits and foster a culture of lifelong learning. The ABC initiative reflected our commitment to student welfare and our dedication to equipping them with the necessary tools for success in their academic and professional pursuits.</p>
3. Skill development:	<p>Jeevandeep Shaikshnik Sanstha Poi's Arts, Commerce and Science College Khardi may have implemented various steps to foster skill development among students. Here are some steps taken by our college</p> <p>1) Curriculum Enhancement: Integrated skill development modules or courses into</p>

	<p>the existing curriculum to ensure that students received both theoretical knowledge and practical skills relevant to their field of study. 2) Skill-Based Workshops and Seminars: Organized workshops, seminars, and guest lectures by industry experts to expose students to the latest trends, technologies, and best practices in their respective fields. 3) Industry Collaboration and Internships: Established partnerships with industries and organizations to provide students with opportunities for internships, apprenticeships, and hands-on training, thereby bridging the gap between academic learning and real-world application. 4) Skill Assessment and Certification: Conducted skill assessment tests and provided certification programs to recognize and validate students' skill sets, enhancing their employability and career prospects. 5) Entrepreneurship Development Programs: Offered programs and resources to nurture entrepreneurial skills among students, including business plan competitions, start-up incubators and mentorship opportunities. 6) Career Counselling and Guidance: Provided personalized career counselling and guidance services to help students identify their strengths, interests and career goals, and offered guidance on skill development pathways to achieve them. 7) Language and Communication Skills Training: Offered training programs to enhance students' proficiency in languages, communication skills and soft skills, which were essential for success in both academic and professional settings. 8) Technology Integration: Leveraged technology platforms and digital tools to facilitate online learning, virtual simulations, and experiential learning opportunities, enabling students to acquire technical skills in emerging areas such as artificial intelligence, data analytics and cybersecurity. 9) Student-Led Initiatives: Encouraged student-led initiatives such as clubs, societies and projects focused on skill development, innovation and community engagement, fostering leadership skills, teamwork and creativity among students.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Integrating Indian knowledge systems into education particularly through teaching in Indian languages and cultures while leveraging online courses, can be a powerful approach to promoting inclusivity, preserving cultural heritage and enhancing learning</p>

	<p>outcomes. Here's how such integration can be appropriately carried out</p> <ol style="list-style-type: none"> 1) Language of Instruction: Courses and learning materials were offered in Indian languages along with English, ensuring accessibility for students who were more comfortable learning in their native languages. This initiative helped preserve linguistic diversity and cultural identity while facilitating deeper engagement with the content. 2) Teacher Training: Training programs were offered for educators to equip them with the necessary knowledge and pedagogical skills to effectively teach Indian knowledge systems. These programs focused on enhancing language Proficiency, cultural sensitivity and innovative teaching methodologies suitable for both online and offline learning environments. 3) Online Course Development: High-quality online courses were developed that seamlessly integrated Indian knowledge systems into the curriculum. Multimedia resources, interactive learning activities and virtual simulations were utilized to engage students and enhance their learning experience, allowing for flexibility in accessing educational content. 4) Collaboration with Experts: Collaboration with experts, scholars, and practitioners from diverse fields occurred to develop course content and instructional materials rooted in Indian knowledge systems. This interdisciplinary approach encouraged dialogue and exchange of ideas, enriching the educational experience and fostering holistic understanding among students.
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE) is an approach to education that focuses on defining learning outcomes first and then designing curriculum, instruction and assessment to achieve those outcomes.</p> <ol style="list-style-type: none"> 1) Define Clear Learning Outcomes: Our College clearly defines the desired learning outcomes for each program or course. These outcomes should be specific, measurable, achievable, relevant and time-bound (SMART). They should reflect the knowledge, skills, attitudes and values that students are expected to acquire by the end of the program or course. 2) Design Aligned Curriculum: Developed a curriculum that is aligned with the defined learning outcomes. Each course within the curriculum should be structured to contribute to the achievement of the desired outcomes. Course content, instructional methods and learning activities is selected or

designed based on their relevance to the learning outcomes. 3) Implement Effective Teaching Strategies: Employ teaching strategies that are aligned with the objectives of Outcome-Based Education. This may include active learning methods such as problem-based learning, project-based learning, flipped classrooms, experiential learning and collaborative learning. These strategies promote student engagement, critical thinking and application of knowledge. 4) Use of Authentic Assessment Methods: Implement assessment methods that accurately measure students' attainment of the learning outcomes. 5) Provide Ongoing Feedback and Support: Offer student's ongoing feedback on their progress toward achieving the learning outcomes. Provide opportunities for students to reflect on their learning, identify areas for improvement and seek assistance when needed. 6) Utilize Technology and Resources: Incorporate technology and educational resources to enhance the delivery of Outcome-Based Education. Utilize learning management systems (LMS), online tools, multimedia resources, and digital libraries to provide students with access to relevant learning materials, interactive activities and collaborative opportunities. 7) Promote Student-Centered Learning: Foster a student-centered learning environment where students take ownership of their learning and are actively engaged in the learning process. Encourage self-directed learning, inquiry-based learning and personalized learning pathways to accommodate diverse learner needs and preferences. 8) Monitor and Evaluate Progress: Regularly monitor and evaluate the effectiveness of Outcome-Based Education implementation. Collect data on student achievement of learning outcomes, student satisfaction and other relevant indicators. Used this information to identify areas for improvement and make adjustments to the curriculum, instruction and assessment as needed. 9) Professional Development for Faculty: Provided faculty members with ongoing professional development opportunities to enhance their understanding of Outcome-Based Education principles and practices. Offer training workshops, seminars and collaborative learning communities where faculty can share best practices and learn from one another. 10) Continuous Improvement: Emphasize a culture of continuous improvement where the college is committed to refining and

	enhancing its educational programs based on feedback, evaluation results and emerging trends in education. Encourage stakeholders' involvement in the improvement process to ensure alignment with the college's mission and goals.
6. Distance education/online education:	<p>Providing distance education involves various steps to ensure that students receive quality learning experiences and support even when they are not physically present on campus. 1) Technology Infrastructure: The College invested in the necessary technology infrastructure to support distance education delivery. This included implementing a Learning Management System (LMS) for course delivery, utilizing video conferencing tools for live lectures or virtual classrooms and establishing communication platforms for student-instructor interaction. 2) Faculty Training and Support: Training and support were provided for faculty members who were teaching distance education courses. Workshops, seminars and resources on effective online teaching strategies, course design principles and technology usage were offered to ensure faculty could facilitate remote learning effectively. 3) Student Support Services: Support services tailored to the needs of distance education students were established. This included online orientation sessions, academic advising, tutoring services, technical support, library access and counselling services, ensuring that students had access to resources and assistance to succeed in their studies. 4) Quality Assurance: Quality assurance mechanisms were implemented to maintain the integrity and effectiveness of distance education programs. Standards and guidelines for course design, instructional delivery, assessment practices and student support services were developed and regular evaluations were conducted to identify areas for improvement. 5) Assessment and Evaluation: Assessment methods appropriate for distance education delivery were developed. A combination of formative and summative assessments were used to evaluate student learning outcomes and timely feedback was provided to students on their performance and progress. 6) Community Building: Efforts were made to foster a sense of community among distance education students through online forums, discussion boards and collaborative</p>

	activities. Interaction and peer-to-peer learning opportunities were encouraged to enhance engagement and retention. 7) Continuous Improvement: Distance education programs were regularly reviewed and updated based on feedback from students, faculty and stakeholders. Emerging trends in distance education, technological advancements and best practices in online learning were incorporated to enhance the quality and relevance of offerings.
--	---

