



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

R. C. PATEL EDUCATIONAL TRUST'S R. C. PATEL ARTS, COMMERCE AND SCIENCE COLLEGE, SHIRPUR

R. C. PATEL EDUCATIONAL TRUSTS R. C. PATEL ARTS, COMMERCE AND
SCIENCE COLLEGE, SHIRPUR NEAR KARVAND NAKA, KARVAND ROAD,
SHIRPUR-425405 DIST.- DHULE (MAHARASHTRA)

425405

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

R. C. Patel Educational Trust, Shirpur

The R. C. Patel Educational Trust is one of the leading educational institutions in North Maharashtra. It has been imparting the quality education to the students for the last 25 years. The Educational Trust is founded by Mr. Amarish R. Patel (existing MLC and former Education Minister, Maharashtra State) in 1988 at Shirpur. The vision behind the establishment of the educational Trust is to provide the quality education to the children in the Shirpur Tehsil and to make them not only educated but self-reliant.

The R. C. Patel Educational Trust has been performing exceptional task of imparting education from primary level to the college level. The Trust along with its sister educational institute runs a number of academic institutes-such as

- 20 Pre-Primary Schools
- 15 Primary Schools
- 18 High Schools
- 7 Ashram Schools
- 8 Higher Secondary Schools
- 2 Arts, Commerce and Science Colleges

- An Engineering College
- 3 Pharmacy Colleges
- A Junior college of Education (D.Ed.)
- A College of Education (B.Ed.)
- An institute of Management, Research and Development
- 3 Girls' hostels & 2 Boys' hostels

Shirpur

Shirpur is located at the foothills of the Satpura ranges, within the Tapi River Basin. This tehsil is predominantly tribal and rural, with most of its population comprising tribal people living in hamlets and small communities, while the rest reside in rural areas. Shirpur is the only town in the tehsil and is among the fastest-growing regions in Maharashtra. Today, Shirpur is recognized as an educational hub, hosting nearly 40,000 students across various schools and colleges. Despite its rural and tribal character, Shirpur is renowned for the Shirpur Pattern, a notable water conservation project.

R. C. Patel Arts, Commerce and Science College

R.C. Patel Arts, Commerce, and Science College was founded on September 19, 1991, by Mr. Amarish R. Patel. Initially managed by The Shirpur Education Society, it later became part of the R.C. Patel Educational Trust, Shirpur. At its inception, the college offered Arts and Science faculties with just 75 students. Over time, it has evolved into a multifaceted institution, now educating over 2,000 students in various undergraduate and postgraduate programs. More than 100 qualified teachers provide education with dedication and sensitivity.

The college offers government-funded programs like B.A. and B.Sc., while B.Com and professional courses are self-financed. It is permanently affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon (MS), and has received 2(f) and 12B status from the University Grant Commission (UGC), New Delhi. Additionally, the college holds Gujarati Minority Status. In 2019, the National Assessment and Accreditation Council (NAAC) re-accredited the college with a B++ grade, achieving a CGPA of 2.94.

Vision

To be a pre-eminent educational institute where teaching and learning brings out the best in the students.

Mission

- To impart quality education to students, especially to those who are socially and economically backward in the vicinity, with the belief that education will make them economically independent.
- To enable students to face unknown and unpredictable situations and empower them to tackle the challenges of a rapidly changing and increasingly complex world.
- To cultivate responsibility, sensitivity, social commitment, and to develop spiritual insight, along with fostering ideas of patriotism, democracy, secularism, socialism, and peace among students.
- To develop skills, knowledge, and awareness of our glorious national heritage among students.
- To instill in them the virtues of heart and mind that will help them contribute to making the world a better place to live.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Well Defined Goals:

The College is dedicated to providing quality education to the youth in the tehsil and the North Maharashtra region. Aligned with the vision of its parent institute, the college has established clear and practical goals and objectives. The administration and faculty take every step to ensure these objectives are achieved.

The Supportive and Proactive Management:

For the past three decades, R.C. Patel Educational Trust has been dedicated to advancing education with great enthusiasm. The management provides guidance and support for the college's academic development and offers financial assistance to ensure its growth and success.

The Availability of Infrastructure and Resources:

The college boasts comprehensive physical facilities and academic resources. It features a multi-storey building with fully equipped labs, a library, a reading room, and classrooms fitted with smart boards, Wi-Fi, and comfortable seating for students. Additionally, the wide playground and extensive sports facilities are notable aspects of the college's resources.

The Qualified and Dedicated Faculty:

The faculty comprises a mix of experienced and young, qualified teachers. All tenured teaching members hold Ph.D. degrees, with some young teachers having completed their doctoral research and others currently pursuing it.

Innovative Practices:

The faculty experiments with various teaching and learning methods and techniques, utilizes digital facilities, and emphasizes extracurricular and extension services.

Academic Ambience:

The campus fosters an energetic, supportive, and academically conducive atmosphere that encourages both students and faculty to perform at their best.

Placement:

The College organizes placement drives not only for students in professional courses but also for those in traditional courses. Placement has proven to be a distinctive feature of the institution.

Institutional Weakness

Students' meager knowledge and skills at entry point: The students who seek the admission come from the rural and tribal background and they have insufficient basic knowledge of the subjects and undeveloped linguistic skills.

The Vicinity: The College is situated in the tribal and rural tehsil in the extreme northern part of Maharashtra. Though tehsil seems to be developed, the college lacks the easy access of academicians available in the metro cities.

Affiliation: The College is affiliated to KBC North Maharashtra University. It has little or no freedom in the syllabus composition and evaluation processes as per the need of our students.

Lack of Multi-faceted Industry: There is lack of multi-faceted industry. As a result, we have no opportunity for industry tie-up and little scope students' experiential learning.

Institutional Opportunity

Qualitative Growth: Shirpur is among the fastest-growing towns in Maharashtra and is emerging as an educational hub. Despite the competitive environment, the College has maintained its academic excellence, attracting an increasing number of students from other tehsils and districts.

Expansion of Self-Financed Courses: To meet the demands of talented youth, the College has focused on introducing unconventional disciplines aimed at enhancing students' employability.

Value Added Courses: Various departments offer value-added courses, and the College encourages their expansion to provide students with additional credits and interdisciplinary education opportunities.

NEP 2020: The New Education Policy (NEP) 2020 is expected to facilitate the College in achieving its goals of enhancing employability and delivering quality education.

Institutional Challenge

Addressing Insufficient Basic Knowledge and Language Skills: Faculty members spend a significant portion of each semester bridging the gap between subject knowledge and students' inadequate basic knowledge and language skills.

Declining Student Interest in Traditional Courses: Students increasingly prefer professional courses over traditional ones, posing a potential challenge of maintaining enrollment numbers in traditional course offerings.

Unaided Departments: New courses are launched on a self-financed basis, placing financial responsibility on the college management. The non-granted faculty does not get any research grant from the government agency.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Academic Planning and Implementation:

The departments adhere to the syllabi established by KBC North Maharashtra University, Jalgaon. They organize teaching, learning, and evaluation to achieve the intended outcomes of their courses and programs. Each year, the Internal Quality Assurance Cell (IQAC) prepares an academic calendar, which includes details on the start of semesters, vacations, and the schedule for tests and examinations. Additionally, it outlines the planning for extra-curricular and extension activities, as well as cultural programs, seminars, and workshops to be held at the college. Teachers maintain an academic diary. The examination committee plans and executes internal assessments and administers the university's practical and theory exams.

Academic Flexibility:

Since the university prepares the curriculum and syllabi, the college introduces various value-added courses to develop students' skills. In addition to these, various departments have initiated university-approved certificate, diploma, and postgraduate diploma courses. In 2018-19, there were 32 courses, including 14 university-approved certificate and diploma courses. This number increased over the next five years. By 2022-23, there were 50 courses, including 18 university-approved certificate and diploma courses. Over the last five years, 6,600 students successfully completed these courses.

Curriculum Enrichment:

The cross-cutting issues are integrated into the prescribed syllabi. When the syllabi fall short, the departments

implement several value-added courses to instill human and professional values and ethics. The texts taught in the classrooms prove as an instrument to teach the values.

Feedback:

The Feedback Analysis Cell collects feedback on the academic performance and ambiance of the institute from various stakeholders, including students, alumni, teachers, employers, and parents, to maintain quality and measure enhancement. The Analysis Cell ensures academic excellence at the levels of teaching, learning and evaluation. Teachers' feedback is collected annually through Google Forms. Feedback from industry and employers is also obtained yearly, with their valuable suggestions and feedback received through Google Forms.

Teaching-learning and Evaluation

Enrolment Percentage (Students):

The college follows the rules of the KBC North Maharashtra University and Department of Higher Education, State of Maharashtra for the Enrolment of the students for the UG and PG courses. The enrolment percentage during last five years is as follows: In 2018-19, 67.77; in 2019-20, 68.69; in 2020-21, 74.96; 2021-22, 79.12 and 2022-23, 75.91.

Percentage of seats filled against reserved categories:

In fact, the College has received the Minority status- Linguistic (Gujrathi) Minority Institute from A.Y. 2007-08. Still the college prioritizes the students from the reserved categories since the very college is situated in the rural and tribal tehsil; and the mission of the institute is to extend the quality education to the students from all the strata of society. The college boasts that more than 80 % of the students come from reserved classes.

Student Teacher Ratio:

The college always tries its best to appoint the enough number of the teachers as per the requirements. For the last five years, the student-teacher ratio was 27.30

Student Centric Methods:

The faculty follow the innovative teaching and learning methods in the classroom. One the most remarkable practice is use of the ICT by teachers and learners. Faculty gives hands-on activities for experiential learning and adopts participatory learning.

Our college places a strong emphasis on improving problem-solving abilities through various means, including case studies, book reviews, and ice-breaking activities specifically designed for student enrichment.

Teachers in the College:

The percentage of full-time teachers against sanctioned posts during the last five years was 86.79, while 42.75 % teachers are either possess Ph.D. or SET/NET or both.

Mechanism for Assessment:

The mechanism is purely transparent and student centric giving the space for redressal.

POs and Cos:

The POs and COs are displayed on the website. The average attainment of POs and COs for the last five years was highest/ Level 5.

Pass Percentage of Students:

During the last five years, the passing percentage was 91.18

Research, Innovations and Extension

Grants from GO and NGOs for research projects/endowment during last five years:

The faculty of the college show the keen interest in the research activity and have undertaken the significant research project. In the last five years from 2018-19 to 2022-23, the faculty received Rs. 24,51,720/- from the various funding agencies such as ICMR, UGC, AICTE, Rajiv Gandhi Science and Technology Centre, KBCNMU, Jalgaon and some of the faculty received the fund under VCRMS, K.B.C. North Maharashtra University, Jalgaon.

Number of workshops/seminars/conferences including programs conducted on Research especially on Methodology, Intellectual Property Rights and entrepreneurship:

The different departments organized the 42 state and national levels seminars, workshops and conferences. Among these activities 10 seminars and workshops were based on IPR, 07 on Entrepreneurship and 08 on Research Methodology.

Research Papers Publication:

Nearly, 153 research papers are published during the last five years in UGC- CARE research journals.

Books and Chapters in edited volumes and books:

The faculty of the college have contributed in the knowledge creation by writing books and the books chapters. Nearly 118 books and chapters are published during last five years.

Outcomes of Extension Activities in the Neighbourhood Community:

The College organized the extension activities such as tree plantation, blood donation camps, Water and biodiversity conservation awareness Activity, AIDS Awareness Rally, Yuvati Sabha Activities, Lecture Series on the varied subjects etc. are conducted in the Neighbourhood. The Department of Microbiology has been conducting blood group detection and Health Awareness Programs for the last 24 years.

Awards and recognitions received for extension activities:

The College received appreciation for its extension services such as tree plantation, cleanliness, cyber security standards, Voters' Awareness from Shirpur Municipal Council, District coordinator (NSS), Maharashtra Green Army, etc.

N.S.S.: The N.S.S. Unit has conducted the 42 extension and outreach programs during last five years. Some of those programs are tree plantation, Voters' awareness, blood donation, Azadi ka Amrit Mahotsav, AIDS Awareness, Unnat Bharat Abhiyan, etc.

Number of functional MoUs/linkages:

The College have developed 20+ MoUs and 10+ linkages

Infrastructure and Learning Resources

The Infrastructural Facility:

The College has an appropriate physical infrastructure spanning 15.5 acres and total construction area is 5000 sq. meter. The college is run in has four storey building. In addition, the building comprises principal and vice principals' cabins, administrative section, faculty rooms, examination and evaluation rooms, boys' and girls' common rooms, NSS Office, Storeroom, IQAC, Seminar hall, gymnasium, language lab, etc. There are 12 classrooms with wi-fi, LAN, and smart boards. There are 19 laboratories with LAN, printers, smart boards, projectors.

ICT Enabled facility:

There are total 295 computers available in the college. Out of them, 265 are available for students while 30 for faculty and administration. The student-computer ration is 9.79:1. The NOC having 875 mbps premium (1:1) internet leased line connectivity. The college has 18 and 9 projectors. There are 6 laptops, 2 scanners, 16 printers, 3 photocopy devices. The college has a generator, UPS and solar on grid for power backup.

Library:

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. There are 12 computers terminals with internet facility with 875 mbps. Libman, a Cloud based software is used for daily housekeeping work of library.

Sport Facility:

The college possesses a enormous and wide play ground with lawn. There are facilities for Football, Cricket, Volleyball, Handball, Kabbaddi, KhoKho, etc. There are three curated cricket pitches and three practice nets. There is fully equipped gym for the students

Expenditure on infrastructure:

The college has spent 28.30 % of expenditure for infrastructure development and augmentation excluding salary during last five years. Expenditure (excluding salary) on Infrastructure development, augmentation, and

maintenance of academic and physical facilities along with other expenses for last five years is 728.1517 Lakhs.

Student Support and Progression

The Scholarship and Freeships:

The students can have the benefits of the scholarships and freeships as per the rules of the government. The college has developed its own policy for the scholarship and freeship. During last five years, the 5078 students received the scholarship of Rs.2,21,32274.5

Earn and Learn Scheme:

In addition, the institute too offers scholarships to the students. Total 166 students who were enrolled under these schemes received Rs. 14,98,797 during the last four years (No beneficiary under this scheme in 2020-21 as it was a pandemic year.)

KBC North Maharashtra, Jalgaon has initiated a project 'Earn and Learn' to help the poor and needy students. During the last three years i.e. 2019-20, 2021-22 and 2022-23 the students got benefitted under Earn and Learn Scheme.

Capacity Building and Skills Enhancement:

The college organized the workshops on life skills, soft skills, Yoga and the technology awareness.

Language Lab:

The college has a sophisticated language lab. Orell Talk Digital Language Lab Software for acquiring the language skills.

Guidance for Competitive Examinations:

The College organizes various training programs for the students who seek the placement and those who prepare for the competitive examinations. Nearly 2945 students participated in such programmes. Nearly 50 students got the direct benefit of these programs since they are placed or passed the competitive examinations. Rest of the students got benefitted indirectly as their skills and capacities are developed through these programs. During last five years, total 2692 students either got the placement or vertically advanced. The percentage of such students is 74.48.

Sports:

The College has outstanding sport facilities such as gym, running track, badminton hall, carom, chess etc. There a vast playground, where the games like cricket, football, can be played. There are specially developed pitches and the practice nets.

130 students showed outstanding performance in sports/cultural activities at University/state/ national level in last five years (except pandemic years)

Alumni Association:

The College has certified Alumni Association. The alumni of the college have been contributing in different ways in development of the students and departments.

Governance, Leadership and Management

The institutional governance and leadership and the vision and mission:

The college is run by R.C. Patel Educational Trust, Shirpur, which is dedicated to provide the quality education to the students belonging to the tribal and rural areas. The management plans for short term and long terms and the planning and budget are discussed in CDC's meetings. The responsibility of infrastructural development is bore by the management members and the academic planning is executed by the Heads of the Departments along with the faculty. The administrative responsibility is carried by Principal and office staff.

Institution implements e-governance in its operations:

The college has included e-governance in the functioning such as admission, administration, accounts and finance (audit), students' feedback and teachers' API system. The college has conducted internal exams online during pandemic period.

Welfare Schemes:

The institution has introduced the performance appraisal system for the teachers and in addition, the management has undertaken various welfare schemes such as housing society, Co-operative Bank, Group health and accident Insurance, etc.

Financial Aid for FDP:

The teachers are provided around Rs. 195000/- to the teachers for the participation in conferences/workshops. 43% teachers and non-teaching staff participated in FDP and administrative training programs during the last five years.

Funds and Resources Utilization and their Audit:

The available funds and resources were used strategically and the utilization of the funds are audited by internal and external auditors every year.

IQAC:

The college has an active IQAC which contribute 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

IQAC meetings are held regularly for quality improvement initiatives in the college. It prepares academic calendar, assists and guide the faculty for academic, extra-curricular, extension and research activities. IQAC is dedicated to procure the data for submission of the AQAR every year and prepare self-assessment report for the

assessment by NAAC.

Institutional Values and Best Practices

Gender Equity: The College actively promotes gender sensitization and raises awareness about gender equity issues. Various programs are implemented to reshape the attitudes and perceptions students and the public have about themselves and other genders.

Environment Consciousness: The College has cultivated a green culture on campus, adopting an eco-friendly approach in its infrastructure development. A plastic-free campus with extensive green lawns is a notable feature. Efforts to promote sustainability include restricting vehicles on campus, encouraging the use of electric vehicles, using energy-efficient equipment, and installing solar panels.

Disabled Friendly Ambience: The college provides numerous facilities for disabled students, including ramps, wheelchairs, elevators, human assistance, and accessible washrooms. Every effort is made to ensure that disabled students have equal opportunities to grow and succeed, just like their peers.

An Inclusive Environment: As a higher education institution, the college strives to create an environment where students learn the importance of values such as tolerance and harmony in various aspects of life. Conscious efforts are made to ensure students are aware of their duties and rights as ideal citizens.

Best Practice 1: The Department of Microbiology and Biotechnology annually conducts Blood Group Detection and Health Awareness Camps. These camps provide students with hands-on training in blood group detection while identifying the blood groups of hundreds of students and community members. Additionally, villagers are educated about health.

Best Practice 2: The College houses a Centre for the Study, Research, and Preservation of Ahirani, a dialect of North Maharashtra. The Centre is dedicated to preserving this local dialect and has compiled a comprehensive vocabulary, resulting in a dictionary that will be valuable to both users and researchers.