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been setup in the College in 2022 and is functioning along with Department of lifelong learning & Extension (DLLE) as well as National Service Scheme (NSS). The Principal is the Chair Person of the ELC with Extension work teacher and NSS Program Officer as the faculty coordinator. Two students are also appointed as Student Coordinators. 100 students are members in the club. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.
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?	Yes, the NSS and DLLE students' coordinator and coordinating faculty members were appointed by the College Kailas Kalkate (Principal-Chairperson), Rasika Sakpa (Extension Work Teacher and DLLE - Coordinator) Priyanka Pawa (Program Officer - NSS Coordinator), Vishal S. Bhosal Asst. professor (Faculty Member), Tejas Waghe (Student coordinator), Rohan Rasalkar (Student Member) The ELC is functioning with the following objectives: 1.To create awareness and interest among faculties and students through awareness activities and camps. 2.To educate the targeted populations about voter registration, electoral process and related matters. 3.To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. 4.To help the targeted unaware people understand the value of their vote to ensure that 5.They exercise their suffrage right in a confident, comfortable and ethical manner. 6.To facilitate voter registration for its

	eligible members who are not yet registered. 7.To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'. 8.To motivate the students to participate in the ELC activities.
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.	This may include voluntary contribution of students to the electoral process-participation in voter registration of students and the communities from which they come, voter awareness campaigns, promotion of ethical voting, increasing the participation of the underprivileged. Following are the activities undertaken by ELC of JSSP College, Khardi 1.pledge 2.Public awareness in the institute and nearby villages 3.Voting Rights Poster Contest for College Students 4.Voting rights campaign on ethical voting 5.Right to Vote Promotion of voting among senior citizens 6.Special camp for training and integrity of election process
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.	No.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students above 18 years age are Considered to be the registered voter by way of awareness camps and pledge. almost 1018 student enrolled as Voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2546	2331	2085	1703	1521
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: 63

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	29	30	31	26

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
92.87	121.08	45.61	107.53	144.48

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:

For effective curriculum delivery, the institute adheres completely to the curriculum designed by University of Mumbai; Mumbai. The college offers 6 programmes at UG and 6 programmes at PG level following Choice Based Credit, Gradig and Semester System in Arts, Commerce and Science stream having temporary affiliation with University of Mumbai, Mumbai.

i) The Academic Planning Committee directs each department's head to design the academic calendar, which includes all required curricular and extracurricular activities, for efficient delivery and implementation.

ii) **Academic Calendar:** An academic calendar committee is appointed every year to plan and prepare the institution's academic calendar, which includes organizing and carrying out departmental activities. The college website also makes the academic schedule available. The academic calendar includes dates for internal and external exams, curricular and co-curricular activities, significant departmental and institutional events to be held, as well as dates for holidays. It includes a schedule for seminars, unit examinations, and other activities that are efficiently carried out.

iii) **Academic Diary:** Academic diaries are created to help in teaching and learning. Every member of the staff creates a lecture note a day before their lecture. The college's principal frequently reviews how the lesson plan and lecture schedule are being implemented.

iv) **Departmental Meeting:** Departmental meetings are held at the beginning and end of each semester during each academic year. Such a meeting is conducted to distribute the syllabus to the department's faculty in accordance with their preferences, create a timetable, and create a semester-by-semester teaching plan.

1. Departmental activity including guest lecture, webinar, seminar

2. Extra-curricular activities of N.S.S., sport and cultural department, DLLE department.

v) **University Examination:** Every year, the College appoints an exam committee. The exam committee plans and prepares the exam schedule well in advance in accordance with University of Mumbai norms, and it is posted on the college notice board and sends through student what's app groups in order to conduct a smooth and fair examination process.

vi) **Continuous Internal Assessment:** In order to improve the skills among students and their subject knowledge, the college has organized various activities regularly such as quiz competition, writing

competitions as a part of CIE. Each department creates its own schedule, which may include plans for internal assessments like unit test, seminars, etc. Along with this the departments of college organizes field visits and project work to enhance the subject knowledge of the students.

Following are the important CIE aspects of the academic calendar as follow:

The college implements the examination and evaluation process as follows:

1. Internal Class Test and Evaluation Procedure
2. Semester Examination and Evaluation procedure
3. Remedial Lecturers for slow learners

vii) Induction Program: Every year the college conduct an induction programme for the first year students. The objective behind this program is to familiarize the students about the various department and their activities and also to the faculties of the institution.

viii) Feedback: The institution collects feedback from different stakeholders such as students, teachers and alumni etc., every year. Accordingly action is take by the institute.

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: 23	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 20.23

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
796	364	136	253	512

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The development of the students is the primary goal of the curricula. The college offers 6 programs at UG level and 6 programme at PG level by having temporary affiliation with Mumbai University. In each of this programme the topics such as community sense and responsibility, gender, environment and sustainability, human values are addressed to connect the students with community life. Through a foundation course offered by the University of Mumbai, the college has taught first- and second-year students about human rights. There are total of 214 courses across all programs having one or more cross-cutting issues in their curriculum. The college conducts many activities where such interdisciplinary topics are covered while teaching the prescribed curriculum.

1. Professional Ethics

The curriculum of foundation courses includes professional ethics, which aids students in achieving

ethical, moral and professional standards in their lives. Professional ethics are developed in students of commerce through courses like accounting, business law, and business communications. Many of these courses include communication and soft skills. Professional ethics are part of every program's curriculum.

Business knowledge, economics, and commercial values are taught in the commerce faculty's curricula.

2. Human Values:

The University has introduced the subject of the foundation course for first year student emphasizing **the "Concept of Disparity"** and **"Human Rights"** in the curriculum to achieve human values and make students ideal citizens. Human values are addressed in UG courses, especially in the subject of Foundation Course, Environmental Studies, Philosophy, Economics, Geography, English, etc.

3. Gender:

The curriculum emphasizes Social, economic, and Geographical issues where women's movement and gender equity are highlighted. Through the **Women Development Cell**, the college has organized many initiatives for the health and well-being of women that focus on gender equality. The curriculum of Foundation course includes lessons on gender disparity, diversity, demographics, child mortality education, reservation policies, constitutional protections for women in particular and other topics.

4. Environment and Sustainability:

For the first and second years of B.A., B.Com, and B.Sc. students, the foundation course that emphasize ecology and environmental education have been prescribed by the university. The environmental studies courses also cover environmental issues and environmental conservation methods. Along with covering this issue in its curricula, Mumbai University, the college has undertaken other initiatives to raise awareness of these issues among its students. The National Service Scheme (NSS) coordinates an exclusive one-week campaign program to increase awareness of the environment. The unit regularly conducts campaigns that improve awareness of hygiene and cleanliness among locals and villagers.

'Tree Plantation,' 'Blood Donation Camp,' 'AIDS Awareness,' etc. are all organized by the NSS unit. The college's NSS unit actively participates in the nation's flagship initiatives and addresses intersecting concerns at the local level. The event of paper bag creation for environmental conservation is organized by the Department of Life-Long Learning and Extension.

A guest lecture on women's hygiene and sanitation is organized by the college to create awareness about health issues among female students. Additionally, it held a guest talk on women's cancer awareness, causes and precautions. **"Hemoglobin Test Camp"** was organized for the protection of women's health and 150 girls and female staff members were attended.

The Women Development Cell has developed a self-defense camp to assist girl's students become independent for their safety.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 85.04

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

Response: 2165

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: 76.49

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
1094	960	856	789	690

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1420	1370	1224	1010	714

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](#)

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: 74.77

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
475	460	674	351	272

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

2022-23	2021-22	2020-21	2019-20	2018-19
738	710	642	525	370

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 65.28

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:

A variety of student-centric teaching methods are employed to enhance learning with a focus on maintaining low teacher-pupil ratios for personalized attention. Information and Communication Technology (ICT) tools like interactive whiteboards and educational apps are integrated, fostering engaging and interactive learning experiences. Experiential and participative activities, coupled with problem-solving exercises, empower students to deepen their understanding and critical thinking skills, ensuring effective learning outcomes.

Experiential Learning:

Various educational excursions, field visits and industrial visits are regularly organized to expose both students and faculty to the advanced knowledge and skill requirements of different industries.

These visits not only enhance student's understanding but also encourage independent thinking and goal-setting.

In addition to these experiences, laboratory practical sessions are conducted across all B.Sc. programs in science departments.

Moreover students in science, mathematics and IT departments are guided to work on projects, models and practical assignments.

Furthermore, a field visits are specifically arranged for the students of Geography, Commerce and Economics departments while the Chemistry department emphasizes industrial visits to provide a comprehensive learning experience to students. For example last five years Geography department visited at Shirol, Kashti, Vehloli, Chande Village for Survey Purpose. Also visited to Mahableshwar, Kokan, Aurangabad, Junnar for Educational visit Purpose.

Participative Learning:

Engagement in group activities like debates and quiz contests enhance communication and critical thinking abilities.

Workshops with experts bridge theoretical knowledge with practical insights enriching students' understanding.

Annual College Week highlight talents in sports, culture and literary arts promoting holistic development. For example every year in December-January we organised "Jeevandeep Mahotsav" to encourage students.