Institutional Distinctiveness: The College has a highly effective placement cell that consistently organizes training and placement drives for its students. This cell provides comprehensive training and preparation for students from all academic streams, equipping them with the skills and knowledge necessary to excel in placement drives. Consequently, over 1,200 students have secured employment with esteemed companies, industries, and firms, reflecting the success and impact of these efforts.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | R. C. PATEL EDUCATIONAL TRUST'S R. C. PATEL ARTS, COMMERCE AND SCIENCE COLLEGE, SHIRPUR |
| Address | R. C. Patel Educational Trusts R. C. Patel Arts, Commerce and Science College, Shirpur Near Karvand Naka, Karvand Road, Shirpur-425405 Dist.- Dhule (Maharashtra) |
| City | Shirpur |
| State | Maharashtra |
| Pin | 425405 |
| Website | www.rcpasc.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|---------------------|-------------------------|------------|--------------|------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Dilip Ramsing Patil | 02563-299328 | 9922553765 | 02563-255189 | principal@rcpasc.ac.in |
| IQAC / CIQA coordinator | Sandip P. Patil | 02563-299329 | 9284478255 | 02563-255190 | patilsandip3@gmail.com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|--|
| If it is a recognized minority institution | Yes Minority Letter.pdf |
| If Yes, Specify minority status | |
| Religious | |
| Linguistic | Gujrati |
| Any Other | |

| Establishment Details | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| State | University name | Document | | |
| Maharashtra | Kavayitri Bahinabai Chaudhari North Maharashtra University | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | 15-01-2004 | View Document | | |
| 12B of UGC | 14-03-2006 | View Document | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

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

| Location and Area of Campus | | | | |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | R. C. Patel Educational Trusts R. C. Patel Arts, Commerce and Science College, Shirpur Near Karvand Naka, Karvand Road, Shirpur-425405 Dist.-Dhule (Maharashtra) | Rural | 17 | 4252 |

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 | BSc,Physics, | 36 | HSC Science | English | 15 | 8 |
| UG | BSc,Microbiology, | 36 | HSC Science | English | 70 | 59 |
| UG | BSc,Biotechnology, | 36 | HSC Science | English | 20 | 12 |
| UG | BSc,Chemistry, | 36 | HSC Science | English | 125 | 97 |
| UG | BSc,Computer Science, | 36 | HSC Science | English | 125 | 91 |
| UG | BSc,Mathematics, | 36 | HSC Science | English | 35 | 22 |
| UG | BSc,Botany, | 36 | HSC Science | English | 15 | 9 |
| UG | BSc,Zoology, | 36 | HSC Science | English | 15 | 6 |
| UG | BA,English, | 36 | HSC Arts | English | 45 | 18 |
| UG | BA,Marathi, | 36 | HSC Arts | Marathi | 40 | 8 |
| UG | BA,Hindi, | 36 | HSC Arts | Hindi | 45 | 13 |
| UG | BA,Geography, | 36 | HSC Arts | Marathi | 45 | 9 |
| UG | BA,History, | 36 | HSC Arts | Marathi | 45 | 20 |

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| | | | | | | |
|--|--|----|----------------------------|-----------------|-----|----|
| UG | BCom,Commerce, | 36 | HSC Commerce | English,Marathi | 120 | 71 |
| UG | BCA,Management, | 36 | HSC | English | 80 | 77 |
| UG | BMS,Management,E Com | 36 | HSC | English | 40 | 20 |
| PG | MSc,Physics, | 24 | BSc Physics | English | 30 | 27 |
| PG | MSc,Microbiology, | 24 | BSc Microbiology | English | 35 | 34 |
| PG | MSc,Biotechnology, | 24 | BSc Biotechnology | English | 35 | 30 |
| PG | MSc,Chemistry, | 24 | BSc Chemistry | English | 40 | 36 |
| PG | MSc,Computer Science, | 24 | BSc Computer Science | English | 30 | 29 |
| PG | MSc,Mathematics, | 24 | BSc Mathematics | English | 30 | 28 |
| PG | MSc,Botany, | 24 | BSc Botany | English | 15 | 15 |
| PG | MSc,Zoology, | 24 | BSc Zoology | English | 15 | 13 |
| PG | MA,English, | 24 | BA English | English | 30 | 8 |
| PG | MA,Marathi, | 24 | BA Marathi | Marathi | 30 | 3 |
| PG | MA,Hindi, | 24 | BA Hindi | Hindi | 30 | 3 |
| PG | MA,Geography, | 24 | BA Geography | English | 20 | 0 |
| PG | MCom,Commerce, | 24 | BCom | English,Marathi | 60 | 43 |
| PG Diploma recognised by statutory authority including university | PG Diploma, Microbiology ,Microbial Biotechnology | 12 | BSc | English | 60 | 9 |
| PG Diploma | PG Diploma, | 12 | BSc | English | 60 | 22 |

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| | | | | | | |
|--|-------------------------------|----|-------------------|---------|---|---|
| recognised by statutory authority including university | Biotechnology, Bioinformatics | | | | | |
| Doctoral (Ph.D) | PhD or DPhil, Physics, | 48 | MSc Physics | English | 6 | 5 |
| Doctoral (Ph.D) | PhD or DPhil, Microbiology, | 48 | MSc Microbiology | English | 6 | 5 |
| Doctoral (Ph.D) | PhD or DPhil, Biotechnology, | 48 | MSc Biotechnology | English | 6 | 2 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 3 | | | | 10 | | | | 13 | | | |
| Recruited | 3 | 0 | 0 | 3 | 10 | 0 | 0 | 10 | 12 | 1 | 0 | 13 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 71 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 48 | 0 | 71 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 19 |
| Recruited | 18 | 1 | 0 | 19 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 17 |
| Recruited | 17 | 0 | 0 | 17 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 3 | 0 | 0 | 10 | 0 | 0 | 8 | 1 | 0 | 22 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 0 | 8 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 41 | 0 | 63 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

Self Study Report of R. C. PATEL EDUCATIONAL TRUST'S R. C. PATEL ARTS, COMMERCE AND SCIENCE
COLLEGE, SHIRPUR

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|--|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 1227 | 0 | 0 | 0 | 1227 |
| | Female | 862 | 0 | 0 | 0 | 862 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 182 | 0 | 0 | 0 | 182 |
| | Female | 325 | 0 | 0 | 0 | 325 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 6 | 0 | 0 | 0 | 6 |
| | Female | 25 | 0 | 0 | 0 | 25 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 3 | 0 | 0 | 0 | 3 |
| | Female | 9 | 0 | 0 | 0 | 9 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 26 | 0 | 0 | 0 | 26 |
| | Female | 32 | 0 | 0 | 0 | 32 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 21 | 0 | 0 | 0 | 21 |
| | Female | 25 | 0 | 0 | 0 | 25 |
| | 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 | 75 | 72 | 58 | 44 |
| | Female | 59 | 57 | 46 | 50 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 229 | 266 | 220 | 193 |
| | Female | 90 | 88 | 96 | 80 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 681 | 666 | 599 | 538 |
| | Female | 660 | 721 | 718 | 707 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 253 | 243 | 210 | 191 |
| | Female | 237 | 277 | 302 | 262 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 171 | 179 | 152 | 120 |
| | Female | 141 | 137 | 140 | 123 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 2596 | 2706 | 2541 | 2308 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The New Education Policy 2020 expects higher educational institutions to transcend traditional teaching and learning methods. Accordingly, our college endeavors to incorporate multidisciplinary and interdisciplinary approaches that enhance students' overall capacities—intellectual, aesthetic, social, physical, emotional, and moral—in an integrated manner. To facilitate this, the college has introduced value-added certificates and diploma courses that provide cross-disciplinary knowledge to students. Additionally, we encourage students to participate in open learning platforms such as SWAYAM and Coursera. Activities like lecture series, workshops, book exhibitions, and annual</p> |
|--|--|

| | |
|---|---|
| | <p>cultural programs further expose students to multidisciplinary and interdisciplinary learning experiences.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>The institution already offers credit-based courses and projects aligned with the curriculum, alongside organizing community engagement and social service activities to fulfill program requirements. Students are motivated to earn additional credits through value-added certificate and diploma courses. Our college also hosts a SWAYAM Local Chapter, actively encouraging students to enroll in SWAYAM courses for additional credit accumulation. R. C. Patel Arts, Commerce and Science College have recognized the importance of quality assurance in the credit transfer process as per the New Education Policy (NEP). To address this need, the institute has collaborated with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon to establish a centralized platform called the ABC. Guided by the teachers at our college, all the students have successfully created their ABC profiles. This platform ensures that the credits earned by the students adhere to high-quality standards and fulfill the required academic criteria.</p> |
| <p>3. Skill development:</p> | <p>Equally crucial to academic knowledge is the development of students' skills—both hard and soft skills, along with life skills. The college conducts workshops on soft skills to enhance students' personal qualities and on hard skills to equip them with essential skills for employment. Furthermore, Skill Enhancement Courses (SECs) integrated into the regular syllabi by the university help students develop skills relevant to their chosen disciplines during their undergraduate studies.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The college integrates Indian knowledge systems into its academic activities across disciplines such as Humanities, Language, Commerce, Literature, and Science. Each discipline incorporates a historical survey relevant to its field of study. Language and literature courses play a pivotal role in introducing students to Indian culture through prescribed texts and literature. Notably, our college houses a Center for Study, Research, and Preservation of Ahirani, a dialect in North Maharashtra. This center focuses on preserving Ahirani dialect and has recently published an Ahirani Shabdkosh (dictionary). As per the guidelines of Kavayitri Bahinabai Chaudhari North</p> |

| | |
|---|---|
| | <p>Maharashtra University Jalgaon, each program is incorporated with IKS in its curriculum.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The institution already adheres to outcome-based education with a customized lesson plan manual detailing course outcomes, program-specific outcomes, and overall program outcomes. Students are familiarized with various course outcomes and program-specific outcomes through the curriculum and orientation programs. Achievement of these outcomes is rigorously assessed at the end of each program. At R. C. Patel Arts, Commerce and Science College, there is a strong emphasis on Outcome Based Education (OBE) in alignment with the NEP. OBE is a learner-centric approach that focuses on defining clear learning outcomes and aligning the entire educational process to achieve those outcomes effectively. The institute places significant importance on setting specific learning objectives for each course, ensuring that students acquire not only theoretical knowledge, but also practical skills and competencies required to excel in their future careers. The curriculum incorporates clearly defined Programme Outcomes (POs) and course outcomes (CO's).</p> |
| <p>6. Distance education/online education:</p> | <p>Faculty members employ blended and flipped classroom models, delivering lectures both in-person and through recorded sessions. Platforms like Zoom and individual faculty YouTube channels are occasionally used, and e-content and e-notes are made accessible to students to supplement their learning experiences. To support online teaching and learning during the COVID-19 pandemic, R. C. Patel Arts, Commerce and Science College has subscribed to popular online platforms like Zoom, Google Meet, and Microsoft Teams. These platforms enable continued academic activities and interactive sessions between students and faculty, maintaining the continuity of education even in challenging times. The institute actively organizes webinars featuring experts from industry and academia to enrich students' knowledge and understanding. These webinars provide valuable insights into the latest trends and developments in academics, promoting a holistic learning experience. By integrating distance education and online learning into its academic framework, our college embraces the vision of the NEP. The institute's initiatives in utilizing digital</p> |

resources, providing interactive platforms, and organizing webinars contribute to a dynamic and enriched educational environment. This approach not only ensures continuity during challenging times but also prepare students and making them competent in their respective fields.

Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>Yes, Electoral Literacy Club (ELC) has been established in the college with a view to make young boys and girls aware of their constitutional responsibilities.</p> |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>The Electoral Literacy Club (ELC) comprises the student representatives as coordinators alongside faculty members. ELC of the college is functional through out the year. The motto of ELC in the HEI is to involve the students in electoral awareness activity and sensitize them on the electoral rights, our college also arranges the campaign for the registration process of voting, in this campaign overall procedure of electoral registration, various protocol for the registration and rules are explained to the youth of the college. ELC's purpose is to strengthen a culture of voter engagement among young and prospective voters. ELC's goals are to: Educate voters to build a true participatory democracy, spread basic knowledge related to the electoral process into voter consciousness, and ensure that all eligible citizens can vote and make informed decisions during elections.</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>The ELC actively organizes voter registration drives to encourage students to enroll for voting. These campaigns are pivotal in guiding students through the registration procedures, providing necessary resources and assistance. Additionally, voter awareness campaigns are conducted to emphasize the significance of voting, educate students on the electoral process, and highlight key election dates. Through social media, workshops, and community events, we strive to spread awareness and foster a sense of civic duty among students. Educational seminars organized by the ELC play a crucial role in informing students about their voting rights, the</p> |

| | |
|---|---|
| | <p>importance of electoral participation, and methods to make informed choices during elections. Ethical voting practices are also promoted, emphasizing the selection of candidates based on policies and integrity rather than short-term incentives. Collaboration with non-governmental organizations and the Election Department of the Tehsil Office enhances our outreach and effectiveness in voter education and registration. This partnership enables us to distribute informational brochures, pamphlets, and online resources detailing the voting process, candidate information, and ethical voting practices.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>Annually, we celebrate National Voter's Day to raise awareness among stakeholders about their rights and responsibilities in electoral registration and democratic participation. Activities on this day include rallies and interactive sessions where students pledge to uphold their voting rights. Competitions such as essay writing, rangoli, and elocution contests further engage students in exploring electoral awareness topics.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>As part of our commitment, the college takes proactive steps to register all eligible voters on campus. Staff members actively identify students yet to enroll as voters and facilitate their registration through the Election Department offices in Dhule and Shirpur Tehsil. Submission of registration forms and coordination with these offices are streamlined through faculty-managed WhatsApp groups, ensuring seamless communication and compliance with electoral regulations. Through these initiatives, R.C. Patel Arts, Commerce, and Science College remains dedicated to nurturing a politically aware and responsible student body, fostering a culture of active citizenship and democratic engagement among the youth.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2591 | 2686 | 2533 | 2288 | 2250 |

| 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: 183

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 97 | 92 | 89 | 85 | 84 |

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 |
|----------|----------|---------|---------|---------|
| 181.6738 | 168.6079 | 150.92 | 125.92 | 136.86 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The proper planning and effective implementation of the curriculum are of utmost importance to achieve academic goals. In alignment with the directives of Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, and the UGC, New Delhi, our institute has embraced the Choice Based Credit System (CBCS) for both undergraduate and postgraduate programs. This framework, rooted in flexibility and innovation, empowers students to plan their academic journey according to their interests and aspirations. Additionally, the curriculum is enriched with a diverse array of certificate courses curated to enhance employability and skill development. These courses, endorsed by University Ordinance 181 and supplemented by add-on programs, serve as stepping stones toward professional success in an ever-evolving global landscape.

Our pedagogical approach transcends traditional paradigms, aiming not just to disseminate knowledge but to ignite curiosity, foster critical thinking, and nurture scientific temperaments among our students. The implementation of our curriculum is a meticulously orchestrated process, characterized by robust planning, resource allocation, and instructional innovation. To gauge the effectiveness of our teaching methods and the depth of student comprehension, we employ a dynamic assessment framework encompassing periodic internal tests, activity-based assignments, and interactive seminars.

At the heart of our academic endeavors lies the Academic Calendar, a comprehensive roadmap that delineates the academic milestones, examination schedules, and key events throughout the academic year. Crafted with meticulous attention, the Academic Calendar serves as a beacon of guidance, ensuring cohesion and synchronicity with the broader objectives of the institution. A dedicated committee, comprising seasoned academicians and administrative luminaries, spearheads the formulation of this calendar, ensuring that it remains agile and responsive to the evolving needs of our educational community.

As per the Academic Calendar, departments meticulously design a teaching plan that harmonizes with the academic year, facilitating seamless execution during subsequent semesters. Furthermore, our commitment to experiential learning finds expression through meticulously planned field visits across diverse disciplines. These visits, curated to align with the local environment and industry demands, provide our students with invaluable hands-on experience and industry exposure, enriching their educational journey and preparing them for real-world challenges.

The College Examination Committee stands as a bulwark of integrity, safeguarding the sanctity of internal evaluation processes. Endowed with the responsibility of overseeing the smooth execution of assessments, this committee ensures fairness, transparency, and adherence to established norms and

standards. Moreover, it serves as a conduit for addressing grievances related to internal assessment, fostering a culture of accountability and inclusivity.

We have diverse committees, cells, and associations to accomplish academic goals. Events and activities are meticulously planned and executed. The Academic Audit Committee, tasked with ensuring compliance and excellence across all departments, serves as a vanguard of quality assurance, upholding the institutional ethos of continuous improvement and excellence. Furthermore, the College Development Committee continuously guides in planning, while the IQAC actively involves and guides the heads and the faculty in implementing policies.

| 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: 51

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

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
|---|-------------------------------|

1.2.2

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

Response: 14.37

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 |
|---------|---------|---------|---------|---------|
| 730 | 154 | 79 | 232 | 579 |

| 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:

In the modern era, Professional Ethics, Gender Sensitization, Human Values, and Environmental Sustainability are highly important aspects affecting all walks of life. Adherence to ethics and human values is absolutely necessary. We, as a HEI, adhere to the above-mentioned responsibilities and carry them out through three means that are readily in our hands. One of these means is the curriculum, the second is co-curricular and extra-curricular activities, and the third is the extension services held by the students and faculty of the college.

We are a multi-stream college comprising traditional courses like arts, commerce, and science, as well as modern courses like computer science, microbiology, management, etc. As an affiliated college, we follow the syllabi framed by KBC North Maharashtra University, Jalgaon. The curricula are tools for imparting knowledge and skills; in addition, they are means to sensitize young minds towards gender and environmental issues and to shape young hearts with human values and professional ethics.

Human values are of utmost importance for human beings. The courses in literature in Marathi, Hindi, and English help inculcate human values such as love, truthfulness, a sense of belonging, sympathy, universal brotherhood, a sense of equality, and a craving for human freedom. These values are imparted through the units in language and literature classes. Even the students of science, commerce, and management departments are given moral education through the general courses. The courses in the

humanities and social sciences contribute to shaping young minds.

Professional ethics are important for a successful career. Professional ethics like a sense of teamwork, cooperation, loyalty, responsibility, integrity, and fairness are imparted through management courses. Scientific attitude, aptitude, and analytical-critical abilities are developed through science courses.

Cross-cutting issues relating to gender sensitization are discussed in the classes of arts, commerce, science, and management with the help of topics related to gender issues. Especially literature courses encompassing the literary works by women writers are highly useful in this case.

Environmental issues and sustainability, which are core aspects of modern life, are discussed in the curricula of social, life, and physical sciences, as well as in commerce and management. Literary works help to make the students conscious of the environment and sustainable development.

At the institute, we actively promote gender equality in several ways. We use inclusive language that does not favor one gender over another in our classrooms. We encourage interactive learning environments where both boys and girls participate equally in discussions and activities. To further promote gender equality, the institute organizes various initiatives focused on empowering women and raising awareness about gender issues. We hold special events like seminars and workshops on International Women's Day to educate people about the importance of treating everyone equally regardless of gender.

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

1.3.2

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

Response: 47.39

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

Response: 1228

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 83.29

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 |
|---------|---------|---------|---------|---------|
| 1080 | 1120 | 942 | 946 | 980 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1160 | 1280 | 1265 | 1250 | 1130 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 99.85

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 |
| 718 | 755 | 701 | 625 | 604 |

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 |
| 723 | 755 | 701 | 625 | 604 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.71

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:

The College is deeply committed to advancing the quality of its educational offerings beyond traditional teaching methods. Embracing innovative approaches to enrich the learning experience is a key point to be focused. Among these, experiential learning stands out as a dynamic and engaging method that emphasizes active participation and reflection.

Experiential learning revolves around the principle of "learning by doing," where students immerse themselves in hands-on activities and subsequently reflect on their experiences. This approach not only facilitates a deeper understanding of concepts but also nurtures critical thinking and problem-solving skills. Within the curriculum, a diverse array of experiential learning opportunities are integrated, ranging from hands-on laboratory experiments and internships to fieldwork, surveys, case studies, and project-based learning initiatives.

Similarly, participatory learning is another cornerstone of the college's pedagogical approach. It involves actively engaging students in the learning process, maximizing their involvement and collaboration. Projects that require group work, such as surveys, case studies, and project-based learning activities, are hallmarks of participatory learning. The interactive lecture format, a key component of participatory learning, prioritizes students' engagement and interaction over traditional lecture-style teaching. Through question-and-answer sessions and discussions, students are encouraged to express their thoughts and deepen their understanding of the subject matter.