University Level "Youth Festival" participation fosters healthy competition and networking opportunities.

Students contribute to the community through cleanliness drives and tree plantation, emphasizing social responsibility. For example every year after Ganesh Festival our college organized clean River, Lake and Area Campaign. Also every Rainy season we planted large number of plants.

College encourages active student participation in sports fostering physical fitness and teamwork skills.

Problem Solving Methodologies:

In our college, special attention is given to individual learning needs, supporting both to the slow and advanced learners effectively.

The Career Counselling and Guidance Cell, along with talks from eminent speakers, equips students to face life's challenges confidently.

Students actively participate in diverse activities such as essay writing, poster making and street plays, increases their leadership and organizational skills. Industrial visits provide valuable practical experiences, fostering scientific thinking.

Engaging in project work in the final year enhances analytical and critical thinking abilities.

Moreover, internships are recognized as vital stepping stones in students' careers, offering essential on-the-job skills, networking opportunities and exposure to professional environments.

ICT enabled Teaching:

Our college prioritizes ICT integration, ensuring an enriched learning experience for students through effective use of digital tools and resources.

In classrooms we utilize LCD projectors to present engaging Power Point lectures, educational videos and images. Our various department teachers creating a study material like Lecture oriented PPT, Videos and deliver it to student throw the ICT.

Additionally, computer labs enhance learning by allowing students to use various applications, making the educational experience more interactive and dynamic.

The college provides Wi-Fi for students and teachers, enabling easy access to educational resources.

Integrated ICT tools enhance learning motivation and optimize classroom instruction time.

File Description	Document
Upload 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: 75.61

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
44	44	40	40	37

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: 49.03

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
17	15	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

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:

a. Internal and External Assessment of students is an internal part of Academic Institutions. For this, college has set up an Examination Committee under the chairman and principal of the college. In the beginning of every academic year the college Present academic calendar which includes assessment of internal exam and the college and University exams. As per University Rules and Regulation different methods of continuous internal evaluation. like Multiple choice questions, peer evaluation, project work, are practiced. Students are evaluated by conducting internal assessment, unit Test, tutorials and projects are conducted.

b. The Evaluation Reports are displayed on the notice Board as well as college website. The answer books are shown on the demand of the students and guided them for their performance in the fourth coming exam of the university. All activities are carried out in well-planned and systematic.

c. The Institution has a well-defined system in place to deal with exam related grievances. The institution has adopted an online system where each student can view their total marks at the end of each semester. Moderation is done as per guidelines of university of Mumbai. The institutional reforms in continuous evaluation system are related to create interest for study and to make students familiar with university exam pattern so there is little scope for grievances regarding evaluation. The students have freedom to use the suggestion box to put in the note of suggestion which can be considered for internal/external exam reforms.

d. All the mechanisms to deal with exam related grievances are transparent and efficient. Mentor-mentee scheme also helps students to face exam, exam committee with their grievances, if any. It can also reduce exam stress and anxiety of the exam appearing students.

e. Exam Department also organized every year workshop/seminar on exam pattern, exam system grading system.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institute is affiliated to Mumbai University in the state of Maharashtra. The university has prescribed the course outcomes for all programmes. The institute has further developed the Program Educational

Objectives (PEO), Program outcomes, Program Specific outcomes for each program. These outcomes are displayed on the website of the institute. The Program Educational Objectives and Program outcomes are published in the respective departments and library. The concern teacher educate the students about PEO, PO and CO. The focus is given on the attainment of outcomes through student-centric teaching and assignments, field visits and internal assessment.

The sample outcomes of the Bachelor of Accounting and Finance are as stated below.

PEO

- I. To develop the fundamental and application level competency and professional requirements.
- II. To prepare students for successful employment.
- III. To prepare students for entrepreneurship.
- IV. To develop learner as a lifelong learner leading to higher education and research.

PROGRAM OUTCOMES

- a. To develop fundamental knowledge of the domain.
- b. To develop ability to solve the problems in business and industry.
- c. To design the accounting and Finance system for an organization based on its composition and legal requirements.
- d. Use of technology
- e. Effective oral and written communication
- f. To work as a member and leader of multidisciplinary teams.
- g. To demonstrate human values and professional ethics.
- h. To work on the project and finance.

COURSE OUTCOMES

NAME OF THE COURSE: Business Economics-II (SYBAF-SEM-III)

1. To understand the Market Structure in perfect Competition and monopoly.
2. To make aware to student about pricing and Output decision under imperfect Competition.
3. To understand the concept of Pricing Practices and Evaluating Capital projects.
4. To facilitate the students with the basic concepts of microeconomics and its application to business

situations.

The PEOs, PO/PSOs and COs are displayed on the website of the institute.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute follows the curriculum developed by the University of Mumbai. The institute has conducted the training program for the faculty members to sensitize and aware about the concept and the procedure of calculating PO attainment and CO attainment. Since the institute is affiliated type of the institute the following procedure and formula is used to calculate the course outcomes and program outcomes.

PROTOCOLS TO CALCULATE CO ATTAINMENT

Since the institute is affiliated type of the institute, the outcomes are measured in terms of average marks obtained by the students at the university level/institute level.

Step-I: based on the trend of the result in the last three years with respective specific course, the levels are defined.

Step-II: For measuring the attainment, one of the level (Level-2) is set as the target level

Step-3: The course wise internal marks average and end examination marks average is calculated for all courses

Step-5: By using the formula : $A9CO)C1 = 80\% \text{ (Attainment level in end examination) } + 20\% \text{ (Attainment level in internal examination)}$

Step-6: Based on the results, it is declared that whether CO is attained or not.

Step-7: If the CO is attained, that is if the attainment value is greater than or equal to the set target value, the higher target is set. If the CO is not attained, the remedial measures are taken like extra lectures, assignments, problem solving etc.

PROTOCOLS TO CALCULATE PO ATTAINMENT

Step-1: the five level of PO attainments are set

Step-2: One of the level is set as the target level (Say level-4)

Step-3: The direct and indirect method is used to calculate the PO attainment by using the formula, A (PO) n= 80% (Average of CO attainment of all contributing courses) + 20% (Average attainment level from the stakeholder survey)

Step-4: If the PO is attained as per the set target value, the next level is set and if the PO is not attained then the CO attainment analysis is done in the ascending orders and remedial measures are taken.

The sample calculation of CO attainment is shown below.

For example

- LEVEL-1: 40%
- LEVEL-2:50%
- LEVEL-3:60%

- A(CO) FC= 80%(2)+20%(2) 2
- A(CO) AT=80% (1)+20%(2) 1..2
- A(CO)LAW=80% (2)+20%(3) 1.6+.6= 2.2

As per this CO attainment the remedial measures are taken.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 74.91

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
276	745	464	359	112

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
700	773	474	393	271

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.65	0	0.40	0

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:

Jeevandeep Shaikshnik Sanstha Poi's Arts, Commerce and Science College, Khardi is located in rural and tribal areas having lack of sufficient facilities. To overcome the issues like water and electricity shortages, the college has implemented innovative initiatives related to the ecosystem. As we enter the college campus we see many projects focusing on composting dry and wet waste. The compost produced is used for tree plantation within the college.

In response to the water problem, conservation activities have been initiated at the college level. Rainwater is collected and utilized not only for irrigation, but also ensuring plants on the college premises received water efficiently through deep irrigation.

Efforts have been made to reduce plastic usage by promoting the use of refillable water bottles and avoiding plastic in various forms. The campus, surrounded by a variety of wildlife, is home to several

bird and animal species. Food and water facilities have been set up in their support, along with a message to "Save Birds."

Despite the increasing use of modern devices leading to more e-waste, the college opposes the concept of "use and throw" and instead supports e-waste management. collaborate E-Waste Management and Recycling company has been established to responsibly process electronic waste.

Through these initiatives, the college is directly and indirectly contributing to environmental conservation efforts and is committed to maintaining sustainability in its environmental practices.

Similarly, creativity should be developed among the students in that point of view the college conducts various competitive guidance lectures for the students an opportunity to go on a platform like Avishkar.

The college organised research workshops, camps to increase the interest of students in research. It helps students to grow in research.

For giving the practical knowledge to the stuents the college conducted various activities like workshop, the geography department conducts GPS practical and rainfall measurment techniques. Marathi department also organised for student's linguistic development workshops, seminar, and lectures to improve reading and speaking skills. Economics and commerce department arrange programme on financial research to improve student's interest in research.

File Description	Document
Upload 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: 4

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	01	01	02

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.22

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
02	00	04	08	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document

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: 0.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	03	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

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:

Faculty and students of the college are engaged in various initiatives to foster the concept of an institute neighbourhood community network. Extension activities are integral to college education, offering students first-hand experience with grassroots-level societal issues. Through active participation, students gain insights into the challenges faced by developing societies, recognizing inequities and the obstacles hindering people's development.

Jeevandeep Shaikshanik Sanstha's Poi's Arts, Commerce and Science College, Khardi situated in the Rural and Tribal area, is established for providing education to boys and girls from disadvantaged communities. In addition to fostering student development, the college is committed to improving the welfare of the surrounding community through extension work, spearheaded by the NSS and DLLE departments. Over the past five years, the college has organized various social programs, including activities in rural areas to raise awareness and address issues such as traffic rules, voting literacy, and AIDS awareness. Moreover, the college extends support to physically and economically disadvantaged children in rural areas, providing them with nutritious meals and monitoring their well-being. Furthermore, efforts are made to empower women through programs like Khel Paithani and HaldiKunku, fostering leadership skills and promoting active participation in decision-making process. Through these initiatives, the college remains steadfast in its commitment to serving the community.

We strive for a culture of engagement and service that extends beyond our campus, enriching the lives of our surrounding community. Mahavidyalaya Vasundhara Sanjeevani Mandal Thane and Narayan Meghaji Lokhande, Maharashtra Shramvidyan Sanstha Mumbai are empowering women through self-help group training programs. These initiatives provide women with valuable information on self-help groups, skill development, entrepreneurship, and government schemes, fostering economic independence and community development. Our college has always engaging in sustainable empowerment of women in rural areas in collaboration with the Maharashtra State Women Commission, Mumbai. These discussion aims to foster the empowerment of women by addressing their unique challenges and promoting initiatives that support their economic, social, and personal development. Through such endeavours, our college is committed to playing a vital role in advancing gender equality and creating

positive change in our society. Under the NSS program, our college has initiated a meaningful project aimed at addressing malnutrition among children in the adopted village. Through the distribution of peanuts, we are providing essential nutrition to these vulnerable children. To support this cause, the college has rallied the collective efforts of teachers, students, and institutional dignitaries through an initiative called "Ek Haat Madticha." This initiative exemplifies our commitment to serving the needy in rural areas by pooling resources and mobilizing support from within the college community and beyond. By coming together in solidarity, we strive to make a tangible difference in the lives of those facing hardship in our adopted village.

There are about 57 activities conducted during the assessment year. The reports are uploaded on the NAAC portal and website.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

The essence of the college's endeavours lies not in seeking accolades or rewards, but in upholding its unwavering commitment to the betterment of society. Through meticulously planned programs and extension activities, the college endeavours to forge strong bonds with the community it serves. With a persistent determination, the college remains perpetually prepared to tackle whatever challenges lie ahead.

Its dedication to extending assistance and support knows no bounds, operating with the noble intention of contributing to the welfare of society without any expectation of recognition or recompense.

This enduring commitment ensures that the college will persist in its extension work, tirelessly striving to make a meaningful difference in the lives of those it touches.

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: 28

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
21	01	00	01	05

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
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

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 and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Though the college is situated in tribal and remote area, to impart quality education to the tribal community college has developed adequate infrastructure having updated academic facilities. This college is situated in pollution free area and covered with green canopy. College is spread over **2.5 acres** area of which total built up area is **3,706.45 sq. ft.**

Classrooms, laboratories and ICT facilities:

There are 13 departments, 05 well-equipped laboratories and 24 classrooms. There is a Principal cabin, Administrative Office, laboratories, Department of Gymkhana and Sports, Seminar hall, Examination room, Electric room, classroom and boys common room, girls common room, a staff room ,a computer laboratory, a digital classroom, a toilet, library and information center, NSS unit.

To keep the pace with digital competitive world and to develop good communication skill among the tribal students, college has established a Digital Computer Lab having 55 computers. And essential accessories safe drinking water is made available through RO-filtered water facilities CCTV cameras have been installed. College canteen, playground, Nursery, vehicle Parking are available.

There is wheel chair facility and Ramp facility for disabled student. Some of Specialized vermin-composting unit, Inverter facility, Xerox facility are available.

Lighting free campus for this purpose we are using specific lighting obsession equipment. Complaint box exam related problem. Suggestion box for examination.

Infrastructural Details

Computers – 80, LCD projector – 09, Printer – 09, TV – 01, CCTV – 50, Sound System 28, Biometric Machine – 01, Inverter – 04, Battery Backup - 10, White Board – 08, Green Board – 20

Fire Extinguisher- 15, Generator – 01, Xerox Machine - 2 etc.

There is wheel chair facility and Ramp facility for disabled student. Some of Specialized vermin-composting unit, Inverter facility, Xerox facility are available.

Lighting free campus for this purpose we are using specific lighting obsession equipment. Complaint box exam related problem. Suggestion box for examination.

Cultural Activity

As the college has been located in a hilly tribal area having its own culture and traditional tribal culture and tradition which cannot be found in semi urban or urban areas hence the college has developed a strong unit of cultural department. The college provides a good environment to cultivate the cultural mind of student. The cultural unit is well – equipped with the necessary musical instruments. The ground is used by the college on specific occasions like annual gathering sports competitions.

Gymnasium sports and Yoga

Gymkhana is well equipped with all the infrastrural facilities necessary for indoor and outdoor games. The college has a central part of the track utilized for kabaddi, Badminton, kho-kho and cricket. Gymkhana is being used for playing games such as chess, carrom etc.

The College has regularly Organized various activities related to Yoga. The college has provided multi-Gym facilities for players. Dead stock register is maintained. Students regularly visit Gymkhana for exercises or to play badminton, carrom and chess. Gymkhana opens from 7:00am to 9:00am.

Sports committee is appointed to look after the activities and functioning.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 9.86

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
0	0	0.45	27.6	22.37

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library of institution has been playing a very significant role in the educational process and it is the heart of the institution. The library is the storehouse of knowledge that helps to achieve the objectives of education, conservation of knowledge and ideas as well as teaching and research programme.

Library is the key resource for the information that students need during studies. Library is established in 2008 with the establishment of the college. The library is situated on the first floor of the college building occupying an area of about 187.44sqm. And is made easily accessible from all corners of the college premises.

Library services are partially automated using Soul Software developed by the INFLIBNET Center.

Library is automated in the areas like circulation, Cataloging, report generation, user management using version 3.0 since 2023. OPAC (Online Public Access Catalog) facility is made available to know the bibliographical books.

Users can search the library collection by giving Title, Author, and subject. All the books have been classified, catalogued and arranged on open shelves, subject-wise books are arranged systematically for easy access and quick retrieval. Barcode Technology has been implemented in library transactions. CCTV cameras are installed in the library for strict surveillance.

The Library has been providing various services to the students and teachers like Membership Registration, Circulation of books, Reference Services, Question paper sets,

Internet facility, email alert services for borrowing transactions, Overdue email alert services etc. The timings of the library for students and faculty are more flexible.

The library is kept open throughout the year except on public holidays. The reading hours of the library are: 9.00 A.M. to 4.45 P.M. on all working days.

The Library is divided into different sections for example Home Issue Section, Study Room Section, Reference Section, Multimedia Section etc. The reading room has a seating capacity of 100 users at a time. The library has excellent collection of books, journals and non-book material covering the principal fields of interest in related subjects like Marathi literature, English literature, Economics etc.

The Central Library has a state of the art Digital Library for downloading e-journal articles and various free databases. A digital library with 04 computers is available for online access of teaching learning material. The library has a collection of 11960 books with a total cumulative investment of Approx. Rs. 881088/-

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

There are established system and procedure for maintaining and utilizing physical, academic and support facility Laboratory Computer classroom etc. Time to time maintenance is done. If there is a complaint related to maintenance. complaint is conveyed to the principal. Principal looks into the matter and takes the necessary actions.

The college provides free Wi-Fi service to all the students in the campus all classrooms are connected to internet through high speed Wi-Fi facility. The college has 09 projectors, 05 Laptops and 55 computers with access to internet that are updated with Latest version of essential software. All the laboratories and classrooms are well equipped to conduct ICT enabled lectures and practicals.