The college recognizes the value of study tours and industrial visits in providing experiential learning opportunities, the current global pandemic has posed challenges to their implementation. However, the college remains dedicated to exploring alternative methods to offer similar enriching experiences to its students. Virtual tours, guest lectures from industry experts, and online simulations are among the innovative solutions being considered to supplement traditional approaches.

In addition, the college is committed to enhance learning through experiential and participatory methods for well-rounded education to students.

We foster the active engagement, critical thinking, and collaborative work. These approaches empower students to become lifelong learners and problem solvers, equipped to navigate the complexities of the modern landscape.

The college places a strong emphasis on improving problem-solving abilities through various means, including case studies, book reviews, and ice-breaking activities specifically designed for student enrichment. These activities serve as platforms for fostering critical and analytical thinking and creativity. This is crucial for addressing real-world challenges effectively. In the realm of ICT, the college uses advanced tools such as 300+ advanced computers, 11 LCD projectors, 6 computer labs, and 18 digital classrooms equipped with smart boards and high-speed internet access to enhance the teaching and learning experience significantly. These technological resources serve as potent aids in creating interactive and immersive learning environments, empowering students to explore complex concepts with depth and clarity. The college tries to cultivate dynamic learning environment, conducive to comprehensive skill development and academic progress by integrating innovative tools into traditional methodologies.

Through strategic utilization of these resources, the college endeavors to equip students with the

necessary competencies to excel in a constantly evolving digital landscape and make meaningful contributions to society.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 86.8

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 |
|---------|---------|---------|---------|---------|
| 113 | 106 | 102 | 97 | 97 |

| | |
|---|-------------------------------|
| 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: 40.94

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 |
|---------|---------|---------|---------|---------|
| 42 | 42 | 37 | 33 | 29 |

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college has transparent and robust evaluation process. The Evaluation mechanism consists of the Evaluation committee headed by the principal. The College has established a time bound mechanism for Examination and Evaluation and follows the rules of the Internal/External Examination set by K.B.C. North Maharashtra University, Jalgaon. There is an Examination Cell working on examination related issues concerning both internal and external examinations of college or University level. One senior faculty member is in charge for the Examination Cell.

The Principal holds meetings of the faculties and directs them to ensure effective implementation of the evaluation process.

Students who are admitted for the concerned courses are informed about the evaluation pattern in the induction programs. They have to go through various evaluation processes at college and University level throughout the year.

1. Internal Evaluation:

Continuous evaluation is made through Group Discussion, Unit Tests, Assignments Submission, Field Visit / Field Work and Seminars and Presentation. Unit tests are conducted regularly as per the schedule given in academic calendar. The performance of the students is displayed on the Notice board and communicated to the students. Personal guidance is given to the poor performed students after their assessment.

For transparent and fair internal assessment, the following mechanisms are conducted

- Internal Examination Committee
- Question Paper Setting
- Conduct of Examination
- Result display on board or discussed in open house
- Interaction with students regarding their internal assessment
- Conducting remedial class for needy students

The method of internal assessment helps the teachers to evaluate the students more appropriately. The internal evaluation helps teachers to understand the effectively of their teaching and students to understand their understanding level.

2. External Evaluation

In the evaluation process, the college follows the rules set by the K. B. C. North Maharashtra University, Jalgaon.

Silent features:

Distribution of marks: Both the internal and external marks scores are 40 and 60, respectively. Theory papers and practical examinations are held as per the university rules.

During COVID-19 Pandemic, there was flexibility in organization of examinations. As per guidelines of the state government and the university, the college used online modes to communicate students. Online tests, projects, and practical evaluations were conducted through Google Forms, Google, and Zoom meeting for teaching and internal evaluation.

Grievances concerning internal and external assessments

Students taking University exams have the option to request for Verification of marks and Revaluation within 15 days from the result declaration date. If dissatisfied with the assessment, students also have the right to request a photocopy of their answer sheet. The Institute assists students in the process of applying for mark verification, revaluation, and obtaining photocopies of their answer sheets, following the guidelines set by KBC NMU, Jalgaon. Whereas, Internal examination grievances are initially handled by the examination in-charge and head of the department with the principal's approval.

Time-bound mechanism

A time-bound mechanism is in place to address grievances, with decisions on internal exams made either in a week and special needs of the students are promptly addressed.

Overall, the college emphasizes transparency and efficiency in addressing examination-related grievances.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

A program outcome represents the knowledge, skills, and attitudes of the students at the end of a degree program. Program Specific Outcomes refer to what the graduate student of a specific degree program is able to do. Course Outcomes are the resultant knowledge and skills that students acquire through the course. They define the cognitive processes a course provides.

Since the college is affiliated with the university, it has little liberty in defining the Program Outcomes, Program Specific Outcomes, and Course Outcomes. The syllabus structuring, defining of objectives, and laying down of correlated expected Program Outcomes are carried out by the Board of Studies of respective subjects. College has a significant representation in board of studies of various subjects viz. Microbiology, Biotechnology, Physics, English, Psychology, Electronics, Economics etc.

The Program Outcomes, Program Specific Outcomes, and Course Outcomes defined by the affiliating university are available on the university and college websites (<https://www.rcpasc.ac.in/files/ssr/2.6.1.pdf>). They are communicated to students and teachers. The POs, PSOs, and COs are drafted along with the syllabi and published on the university website. POs and PSOs are also prominently displayed in all departments to enable teachers and students to plan the learning experiences in the classrooms accordingly.

The IQAC of the institute guides the departments regarding the adaptation of program outcomes, program-specific outcomes, and course outcomes. These are charted by the departments in alignment with the university-prescribed syllabus, the core values, and the objectives of the institution. Each department, following extensive discussions, prepares Course Outcomes according to the nature and scope of the programs and courses they offer. The college follows a Graduate-attribute-linked course plan for the courses offered across all programs. Teachers are expected to follow proper methods to achieve POs, PSOs, and COs.

POs and COs are incorporated into the teaching, learning, and assessment strategies in such a way as to give enough weight to each of the specified learning activities and the attainment of outcomes.

POs, PSOs, and COs in the Academic Process:

- Course Outcomes and Program Specific Outcomes are included in the Laboratory Manuals.
- The college has published POs, PSOs, and COs for all the programs run by the college on the

college website. As a result, they are available to all stakeholders.

- Apart from this, it has also been resolved by the college to communicate the newly introduced POs and PSOs to all stakeholders through faculty workshops, student awareness programs, student induction programs, and faculty meetings to be conducted henceforth.
- It is expected that every subject teacher is well aware of the COs, POs, and PSOs so that their teaching aligns with the pre-defined objectives.
- The newly appointed teachers are informed about these in the teachers' induction program at the beginning of the academic year.

The attainment of Course Objectives and Program Objectives is discussed in the meetings of the Internal Quality Assurance Cell, which are held four times a year.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

At R. C. Patel Arts, Commerce & Science College, the evaluation of Course Outcomes (COs) involves both internal and university examinations, following guidelines from KBC North Maharashtra University, Jalgaon. The evaluation of program outcomes and program-specific outcomes relies on the assessment of relevant course outcomes using both direct and indirect methods. Direct methods involve examinations or observations that directly measure students' knowledge or skills against specific and measurable course outcomes. In indirect methods, faculty members record the performance of each student based on pre-decided parameters on the course outcomes, mapping their knowledge and skills throughout the semester. Internal exams, home assignments, projects, and classroom presentations are among the other components of indirect internal assessment by faculty members.

Method of measuring attainment of POs:

- Feedback generated by the students and teachers
- Observation of students' performance in various activities such as seminars, quizzes, poster presentation competitions, and group discussions
- Tutorials, home assignments, class tests, etc.
- Performance of the students in practical sessions
- Performance of students' project work monitored by the project supervisor
- University examination results, which directly reflect the attainment of Program Outcomes and Course Outcomes

- Placement: The number of students placed through placement drives, which reflects the attainment of POs and COs
- Student progression: The number of students who go on to postgraduate programs and other professional courses, also reflecting the attainment of POs and COs
- Recruitment of scholar students as teachers in our own college

Method of measuring attainment of PSOs:

- Attainment of program-specific outcomes and course outcomes is evaluated by the institution using direct and indirect methods.
- Direct methods include result analysis, progression to higher education/employment, and participation of students in various competitions/activities.
- Indirect methods include various surveys. The number of students excelling in university rankings, such as Gold Medalists, Toppers, and students qualifying for various competitive examinations like NET/SET/GATE.

Method of measuring attainment of COs:

- The course outcomes (COs) are assessed through interaction and objective observation, evaluation of tutorials, home assignments, and class tests.
- The progress of the students is monitored by the subject teachers through practical sessions, which help to determine the level of CO attainment.
- Subject knowledge of the students is evaluated through seminars and group discussions by the subject teachers, which helps to determine the level of CO attainment.
- Project work of the students is supervised by the concerned guide. During the process of supervision, the development of analytical and application skills of the students is monitored. The observations made during such supervision are used to measure COs.
- The progress of groups of students is monitored by mentor-teachers. Mentoring helps to determine the level of CO attainment.
- Continuous Internal Evaluation ensures the measurement of COs.
- The participation of students in quizzes, elocution, essay writing, debates, poster presentations, PowerPoint presentations, and events like Avishkar also reflects the attainment of COs.