The computers are connected with Wi-Fi facilities. Institution frequently updates its IT facilities through various systems. For updating and maintenance of the IT facilities college has Network Resource Center (NRC), internet connectivity and computer maintenance committee.

As per the demands of the departments and students this committee makes necessary development in the IT facilities. For further technical assistance expert services are hired.

The classroom has well established mechanism for upgrading and deploying information technology infrastructure. The provision is made in the budget for annual maintenance and technical staff is appointed for maintain hardware and Information Technology infrastructure of the campus. The step like

installation of anti-virus periodically. Formatting of computer on the basis of corrupt operating system and replacing of hardware of old computer to new computer are taken for maintaining and utilizing computers. Digital display of all notices and current events is done regularly on the large screen at the entrance and also uploaded on website, online student feedback is collected.

CCTV cameras (50) are installed in all the classroom. The teachers regularly use ICT for teaching learning purpose. As per the requirement of the maintenance of the above IT equipments, college has internet connectivity and computer maintenance committee which uses their skill to update and repair the equipments. However, for major disorder and damage, computer technicians and service providers are hired.

The college has subscription of 'Zoom' software for conducting online meetings, Self-Study Report of Institution as well as seminars, webinars, Workshops and conferences.

The college has purchased 'SOUL 3.0' Software for campus management, complete student life cycle and administrative work. To meet the speed of global competencies, the college has provided high speed internet facilities of 200 mbps bandwidth. The college has Wi-Fi campus and we provide free internet services to the students through Wi-Fi.

As per the needs and growing demand new computers are added. Internet facilities are also provided as per the latest and fastest technologies available.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 38

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

Response: 67

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 12.97

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
12.95	29.73	2.57	5.94	15.18

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.69

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
1922	1878	1685	1298	1131

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](#)

5.1.2

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: C. 2 of the above

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

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: 18.63

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
744	456	0	292	406

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

5.1.4

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

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

Response: A. All of the above

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

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: 15.75

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
60	107	90	29	22

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
276	745	464	359	112

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

5.2.2

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

Response: 0

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
0	0	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 22

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
8	0	0	01	13

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 25

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
43	30	01	27	24

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

5.4 Alumni Engagement

5.4.1

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

Response:

The college is very proud to have a strong alumni base. This is the only degree college in Khardi-Dalkhan area, hence the college has a good input of students and a good alumni base. One of our alumni is an awardee of Shiv Chhatrapati Puruskar given by Maharashtra state government. The alumni are prominently working in various sectors of the society and contributing to national development. The college has a registered alumni association (Registration No. MAHA/625/2021). The college organizes alumni meetings every year in the college. All the honourable members of the alumni association accept our invitations and attend most of the programmes, meetings and functions. All the members of the alumni association shows active participation in these meetings and give valuable suggestions. The college believes strongly in the feedback system, especially the feedback from the alumni. Alumni has driven us to be a centre having a quest for excellence through their suggestions and timely inputs of different conceptual ideas. Alumni gatherings are organized at regular intervals in the college. Overwhelming response and support from alumni of the college give us motivation to serve better to the society.

Alumni of our college have great attachment with the college and feel the responsibility to contribute in the college development. As a part of these feelings of responsibility, our alumni contribute in various ways to the college. The alumni have contributed financially. This amount is utilized for various developmental activities in the college, viz. water filter System, Xerox Machine, Printer etc.

This input in terms of money has given us a chance to provide better administration facilities to students. The alumni of the College also conducted some street plays on relevant social issues in the last 5 years. The alumni of the College carry out a plantation drive in the college premises. On Teacher's day (September 5th) the alumni of the college felicitate the teachers and office staff of the college. The alumni of the college have made it a tradition to visit N.S.S. residential camp and guide volunteers regarding N.S.S activities.

The alumni of the college contribute by all possible ways to the college. The alumni not only help financially but also extend their expertise in various activities of the college. Alumni of college are working in various areas in the society. It helps our college by delivering guest lectures, offering help in placement and progression of the students, participating in the workshops, conference and seminars. The alumni members also provide guidance to the current students in sport and cultural activities. The alumni working in the various sectors are invited to give guest lectures to the students. Inspiration from these past students promotes existing students to study hard.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

This section evaluates the effectiveness of the governing body at JSSP College Khardi, which was established in 2008 by Mr. Ravindra Ghodvinde, with the noble aim of providing higher education opportunities to students from tribal and backward class communities. Initially starting with 145 students, the college serves as a beacon of hope for those who are often the first in their families to pursue higher education.

Governance Structure

The governing body of JSSP College Khardi plays a crucial role in steering the institution towards its goals of academic excellence and social upliftment. Comprising individuals dedicated to the college's mission, the governing body convenes regularly to make decisions that shape the college's direction and ensure it remains responsive to the needs of its diverse student body.

Leadership Practices

Decisions made by the governing body are inclusive and considerate of the unique challenges faced by students from marginalized backgrounds. The body follows a transparent decision-making process, where different viewpoints are valued and deliberated upon to arrive at well-informed conclusions. This approach fosters a sense of ownership and participation among stakeholders, contributing to the college's democratic governance culture.

Management Policies and Processes

Moreover, the governing body at JSSP College Khardi adheres to stringent policies and guidelines to uphold integrity, accountability, and ethical conduct. Measures are in place to address conflicts of interest, promote financial transparency, and ensure compliance with regulatory requirements. Regular evaluations of the governing body's performance help identify areas for improvement and reinforce its commitment to excellence.

Integration and Impact

Despite facing various challenges, such as limited resources and infrastructure, the governing body has demonstrated resilience and resourcefulness in overcoming obstacles. Through strategic planning and innovative initiatives, they have successfully expanded academic programs, enhanced student support services, and forged partnerships with stakeholders to enrich the college's learning environment.

Vision

To be a centre for excellence in education, skills development, and entrepreneurship of the rural youth in general and tribal youths in specific one of the leading institute for implementation of NEP- 2020 for the benefit of rural youth

Mission

To provide under- graduate, post- graduate and skills education

- To prepare students competent for employment and entrepreneurship
- To prepare youth with the human values, professional ethics, quest for excellence to contribute as a positive citizen for the development of the society at large
- The institute offers education and training for youths in rural, tribal and disadvantage group

OBJECTIVE OF THE COLLEGE

- The core objective of the college is to impart higher education to the students of tribal area of Khardi region, which is dominated by the tribals
- To help the needy and weaker students in education
- To help to uplift the standard of life of the tribals
- To make the tribal students compete with the students of other community and make them responsible citizens
- To motivate the faculty and the learners to take quality initiatives in academic research and extension activities
- To promote a healthy atmosphere, corporate life and welfare of the students, teaching and office staff
- To eradicate blind beliefs and superstitions present among tribals
- To develop the overall personality of the students
- To prepare them to accept the challenges of the modern world

File Description	Document
Upload 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:

This part evaluates the transparency and inclusivity of decision-making processes at JSSP College

Khardi, a prestigious institution under the umbrella of Jeevandeep Shaikshanik Sanstha. Renowned for its dedication to empowering marginalized communities in Shahpur district, the college exemplifies a commitment to transparent and inclusive decision-making.

Jeevandeep Shaikshanik Sanstha, as the parent institute, plays a pivotal role in guiding the decision-making processes at JSSP College Khardi. With its reputation for excellence and dedication to social empowerment, the institute sets a high standard for transparency and inclusivity in decision-making. This influence extends to the college, where a culture of openness and collaboration is fostered to ensure that all stakeholders have a voice in shaping the institution's policies and initiatives.

The college runs with three-tier systems at society level college and is governed by the President, Vice president, Secretary, joint-secretary and society members. The Principal is at the apex of the internal administration and is assisted by the HODs, Coordinators, IQAC and Staff. At the departmental level HOD's at the apex. The apex body of the college is 'College Development Committee' (CDC).

Administrative Setup:

The administrative setup consists of the Principal followed by Head clerk, Junior Clerks, Assistants.

Attendants.

The organization of departments include Head of Departments, Coordinators, Assistant Professors,

Librarian and a Physical Director.

The formal organizational structure of the library staff includes the Librarian, Library Clerk, and Library Assistant

Assistant.

Organization structure of the Department of Physical Education and Sports comes under gymkhana committee

Education.

Service Rules:

The college follows the service conditions, rules and regulations laid down for affiliated colleges by University of Mumbai, UGC, New Delhi and Government of Maharashtra.

Procedures for Recruitment:

The recruitment in college is carried for:

According to the norms of the University and UGC.

Non- Grant Posts: These posts are recruited by the Society Management.

Grievance Redressal Mechanism:

The college has a Grievance Redressal committee, Sexual Harassment Committee, Anti-ragging Committee and Disciplinary Committee for timely redresses of the student and faculty grievances.

Mechanisms for grievance redressal:

- a) Student's direct access to authorities – Students can directly approach the Principal or to put up their grievances through the Head of Departments, or Mentors.
- b) Student's suggestion Box – The student can put their complaints in written form in the suggestion Boxes kept in the campus. The boxes are opened periodically by the authorities to take cognizance of the grievances and suggest appropriate measures.
- c) Student Council - The grievances of students are received through the members of the student Council and the appropriate measures are taken care of.
- d) Open Discussion with employees - Primarily, the Principal resolves the grievances of employees. Through open discussions and interactions.

The Alumni Association:

The college has an Alumni Association which contributes to better functioning of the college

College Committees:

Different committees play an important role in the execution of responsibilities and activities on the college premises.

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

Assesses the presence of effective welfare measures and performance appraisal systems for both teaching and non-teaching staff at JSSP College Khardi. These measures are crucial for ensuring the well-being and professional development of the staff members, which in turn contributes to the overall success of the institution.

JSSP College Khardi is committed to the welfare of its staff members, recognizing their valuable contributions to the college's mission and objectives. The institution has implemented a range of welfare measures aimed at promoting the physical, mental, and financial well-being of both teaching and non-teaching staff.

Welfare measures for teaching staff may include

1. Institute provides the uniform to Class-IV employees.
2. College permits the staff for membership of a co-operative credit society.
3. Institute provides assurance/ undertaking to the bank about employees.
4. There is a facility of advance salary for the newly appointed non granted staff.
5. Gymnasium, sports and yoga facilities are available for the teaching and non-teaching staff.
6. Preferential admission to the wards of the employees with concession in fees in school and colleges run by the parent society.
7. College provides Maternity Leave. The College allows maternity leave to eligible lady staff as per the rules of the government.
8. Institute Provides Medical Leave

9. Study Leave: For Research work/FIP/FDP etc.
10. Duty Leave: For Participation in Seminars, Conferences, and Workshops
11. Employee's Provident fund- Employees Provident Fund (EPF) is a retirement benefit scheme. The institution has the mandatory provision of EPF and contributes the eligible amount to the respective EPF account.
12. Promotions- Promotions or salary hike are given to the faculty members, based on the qualification, services, and outcome of the performance appraisal.
13. Career Growth- Faculty members are sponsored for attending Short Term Training Program, workshops, seminar, and conferences for up-grading their knowledge.
14. Medical Reimbursement: The faculty and staff members apply for the medical expenses incurred from the state government. Such proposals are forwarded through the college

In addition to welfare measures, JSSP College Khardi has established a robust performance appraisal system for both teaching and non-teaching staff. This system is designed to assess staff members' performance, recognize their achievements, and identify areas for improvement.

The performance appraisal process is fair, transparent, and aligned with the college's goals and objectives. It includes regular evaluations conducted by supervisors or designated committees, feedback sessions to discuss performance outcomes, and opportunities for staff members to set goals and track their progress over time.

Feedback from performance appraisals is used to inform decisions regarding promotions, salary increments, and professional development opportunities. Staff members are encouraged to actively participate in their own performance appraisal process, fostering a culture of accountability and continuous improvement.

Moreover, the institution regularly reviews and updates its welfare measures and performance appraisal systems to ensure their effectiveness and relevance in meeting the evolving needs of staff members. Feedback from staff members is solicited and taken into consideration when making improvements to these systems.

In conclusion, Key Indicator 6.3.1 highlights JSSP College Khardi's commitment to the welfare and professional development of its teaching and non-teaching staff. By implementing effective welfare measures and performance appraisal systems, the institution demonstrates its appreciation for staff members' contributions and its dedication to fostering a supportive and conducive work environment

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 2.58

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
00	00	00	02	02

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

6.3.3

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

Response: 51.7

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
45	01	11	43	37

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
26	26	24	17	17

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Jeevandeep Shaikshanik Sanstha's Poi's Arts, Commence and Science College, Khardi operates independently, relying solely on internally generated revenue rather than external grants from government or NGOs. This approach underscores the institution's commitment to financial autonomy and sustainability.

Despite the inherent challenges, such as ensuring financial stability and affordability for students, JSSP College Khardi views its self-financing model as an opportunity for innovation and autonomy. The college prioritizes transparent financial practices and undergoes regular audits to maintain accountability and compliance.

In pursuit of financial sustainability, JSSP College Khardi diversifies its revenue streams, including gratitude funds, and college development funds. The primary revenue source, reflect students' investment in their education and support various operational activities. Gratitude funds, contributed by alumni and other benefactors, demonstrate external support for the college's mission. Meanwhile, college development funds are earmarked for infrastructure and program enhancements, ensuring long-term growth and competitiveness.

By leveraging these funding sources, JSSP College Khardi not only ensures financial stability but also fosters a sense of community and shared responsibility among students, donors, and the college administration. This integrated approach positions the college for continued success and impact in higher education.

Optimal Utilization of Resource:

The college prioritizes the optimal utilization of resources, regularly updating its infrastructure and maintaining cleanliness through appointed staff. All funds received are meticulously managed through cheque, RTGS, or NEFT transactions, ensuring transparency and accountability.

Under the guidance of the College Development Committee (CDC), funds are allocated for infrastructural development, beautification, and upgrading ICT facilities based on priority and expert advice. Every rupee received is carefully utilized through a structured process, including obtaining quotations, committee discussions, and either cheque or online payments, reflecting the committee's dedication to this mission.

Students have access to well-equipped facilities such as halls, gyms, and playgrounds, enhancing their overall college experience.

Financial audits :

Institution conducts external financial audits regularly by Chartered Accountant Firm: Audit objections. If any, are settled at the time of finalization of the audited statement of accounts.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

1.Establishment of IQAC:

- 1.College established an Internal Quality Assurance Cell (IQAC) in accordance with NAAC guidelines. in the acadamic year 2022-23
- 2.IQAC consistently works to enhance the quality culture across all college activities, aiming for holistic academic excellence.

1.Primary Aim of IQAC:

- 1.Develop a system for conscious, consistent and catalytic action towards quality sustenance and enhancement.
- 2.Plays a pivotal role in designing, framing and implementing policies for the betterment of the college and its stakeholders.

Institutional Policy for Quality Assurance:

- i. Motivate faculty participation in curriculum design and development.
- ii. Promote the use of ICT in the teaching-learning process and facilitate faculty and students for the same.
- iii. Encourage faculty to adopt innovative teaching methods.
- iv. Encourage faculty to conduct need-based research and engage in MoUs.
- v. Collect feedback on all aspects from different stakeholders of the college.

1. Focus on Learner-Centric Teaching-Learning Process:

1. IQAC's approach is centered on a learner-centric teaching-learning process.
2. Regular assessment and evaluation of policies are conducted to ensure effectiveness.

1. Examples of Institutional Reviews and Teaching-Learning Reforms:

1. ICT Teaching and Learning:

- Emphasis on using ICT-enabled teaching and learning methods.
- Departments utilize ICT devices such as LCD projectors, YouTube video links, Google Classroom, Zoom meetings, etc.

1. Transformation of Traditional Classrooms to Digitized Classrooms:

- Efforts to replace traditional teaching methods with digitized ones.
- Adoption of technologies like LCD projectors, PowerPoint presentations, and video conferencing.
- Teachers utilize ICT tools like YouTube and Google Classroom, creating educational content for online platforms.

1. Outcome-Oriented Teaching through Certificate and Add-on Courses:

- Introduction of various add-on and certificate courses to support regular teaching methodologies.
- Arrangement of guest lectures in collaboration with other institutes for student exposure.
- Introduction of need-based add-on courses to bridge the gap between university curricula and market demands.
- These courses, provided free of cost, help students apply classroom learning practically.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

This college is located in Rural area. Students are seeking admissions from nearby villages. The government and NGO's are collaboratively involved in the developmental activities and programs. Boards and banners of environmental awareness, social harmony and values are displayed in the campus.