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

2.6.3

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

Response: 91.52

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 |
| 638 | 876 | 841 | 702 | 557 |

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 |
| 791 | 917 | 867 | 713 | 661 |

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

| 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: 24.52

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 |
|---------|---------|---------|---------|---------|
| 1.50 | 3.43 | 00 | 6.2912 | 13.296 |

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:

Innovation Ecosystem

The college has an incubation cell under the guidance of KBC North Maharashtra University Centre for Innovation, Incubation and Linkages (KCIIL) headed by Prof. Bhushan L. Chaudhari. The objective of the cell is to inculcate the basics of innovations and entrepreneurship among the faculty and students. It acts as a bridge between society and stakeholders for transferring knowledge, innovations, and scientific solutions to encountered problems. The college also has established an Academic Research Committee (ARC) which promotes research collaboration and research culture within the college. ARC encourages faculty members and students to undertake research work by providing basic guidance and research facilities. The college has subscribed to the Turnitin facility for detecting plagiarism in academic/research writing. ARC reviews research projects/papers before submission. One of the faculty members serves on the Research Committee of KBC North Maharashtra University. We have

collaborations with several academic institutes, research labs, and industries. Our Knowledge Resource Centre (KRC) is equipped with journals, e-books, reference books, and N-LIST. This facility has boosted the number of publications in peer-reviewed journals and patents. Starting from the year 2023-24, as per NEP 2020, PG students must complete a one-month research/industrial internship (OJT). This helps students understand industry needs and acquire the necessary skills for a career in research and industry.

Functioning of Ecosystem for Research and Innovation:

- Recruiting and developing desirable human resources
- Initiating the creation and dissemination of knowledge
- Establishing proper infrastructure
- Establishing the IPR cell

The institution provides an environment conducive to promoting innovation and incubation. All required facilities and guidance are extended to the students. Necessary support is provided for documentation, publication, and obtaining patents.

- Training sessions on entrepreneurship, product service training, workshops on emerging trends in technology, and model expos are organized. Students interact with outstanding entrepreneurs.
- The objective of the Centre is to facilitate students in converting their ideas into technological innovations. Students are provided facilities to build prototypes useful for promoting agriculture and rural development. Students are awarded cash prizes for the best models. They are encouraged to gain hands-on experience and better industrial exposure.
- The college has recognized research centres in several departments.

The IPR Cell of the college

The college has an active IPR cell that leads the innovation activities in the institute.

Structure of IPR Cell

IPR Cell consists of the following members: Dr. D. R. Patil, Principal, serving as the Chairman; and the members are as follows: Prof. A. M. Patil, Vice-Principal, Prof. R. H. Patil, Dr. S. P. Patil (coordinator) and Prof. B. L. Chaudhari, Director of Innovation and Incubation Cell at KBC NMU, Jalgaon serving as the External Expert.

IKS

IPR and IKS work hand in hand to explore the fields of ancient and contemporary Indian knowledge. The cell tries to preserve and disseminate a deeper understanding and appreciation of IKS for research, and social applications. Top of Form Bottom of Form

Outcome of the IPR cell

The college organized seminars, workshops and conferences on IPR and patenting. Three faculty members of the college have filed Indian patents for their innovations.

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

3.2.2

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

Response: 45

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 |
|---------|---------|---------|---------|---------|
| 18 | 11 | 04 | 08 | 04 |

| 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: 0.75

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 |
|---------|---------|---------|---------|---------|
| 18 | 49 | 29 | 16 | 25 |

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

3.3.2

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

Response: 0.44

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 |
|---------|---------|---------|---------|---------|
| 11 | 20 | 15 | 06 | 28 |

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

3.4 Extension Activities

3.4.1

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

Response:

Objective

The college organizes the extension activities in the neighborhood community since it is an effective way to sensitize the students to social issues. It also provides an exposure of experiential learning to the students. The colleges attempts for social change and encourages stakeholders through a range of programs targeted at enhancing community involvement.

Framework

The college set up the different cells and committees for the extension activities. The departments organize the programs as the part of experiential learning.

The students are involved in the social activities held by cells, committees and departments with the help of GOs, NGOs. These programmes instill the human values, sense of citizenship and sense of belonging, conscience, scientific aptitude and gratefulness among students. The students are trained to manage disasters and emergencies through the activities.

Extension Activities

The college undertakes a number of extension activities to sensitize the students as well as the faculty on various social and cultural issues. Department of Microbiology and Biotechnology has been undertaking the blood group detection and hygiene awareness camps in the nearby villages from last twenty years. Blood group of several thousand folk was checked in this campaign. So far, the camp has been organized at 22 villages. The students demonstrate importance of hand washing, bathing, nail clipping etc. Students also prepare the posters highlighting important communicable diseases, their control and treatment. During the camp, students present street plays, go door to door visit and to make aware the folk regarding various health issues. This activity has been appreciated by media and the stakeholders. The faculty and the student proactively worked in the Swachh Bharat Abhiyan. Students organized several rallies, media campaigning, clean campus drive etc.

The Department of Microbiology coordinated the vermicomposting of solid waste in several housing societies during the Swachh Bharat Abhiyan by providing the microbial culture for waste management. The efforts of the college helped Shirpur Municipal Council to secure 63rd position in the west zone comprising five states of India. The college contributed in the cleanliness campaign in the city in which the Shirpur Nagar Parishad received the first rank.

The NSS unit of the college adopts a village for three years. The unit organizes health and cleanliness awareness programs, water conservation initiatives, a lecture series etc. during the annual camps. These camps are proved highly in shaping the young minds.

The Departments of Humanities organize the various programs such as Learning to Learn, Literature Reading Awareness, English Communication etc. for the tribal students.

The college likewise organizes a blood donation camp every year in association with a blood bank and Red Cross Society. Nearly one hundred plus students and faculty donate blood every year.

Swaccha Bharat Abhiyan, Unnat Bharat Abhiyan, AIDS awareness activities, and environmental awareness programs are some of the key activities carried out as a part of extension services.

Outcomes of Extension Activities

The collective growth of the participant-students has been immensely enhanced by all of these initiatives. These activities create feeling of commitment, ethic social responsibility, and empathy and compassion among the students. Thus college proves expedient for the social change.

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

3.4.2

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

Response:

The College undertakes various extension activities in and around Shirpur city and has received numerous awards and appreciation letters from government and non-government agencies. The primary objective of these activities is to instill social responsibility in the student community. These extension activities are carried out through various agencies, including the NSS, the Plasmid Club of the Department of Microbiology, and the Social Science Departments.

We have organized a variety of social service programs, such as sickle cell diagnosis camps, medical camps in nearby areas, blood group detection and disease awareness camps for primary and high school children, student personality development programs, and blood donation drives for emergencies. All these activities are conducted in collaboration with blood banks, the Red Ribbon Club, and other organizations. The Shirpur City Police regularly involve students in awareness programs on road safety measures. Similarly, various other government and non-government agencies engage our students in service activities such as voter registration, Swachh Bharat Abhiyan, and Beti Bachao Abhiyan.

These extension activities have been recognized and honored by the Shirpur-Warwade Municipal Corporation, the Vidyavihar Housing Society, and various gram-panchayats in the neighborhood.

Awards Received by the Faculty and College for Extension Activities from Government and Recognized Bodies:

2018-19:

- The Shirpur-Warwade Municipal recognized the active involvement of our students in the Swachh Bharat Abhiyan.
- The National Cyber Security Safety Standard appreciated the college's Cyber Safe Endeavors towards National Security.
- The District Sports Department, Dhule awarded an appreciation certificate to a college student for participation in events organized on National Sports Day.
- Prof. Dr. Anil Gambhirrao Sonawane was honored for his contribution as N.S.S. District Coordinator for three years (2018-21) by the Ministry of Youth Affairs and Sports, Government of Maharashtra.

2019-20:

- The District Army Welfare Office, Dhule bestowed an appreciation letter for the college's efforts in the Army Flag Fund Collection.
- The Forest Department of Maharashtra State appreciated the college for its membership in the Maharashtra Green Army.
- The Tahsil Office, Shirpur acknowledged the college for organizing events such as essay writing and rangoli competitions on National Voters' Day.

2020-21:

- The Shirpur-Warwade Municipal Council honored the college for maintaining a Clean and Green Campus under the Clean and Green Campus Campaign.
- Prof. Bhanudas Suresh Panchbhai received the Glory of Education Excellence Award from the Economic Growth Society of India on March 18, 2021.
- The District Soldier Welfare Office, Dhule appreciated the college for raising the Armed Forces Flag Fund.
- The Vidyavihar Housing Society, Shirpur honored the college for its service during the COVID pandemic.

2021-22:

- Prof. Bhanudas Suresh Panchbhai was honored by the Universal Group of Institutions, Lalru, Chandigarh on October 31, 2021.
- EET CRS presented the Faculty Branding Award to Prof. Bhanudas Suresh Panchbhai on July 31, 2021.

These accolades reflect the college's commitment to fostering social responsibility and contributing to community welfare through various extension activities.

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

3.4.3

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

Response: 48

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 |
| 09 | 08 | 13 | 10 | 08 |

| File Description | Document |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates. | View Document |
| Institutional data in the prescribed format | View Document |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.5 Collaboration

3.5.1

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

Response: 25

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Campus and Infrastructure

The college boasts an impressive campus, spanning more than five thousand square meters of constructed area. This includes administration buildings, laboratories, classrooms, seminar halls, research facilities, fields for yoga and artistic endeavors, libraries, reading halls, gymnasiums, accommodations, hostels, food courts, healthcare facilities, and common spaces. These advanced amenities cater to the diverse needs of learners. The college provides necessary equipment, software, and library resources to support the curriculum.

ICT Enabled Facilities

To facilitate academic and administrative tasks, the institute is dedicated to delivering and upgrading internet access, IT security, and periodic maintenance of IT infrastructure. Regular upgrades are made in response to the changing global environment. With its 15.5 acres of property, the college has developed substantial infrastructure.

Classrooms and laboratories are equipped with modern furniture and cutting-edge IT equipment such as PCs, projectors, smartboards, and internet connectivity. The first floor houses three computer labs equipped with upgraded PCs: two labs with 50 HP All-in-One 600 PCs and one lab with 25 HP Pro One 400 All-in-One Desktop PCs, along with a Linux server, internet access, projectors, smart boards, and certified software. On the third floor, a newly constructed computer lab features 56 modern PCs with contemporary furniture and IT facilities. Future plans include a 40-PC laboratory with state-of-the-art infrastructure.