The college regularly organizes different activities for inculcating the values of tolerance, harmony

The college is very keen regarding security AND safety of the girl students and women staff. Following practices are done in this regard:

1. For Safety and Security purpose:

CCTV cameras are installed in the college premises. The complaint box has been installed at entrance to collect any complaint or suggestions from students. The college has Anti-ragging committee, Internal Complaint committee, Discipline committee. Grievance redressal committee, Campus supervision committee to monitor and address safety, security and social issues and also conducts hemoglobin check-up camp. For boosting the confidence, Yoga training programmes are organized by the college. Fire extinguishers are installed in college premises. College boundaries are protected by chain link wire and barbed wire fencing.

1. Common Room:

College has separate common rooms and separate washrooms for boys, girls and faculty. The common rooms have essential facilities like clean washrooms, electricity availability, drinking water cooler, machine of sanitary napkin for women with disposable facility.

1. The Counselling faculty :

The college conducts programmes to address contemporary issues like gender, women concern, safety and security, and awareness created through the NSS activities, guest /expert lectures. The college has adopted mentor - mentee scheme and the mentors motivate to the mentees to solve the individual problems and also improve their overall personality by participating in various activities. The personal problems of the girl students are discussed with the committee members and are kept confidential.

1. Cultural Activities:

India is well-known for its festivals and cultural diversity. The college helps student to relate with the cultural heritage and connect with their roots by imparting the importance of protection, preservation and propagation of Indian culture. Institute pay tribute to all the national heroes on their birth and death anniversaries. The college organizes various activities to recall the events or contribution of our leaders, to imbibe moral and ethical values among the students.

1. Days Celebration in college :

Following Days were celebrated in college like international days, national days, birth death anniversaries, other events and festivals are celebrated in the institute:

International Days

- World Environment Day (5th June)
- International yoga Day (21st June)
- International Day of Non-Violence (2nd October)
- World AIDS Day (1st December)
- International Women's Day (8th March)
- International Mother Earth Day (22nd April)
- International Labour Day (1st May)

National Days

- Independence Day of India (15th August)
- Republic Day of India (26th January)
- National Science Day (28th February)

Birth Anniversaries of

1. Chhatrapati Rajarshi Shahu Maharaj (26th June)
2. Dr. Sarvapalli Radhakrishnan (Teacher's Day) 5th September
3. Padmabhushan Dr. Karmveer Bhaurao Patil (22nd September)
4. Mahatma Gandhi and Lal Bahaddur Shastri (2nd October)
5. Dr. A. P. J. Abdul Kalam (15th October)
6. Pandit Javaharlal Nehru (14th November)
7. Savitribai Phule (3rd January)
8. Rashtramata Jijau and Swami Vivekananda (12th January)

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

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: C. Any 2 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

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:

Jeevandeep Shaikshnik Sanstha's Poi's, Arts, Commerce and Science College is located in tribal area. Students are seeking admissions from nearby villages. The government and NGO's are collaboratively involved in the developmental activities and programs. Boards and banners of environmental awareness, social harmony and values are displayed in the campus.

The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. Cultural diversities of tribal region are maintained by organizing cultural events. Students present folk arts in Youth Festival organized by University which reflects a very positive impact on the society's cultural and communal thought. 'Marathi Bhasha Din' is organized which reflects linguistic harmony towards Marathi Language. A short term course "Tribal Handicrafts" is run and Jagatik Adivasi Din is celebrated which indicates cultural, regional and communal harmony towards tribal community.

Communal socio-economic harmony is maintained by organizing Poshan Pakhawada (Nourishment week), Blood Donation Camp and Yoga Training. The college also organizes the Gandhi jayanti and cleaning drive.

The college contributes in developing social values among pupils for their social development, support to economically backward students. Preamble, fundamental duties and rights, National Anthem, and Pledge are displayed in the college premises to have sensitization of constitutional obligations.

Values: The value of patriotism, freedom, selflessness unity are reflected by celebrating Independence and Republic Day which is inculcated through singing the national anthem and patriotic songs. Our unique practice is that 'National Anthem' is broadcasted daily through the loudspeaker exactly at 08.00 am. It reflects the strong attachment of students, employees and citizens towards the values of Indian Constitution.

Rights: Students are sensitized with the Indian constitution with respect to fundamental rights and duties on Indian constitution day. Right to equality, information about laws for women were sensitized through lectures on Women's day.

Duties: The National anthem song on flag hoisting day helps to sensitize the respect towards national flag which inculcate a sense of unity and national integrity. The college organizes 'Lokashahi Pandharvada' for creating constitutional awareness about democracy and duties of Indian citizen.

Responsibilities of citizen: The moral responsibility and Human values was maintained by donating two days salary by faculty members in the COVID-19 pandemic. Teachers and Students participate in Hemoglobin check-up and Blood donation camp, distribute educational kit for student's on the occasion of Chhatrapati Shivaji Maharaj Jayanti and Dr.Babasaheb Ambedkar Jayanti.

To create awareness among students are the main aim of organizing various activities like Consumer Day, Voter's Day etc. The college is playing a crucial role for maintaining Peace, Harmony, National integration through, superstition awareness Program by NSS volunteers. Human Rights are taught in the regular curriculum to first year students.

File Description	Document
Upload 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:

Title of Best Practice- 1

1) Title of the Practice: 1. Enhancing human values and professional ethics through curricular, co-curricular and extra-curricular activities.

2) Objectives of practice:

- To tackle malnutrition of children in tribal and remote areas of khardi shahapur tehsil thane district.
- To distribute peanuts and jaggery to tribal children of primary (Anganwadi) school.
- To reduce the number of child malnutrition in this area.
- To give children a healthy and educational life.

3) The context:

Shahapur Tehsil of Thane District has witnessed serious malnutrition problem in the children since many years and increased this number from Pandemic of March 2020. Every year our college is distributed Jaggery and Peanuts to this childrens for reducing the problem of malnutrition among this childrens. Following all government regulations and guidelines, our students celebrated Diwali by giving away candy, hygiene kits, and grossaries to the children, even during the pandemic year. The college continued this practice in the adopted village of Kashti, Dalkhan, when it reopened following the lockdown.

Colleges are playing very important role and the NSS team also helps the college for this activity. For that activity, get finance from college and students.

Peanuts: are rich in monounsaturated and polyunsaturated which are good fat and also calcium, iron, vitamin D, B6, magnesium, sodium.

Jaggery: presence of calcium may help in improving bone health. It may purify blood and help in managing diseases like jaundice. Protein, carbohydrates and minerals also in that.

4) The practice:

Before the pandemic period we had distributed Jaggery and Pennuts in various pada's, but due to the pandemic of Covid-19 we have adopted the village of Kashti for this practice. The childrens of this village get happy when our students visited thier and spend time with them. Students and professors interact with the peoples living in this village, also spared good things, guidance and help in studying.

5) Evidence of success:

- Gain in weight and height of children.
- Overall impact on body posture of children.
- Improvement in immunity among children.

It has been observed the significant improvement in overall health status of children and also students feel healthy after they consume peanuts and jaggery.

6) Problems encountered and resources required:

The college constantly strives for the health of children in tribal and remote areas of khardi. The problems are Encountered funds and traveling issues.

Title of Best Practice- 2

1) Title of Best Practice- 2: Promoting first generation rural, remote, tribe through counselling, mentoring and implementing academic plans and initiatives.

2) Objectives of practice:

- Increase enrolment and retention rates in rural, remote, tribe in college.
- Enhance the quality of education through counselling, mentoring and implementing academic plans and initiatives.
- Empower local communities to support and prioritize education.

3) The context:

The Shahapur Tehshil of Thane district has serious issue of illiteracy. The Shahapur Tehshil of Thane District is a tribal and remote area. Initially the number of colleges providing Higher Education was very low in this area. Due to this, the level of education has not spreaded that much level in this area. The purpose of the Jeevandeep Shaikshnik Santha's Poi's Arts, Commerce, and Science College, Khardi, is to integrate them into the educational system. Based on the survey results, it is evident that the majority of the graduates from this college were the first in their families to attend college.

When the college was established in 2008, the number of students enrolled in the First Year of Arts were 115, Commerce was 18 and 8 students adopted for Science. At the time of establishment the number of admission taken was only 141, this number has rapidly increased. Out of the total number of students in the academic year 2022- 2023, 854 are girls and 1661 are boys.

Because of this college girls get to see the avenue of education opened up. The college has started many courses from Graduate to Post-Graduate level. Also various activities are conducted by the department like DLLE, NSS, WDC, Cultural and Sports for the students of this area.

4) The practice:

- **Outreach Programs:**

- Establish outreach programs to identify and recruit talented tribal students from remote areas.
- Awareness campaigns and workshops in tribal communities to highlight the importance of higher education and the opportunities available at the college.

- **Scholarships and Financial Aid:**

- Offer scholarships, grants, and financial aid packages specifically targeted at tribal students and first-generation learners.
- Partner with government agencies, corporate sponsors to secure funding for educational expenses.

- **Counselling and Mentoring:**

- Provide personalized counselling and mentoring support to help tribal students and first-generation learners overcome academic, social and personal challenges.
- Pair students with mentors who can offer guidance, encouragement and practical advice based on their own experiences.

- **Academic Support Services:**

- Establish academic support centres or tutoring programs to assist tribal students and first-generation learners with study skills, exam preparation and course content.

- **Cultural Sensitivity and Inclusion:**

- Foster a welcoming and inclusive campus environment that respects the cultural heritage and traditions of tribal students.
- Organize cultural events, festivals and awareness programs to celebrate diversity and promote cross-cultural understanding among students, faculty and staff.

- **Community Engagement:**

- Engage tribal communities in the college's educational initiatives by involving them in curriculum development, research projects and community outreach activities.
- Establish partnerships with local tribal organizations and tribal leaders to collaborate on educational and socio-economic development initiatives.

- **Career Guidance and Placement Support:**

- Provide career counselling, skill development workshops and job placement assistance to help tribal students and first-generation learners explore career options and secure employment opportunities after graduation.

5) Evidence of success:

- Growth in students Admission in college year by year.
- Increase girls Enrolment level in college.
- Personality development of students with education from various activities organized by college.

6) Problems encountered and resources required:

The college staff and students are very friendly with the new people. We went to the society with the intention of visiting on occasion of Gandhi jayanti, cleaning drive, survey, social awareness, voting awareness, etc. A problem faced in society to interact with people is lack of education, poverty and financial issues, traveling issues, gender inequality, awareness about the future, etc.

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:

Jeevandeep Shaikshnik Sanstha's Poi's College of Arts, Commerce and Science, Khardi is located in the tribal area of Khardi-Dalkhan in Shahapur Taluka. To create educational opportunities for the students of disadvantaged classes, hilly tribals and remote areas, especially female students, to create a sense of self-respect, equality and self-development among them, to create social awareness, to solve the problems of the society and to inculcate discipline in them, especially among the youth of hilly and remote areas. The college has a special focus on first generation learners, and the development of the hilly remote and tribal areas, holistic personality development of the students, innovative positive attitude and creative attitude in the students is continuously strived for and at the same time, the college has so far contributed to the development of this community and the region. Various activities have been implemented while bringing development, including covid vaccination, health camps, voter registration drive, malnutrition, natural calamity relief etc.

- 1. Covid Vaccination** - Even during epidemics like Corona, The college has organised vaccination campaign and helped the people of this area to get vaccinated to save their lives during the pandemic.
- 2. Health Camp** - Free Blood Donation Camp, Eye Checkup Camp, Hemoglobin and Health Checkup Camp, Seminars on various health topics are organized by the college not only for the students and staff but also for all the people in this area. Due to this, health awareness was created among the people.
- 3. Voting Registration Campaign** – Our college always provide opportunities to Students to get registered in Voters list. Boys and girls who have completed 18 years of age take benefit of it.
- 4. Physical and Educational Development** – The College is taking initiative for physical growth of students as well as the children from surroundings by providing Jaggery for their physical growth. Along with that on account of Mahatma Phule Jayanti, Ambedkar Jayanti, Shivaji Maharaj Jayanti, educational material is given by the college as a tribute to these great personalities to create an awareness on education among the tribal children. This results show positive response from the children. At the same time, festivals like Diwali is also celebrated by giving away clothes to these children.
- 5. Co-operation in disaster** - With the idea of sustaining social commitment, the students of the college do social and humanitarians work by telling how they can help the people affected by the disaster by actually helping them. The college helped the flood victims during the floods in Kolhapur, and created awareness in the earthquake-hit village of Vehloli to warn people about the disaster.

6. Development in the field of sports - In order to develop sportsmanship in the students from the college. Students are sent for the various sports competitions to participate at national and international level. Students are motivated from the college as a result of this some students were qualified at International level.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college takes pride in its efforts to maintain an eco-friendly campus. We've planted numerous trees and implemented initiatives like solar lights, rainwater harvesting and drip irrigation. Additionally we focus on organic fertilizer production and usage. Our campus features a spacious library, gymnasium and canteen for student convenience. The library is well-stocked with books, newspapers and magazines in Marathi and English catering to diverse interests. We also offer a book bank facility to support students in need ensuring accessibility to educational resources. Our goal is to provide a one-stop destination for students in the area to pursue both undergraduate and postgraduate education.

Concluding Remarks :

As per Vision and Mission 'Jeevandeep Shaikshanik Sanstha's Poi's Arts, Commerce and Science College Khardi', working and trying to provide all kind of educational opportunities to all Learners. As well as constitute youths with human values, professional ethics, quest for excellence to contribute as a positive citizen for the development of society at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																			
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :23</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																																			
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 2170</p> <p>Answer after DVV Verification: 2165</p> <p>Remark : As per SOP, One student involved in multiple field works and/or project work and/or internship in the same academic session should be counted as one, thus DVV input is recommended.</p>																																			
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>738</td><td>710</td><td>642</td><td>525</td><td>370</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>475</td><td>460</td><td>674</td><td>351</td><td>272</td></tr></table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>738</td><td>710</td><td>642</td><td>525</td><td>370</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	738	710	642	525	370	2022-23	2021-22	2020-21	2019-20	2018-19	475	460	674	351	272	2022-23	2021-22	2020-21	2019-20	2018-19	738	710	642	525	370	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19																																
738	710	642	525	370																																
2022-23	2021-22	2020-21	2019-20	2018-19																																
475	460	674	351	272																																
2022-23	2021-22	2020-21	2019-20	2018-19																																
738	710	642	525	370																																
2022-23	2021-22	2020-21	2019-20	2018-19																																

738	710	642	525	370
-----	-----	-----	-----	-----

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	15	15	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	15	15	15	14

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
112	359	464	745	276

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
276	745	464	359	112

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
271	393	474	773	700

Answer After DVV Verification :

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

700	773	474	393	271
-----	-----	-----	-----	-----

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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
20	07	01	07	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	01	01	02

Remark : As per the revised data and clarification received from HEI, Only those activities considered which is related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	02	04	08	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	04	08	00

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	00	03	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	03	00	00

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	5	00	03	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	01	00	01	05

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :0

Remark : As HEI has not provided Copies of MoUs so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.03	0	2.13	29.06	24.12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.45	27.6	22.37

Remark : As per provided revised data template, thus DVV input is recommended.

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 : 70</p> <p>Answer after DVV Verification: 67</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>
-------	--

4.4.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29.74	42.56	8.54	26.53	38.31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12.95	29.73	2.57	5.94	15.18

Remark : As from the provided audited statements only Repair and Maintenance from given head have been considered so based that DVV input is recommended.

5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i>
-------	--

4. ICT/computing skills

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	108	92	29	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
60	107	90	29	22

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
719	735	505	413	356

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
276	745	464	359	112

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	0	01	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	0	0	01	13

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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 : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	00	01	04	07

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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**

	<p>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>

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><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2546</td><td>2358</td><td>2105</td><td>1706</td><td>1524</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2546</td><td>2331</td><td>2085</td><td>1703</td><td>1521</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	2546	2358	2105	1706	1524	2022-23	2021-22	2020-21	2019-20	2018-19	2546	2331	2085	1703	1521
2022-23	2021-22	2020-21	2019-20	2018-19																	
2546	2358	2105	1706	1524																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2546	2331	2085	1703	1521																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 64</p> <p>Answer after DVV Verification : 63</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><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>40</td><td>30</td><td>30</td><td>31</td><td>26</td></tr></table> <p>Answer After DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	40	30	30	31	26										
2022-23	2021-22	2020-21	2019-20	2018-19																	
40	30	30	31	26																	

2022-23	2021-22	2020-21	2019-20	2018-19
39	29	30	31	26

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30.78	42.56	11.00	55.75	63.28

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
92.87	121.08	45.61	107.53	144.48