Staff and Student Amenities

Staff and students have their own reading rooms, and support services like NSS, IQAC, and physical education have designated areas. The open stage serves as a venue for outdoor activities, cultural events, yoga sessions, flag-hoisting ceremonies, and literary plays. To address power disruptions, the institute provides backup options, such as generators and UPS systems. Additionally, solar panels have been installed as supplementary energy sources, both off and on-grid. The playground, measuring 4160.58 square meters, offers ample space for recreational activities.

Safety and Security

To ensure student safety, a sufficient number of CCTV cameras are installed both inside and outside the building. There are numerous restrooms equipped with RO drinking water dispensers and recently upgraded amenities. Other facilities include a student consumer store.

Hostels, Sports and Cultural Facilities

The college operates four hostels—two for boys and two for girls—each equipped with an indoor game room and gym. These hostels cater to the various colleges managed by the RCPET.

A large playground is available for various sports and cultural events. The playground includes cricket pitches with practice nets, and is used for intercollegiate football, basketball, and volleyball competitions, as well as practice and racing activities. Sports accessories and basic gear are readily accessible. The college employs a full-time Physical Director who mentors and trains students in a range of sports. There is ample space and infrastructure for both indoor and outdoor games.

There are two sophisticated auditorium halls, one with the capacity of 200+ seats and other with 140. Moreover, there is well-furnished seminar hall. They are used for the various cultural events, annual functions and various commemorative days.

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

4.1.2

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

Response: 14.99

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 |
|---------|---------|---------|---------|---------|
| 69.85 | 21.85 | 1.52 | 13.43 | 7.86 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library, a centre of knowledge, has a spacious infrastructure and houses more than 27,570 books (General Accession Register: 26,842 and Book Bank Register: 728). The collection continues to grow. The library subscribes to 75 periodicals annually and contains 46 M.Phil. and Ph.D. research theses. The library collection is organized by subject, featuring a notable assortment of books on Marathi Literature, English Literature, Life Sciences, and Computer Sciences. Additionally, it holds over 600 books on the Gandhian study centre and a section of rare books in Sanskrit and English. The library offers open access to post-graduate students and undergraduate students upon request. Books can be issued throughout the week, from Monday to Saturday, between 7:30 am and 6:00 pm.

The college library has been automated since 2009. Initially, LS-Ease 6.0 software was used until 2018-2019, after which the library transitioned to LIBMAN software, a cloud-based system. LIBMAN handles the regular housekeeping tasks of the library. All books and student library cards are barcoded for circulation and other purposes. Surveillance cameras are installed in both the library and the reading room.

The library provides an OPAC facility through LIBMAN software. One computer terminal in the reading room is designated for searching the library collection by Accession Number, Title, Author, Publisher, Class Number, and Subject. A notable feature of the college library is the M-OPAC, an Android-based mobile app offering various functionalities to library users. It includes OPAC access, information on new arrivals, details of borrowed books, and dues, if any. Through M-OPAC, students and staff can register themselves as visitors to the library.

A comprehensive library portal designed as a one-stop solution for all user information needs—including e-books, e-journal articles, databases subscribed to by the library, online newspapers, and rules and regulations—has been developed. It can be accessed at <https://www.rcpasc.ac.in/about-library>.

The college library provides online resources, internet access, and reprography facilities with 12 computer terminals. For reprographic needs, there is one printer and one Xerox machine available.

N-List

The college library subscribes to INFLIBNET's N-List database, offering students and faculty access to more than 6,000 e-journals and 3,150,000 e-books on various subjects. Individual access is provided to students and staff, allowing remote access to all resources.

National Digital Library

The college library is registered with the National Digital Library portal, granting access to over 100,311,000 resources to students and staff at no cost.

The library offers various services to students and faculty members, including book lending, reference services, book bank services, reprographic services, internet services, and access to old question papers in digital format. Additionally, the library has signed an MoU with SVKM's Ketkiben Mukeshbhai Patel Central Library, Shirpur. This agreement allows college students and staff to access books for competitive examinations, online resources for research, and other facilities offered by the Central Library.

Optimal Use of Library

The library hours are extended during the period of semester examinations for the students. The staffs are appointed in shift for issuing the books. A separate reading room is made available to the faculty. In addition, the faculties from the neighbouring college do visit the library and issue the books and references from the library.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT Infrastructure Overview

The college has developed a modern IT infrastructure to enhance the educational experience and support both educators and students in achieving their goals.

Computing and Connectivity

The college is equipped with 316 computers, all connected to a high-speed broadband network with a speed of 875 Mbps. This robust network supports various online activities, ensuring a seamless and productive experience. The computers are configured with the necessary software and hardware to handle tasks ranging from basic office applications to specialized software requirements.

Software and Online Tools

The college subscribes to and purchases various online software solutions, including Zoom, Microsoft cloud ERP solutions, Office 365 with all its capabilities, Teams, Times Labs, and Fee Payer for online course registration and payment. These tools facilitate efficient communication, collaboration, and administrative tasks.

Wi-Fi and Networking

Central to the IT setup is the Wi-Fi system, powered by the Cisco WRT 120, a reliable wireless router known for its performance and security features. This router ensures seamless connectivity across the campus, supporting smooth communication and data transfer.

Interactive Learning Tools

The IT infrastructure includes 9 projectors and 18 smart boards. These tools enhance the learning experience by enabling effective and collaborative presentations in both classroom and conference room settings. The smart boards offer interactive capabilities, allowing users to annotate presentations and collaborate in real-time.

Printing and Document Management

For printing and duplication needs, the college has 16 printers from reputable brands like Canon and HP. These include a mix of standard printers and all-in-one devices to cater to various printing, scanning, and copying requirements. Additionally, the presence of 3 Xerox machines supports high-volume copying tasks.

Network Speed and Reliability

The IT infrastructure benefits from a broadband connection with a speed of 100 Mbps. This high-speed internet access ensures fast and reliable connectivity for browsing, streaming, and downloading, enhancing overall productivity and efficiency.

Power Backup and Sustainability

To mitigate the risks associated with power outages, the facilities are equipped with robust power backup

solutions, including a generator capable of providing backup power during prolonged outages. Solar energy systems, both on-grid and off-grid, contribute to sustainability by harnessing renewable energy sources.

For short-term power backup, an inverter/battery system provides immediate power during fluctuations or brief outages. Uninterruptible Power Supply (UPS) units are deployed throughout the facility to protect sensitive equipment from power surges and ensure uninterrupted operation and data integrity.

Comprehensive and Resilient Infrastructure

Overall, the IT facilities represent a comprehensive and resilient infrastructure designed to meet the diverse technological needs of a modern educational institution. From networking and computing resources to power backup and sustainability initiatives, these facilities support productivity, collaboration, and innovation across various domains.

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

4.3.2

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

Response: 9.78

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

Response: 265

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 44.48

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 |
|---------|---------|---------|---------|---------|
| 28.07 | 101.28 | 72.40 | 69.13 | 68.96 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 41.12

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 |
|---------|---------|---------|---------|---------|
| 1097 | 940 | 933 | 1140 | 968 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 40.49

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 |
|---------|---------|---------|---------|---------|
| 1992 | 592 | 1135 | 946 | 335 |

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

5.2 Student Progression

5.2.1

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

Response: 74.49

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 |
|---------|---------|---------|---------|---------|
| 461 | 526 | 704 | 518 | 483 |

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 |
|---------|---------|---------|---------|---------|
| 638 | 876 | 841 | 702 | 557 |

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

5.2.2

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

Response: 2.6

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 |
|---------|---------|---------|---------|---------|
| 05 | 05 | 09 | 03 | 02 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 71

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 |
|---------|---------|---------|---------|---------|
| 25 | 16 | 00 | 15 | 15 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.3.2

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

Response: 8.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 07 | 04 | 10 | 09 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association of R. C. Patel Arts, Commerce and Science College, Shirpur

The registered Alumni Association of R. C. Patel Arts, Commerce and Science College, Shirpur (Registration No. Dhule/0000047/2024) plays a pivotal role in the growth and development of the institution. By fostering a sense of community, facilitating networking opportunities, and providing vital support, the association acts as a bridge between former students and their alma mater, channelling their collective efforts toward the institution's advancement. Key contributions include financial support and a variety of services essential for institutional progress.

Mentorship and Career Development

Alumni associations provide valuable non-financial support that significantly contributes to the institution's overall development. One such service is mentorship programs, where experienced alumni offer guidance and support to current students in their academic and professional endeavours. Additionally, alumni association often organizes career development workshops and networking events, facilitating connections between alumni and current students while creating opportunities for professional growth. Notable contributions include:

- **Dr. Rahul Suryavanshi (University of Illinois):** Participated as a resource person in a college webinar.
- **Mr. Sachin Acharya (Senior Project Leader BMC, Pune):** Guided students on current events in computing trends.
- **Mr. Nilesh Patil (Director, Cleon Healthcare, Pune):** Served as an expert lecturer, providing valuable career insights.
- **Mr. Matin Shaikh:** Frequently visits the college to deliver motivational speeches.

Networking and Professional Growth

Alumni networks offer valuable career networking opportunities for students and recent graduates, often facilitating internships, job shadowing, and employment referrals. By leveraging their professional networks, alumni play a crucial role in advancing the careers of current students and enhancing their job prospects.

Workshops and Seminars

Alumni associations organize workshops, seminars, and career development events to equip students with essential workplace skills and knowledge. These events cover a wide range of topics, including resume writing, interview preparation, networking strategies, and industry trends. Participation in these activities provides students with valuable insights into their chosen fields and practical skills that enhance their employability and professional growth.

Contributions to Institutional Development

Alumni contribute to the development of colleges by supporting various programs, initiatives, and capital projects, including academic research, faculty development, campus infrastructure improvements, and other strategic priorities identified by the college administration. Their support helps enhance the quality of education, expand learning opportunities, and promote innovation and excellence across the campus. Notable alumni like **Gaurav Shitole** frequently visit the campus for student interactions.

Cultural and Social Engagement

Beyond financial and career-related support, alumni associations also enrich the cultural and social life of the institution. They organize reunions, homecoming events, and alumni gatherings, fostering a sense of belonging and pride among former students. These events not only reconnect alumni with each other but also strengthen their bond with the institution, encouraging continued engagement and support. Numerous alumni visit the college regularly to interact and guide students informally, contributing to a vibrant and supportive community.

Green Initiatives

The alumni have been actively contributing in the nature conservation through the activities held by The Shirpur Green Army. They plant the trees and grow them with utter care. They involve the public in their endeavours.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

R. C. Patel ACS College is managed by the R.C. Patel Educational Trust, Shirpur. The Trust was founded with a vision to provide quality education to students from rural and tribal areas, empowering them both academically and economically. The college has embraced the vision and mission of the R.C. Patel Educational Trust. The institution's management, administration, and governance work together to achieve these goals and objectives. The vision, mission statements, and objectives are prominently displayed on the college website and campus to ensure that students and stakeholders understand the college's core values and functions.

Governance and Planning

The governing body of the Educational Trust sets both short-term and long-term development plans for the college. This body holds the authority to make financial decisions related to infrastructural development and guides the College Development Committee (CDC) and the principal in executing these plans.

The CDC holds regular meetings to strategize developmental activities. The responsibility of implementing these plans falls on the governance, administration, and academic staff. The CDC also plans new courses, staff recruitment, and addresses the college's financial needs.

Academic and Research Planning

The Internal Quality Assurance Cell (IQAC) plays a crucial role in planning academic, research, and evaluation activities. Each year, the IQAC prepares an academic calendar that outlines teaching, evaluation, co-curricular, extra-curricular, and extension activities. Under the principal's guidance, the IQAC forms various committees to execute these planned activities, ensuring they align with the college's vision, mission, and objectives. Additionally, the IQAC supports faculty in their research and professional development endeavors.

Committees and Departmental Activities

The college comprises various committees, each with a head and members who have the autonomy to plan and execute events or programs. Departments also plan activities necessary for their academic purposes. Students are encouraged to participate in most activities, providing teaching and non-teaching staff opportunities to contribute throughout the academic year.

Student-Centered Approach

The college's operations are student-centered, with continuous updates to existing courses and the addition of new ones. Infrastructure development is ongoing to meet rising needs. All developmental activities are characterized by quality and significance. The college fosters a participative and collaborative work culture on campus.

Implementation of NEP 2020

Recognizing the importance of the National Education Policy (NEP) 2020, set to be implemented at the undergraduate level from 2024-25, the college has organized seminars and workshops for faculty, students, and stakeholders. Teachers are also encouraged to attend national seminars and workshops to understand and effectively implement the new education policy in their respective departments.

To foster a culture of fairness and safety, grievance redressal mechanisms, including the Grievance Redressal Committee, Internal Complaints Committee, Anti-Ragging Committee, and Sexual Harassment Prevention Cell, are in place. Through these decentralized and participatory measures, our institution seamlessly orchestrates events, imparting knowledge and professional skills to both students and educators. This strategy reflects our commitment to transparency, accountability, and the cultivation of leadership and teamwork among our stakeholders. It is through these endeavours that we continue to shine as a beacon of excellence.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college has established robust policies and strategic plans for both academic and administrative development. Governed by the R. C. Patel Educational Trust, Shirpur, the institution adheres to UGC, Government of Maharashtra, and KBC North Maharashtra University, Jalgaon guidelines. The governing body sets forth the institution's vision, mission, goals, and objectives, overseeing comprehensive development across academic, administrative, and infrastructural domains.

Governing Body

The parent institution, R. C. Patel Educational Trust, Shirpur, governs the college in accordance with UGC, Government of Maharashtra, and KBC North Maharashtra University, Jalgaon regulations. It formulates the institution's vision, mission, goals, and objectives, driving strategic developmental planning and fostering holistic growth in academic, administrative, and infrastructural aspects.

Recruitments, Service Rules, Policies, and Procedures

Recruitment of teaching and non-teaching staff is managed by the parent institute, governed by the norms and procedures of KBC North Maharashtra University, Jalgaon, UGC, Government of Maharashtra, and Government of India. Institutional policies and procedures ensure an effective work culture and are consistently practiced. Faculty and staff promotions adhere to the CAS rules of the university and Government of Maharashtra, based on CRs, APIs, etc. The grievance redressal cell ensures timely resolution of grievances, enhancing transparency and efficacy through stakeholder feedback.

College Development Committee (CDC)

The CDC oversees developmental planning including course introductions, expansion of existing courses, infrastructural enhancements, and financial management. It provides guidance for academic and administrative functions, ensuring continuous monitoring.

Internal Quality Assurance Cell (IQAC)

IQAC plays a pivotal role in planning and executing academic and administrative functions aligned with NAAC, Bangalore guidelines. It guides faculty in effective teaching and learning practices, modernizes teaching tools and methods, updates knowledge and skills, and encourages relevant research initiatives.

Principal

As the head of the institution, the Principal oversees all academic and administrative functions, bridging communication between the governing body and academic/administrative bodies. Ensuring institutional goals are met through teaching, learning, and evaluation activities is a key responsibility.

Heads of Departments

Each department is led by a head who plans academic and co-curricular activities, facilitates effective teaching, learning, and evaluation, and encourages faculty innovation, co-curricular, extracurricular activities, and research. Departmental workshops, seminars, symposia, visits, excursions, etc., are organized under their guidance.

Non-Academic Responsibilities

The college appoints an Examination Controller and examination committee for smooth evaluation processes, and a Training and Placement Officer to organize campus placements and support student entrepreneurship.

Committees for Extra-Curricular/Extension Activities

Various committees orchestrate extra-curricular and extension activities, enriching student development

and fostering community engagement through a wide array of programs and knowledge-sharing initiatives.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Staff Welfare and Performance Appraisal System at R. C. Patel ACS College

The institution has a performance appraisal system, effective welfare measures for both teaching and non-teaching staff, and opportunities for career development and progression.

Welfare Schemes for Staff

The R.C. Patel Educational Trust, Shirpur, the governing body of the college, has implemented several initiatives for the welfare of staff members and their families. The welfare schemes include:

- **R. C. Patel Patpedhi:** A teachers' co-operative bank providing financial aid to staff members. Employees contribute INR 1500 monthly, benefiting from a hypothecation loan limit of INR 1,000,000, a festival loan of INR 75,000, accidental group insurance for all members, a condolence amount of INR 15,000 to families after a member's natural death, and INR 10,000 as a gift for a member's daughter's marriage. The bank also felicitates meritorious wards of employees.
- **The Shirpur Peoples Co-operative Bank Ltd.:** Provides loans to needy employees.
- **Vidyavihar Housing Society:** Offers a housing scheme for granted and non-granted employees, providing land at minimal cost, enabling many staff members to own homes.
- **Insurance Policies:** Staff members benefit from a group accident guard policy from TATA AIG through the Indian Post Office, with a premium of INR 399, half of which is covered by the institute for non-aided employees. The policy provides coverage of INR 1,000,000. Additionally, the management has issued a health policy from Bajaj Allianz, offering coverage of INR 200,000 for each staff member.
- **Leave Benefits:** Employees are entitled to casual leaves, medical leaves, and duty leaves per government rules. Female staff members, whether in granted or non-granted positions, can take maternity leave if needed.
- **Research Facilities:** Faculty members have free access to labs, equipment, chemicals, computers, Wi-Fi, library, and reprography services for research purposes.
- **Health and Wellness Initiatives:** The college organizes blood-checking camps for staff in collaboration with government hospitals.
- **Consumer Store:** Employees can purchase medicines and stationery from the generic medical store and consumer store run by the parent institute.
- **Recreational Facilities:** The college gymkhana is available for staff use, and they are encouraged to use the large campus grounds for sports, morning walks, exercise, and recreation.

Performance Appraisal System

The performance of employees is evaluated at two levels:

- **Confidential Reports:** Granted faculty members must submit confidential reports annually as per government regulations.
- **API System:** The institution has developed its own appraisal system, the Academic Performance Indicator (API). All teaching staff, both granted and non-granted, must submit their API at the end of the academic year, including working hours' calculation and an academic diary. Teachers are awarded grades based on their academic performance throughout the year.

This comprehensive approach to staff welfare and performance appraisal ensures that R.C. Patel ACS

College maintains a supportive and productive environment for its employees.

Avenues for Career Development and Progression:

The faculty are encouraged:

To undertake research activities

To go for quality publication of the research

To participate in the FDPs initiated by MSFDA, SWAYAM, COURSERA etc.

To the Career Advancement Schemes (CAS)

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

6.3.2

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

Response: 7.38

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 |
|---------|---------|---------|---------|---------|
| 13 | 01 | 00 | 02 | 17 |

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

6.3.3

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

Response: 33.82

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 |
|---------|---------|---------|---------|---------|
| 62 | 50 | 37 | 42 | 16 |

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 |
|---------|---------|---------|---------|---------|
| 34 | 34 | 32 | 33 | 32 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Financial Audit and Fund Management

The financial audit of the college's accounts is a critical process that is strictly adhered to by the institute. The college undergoes an internal audit conducted by an internal Chartered Accountant (CA), who also assists with the external audit. The external audit is conducted by the Higher Education Department. All bill receipts are verified through this process. Additionally, NSS and student welfare schemes are audited by KBCNMU, Jalgaon, and utilization certificates are issued to the college. The Principal strictly monitors all processes within the college.

Fund Allocation and Utilization

Funds for the college are primarily allotted through the Higher Education Department of Maharashtra. The allocation of funds involves the preparation of an annual budget based on the college's requirements. The state government of Maharashtra prepares and monitors the "Sevarth Pranali," through which funds are allotted to the institution throughout the financial year. The funds are used optimally according to the rules and regulations and are subject to government audits.

Within the institution, funds are mobilized from a specific percentage of the fees collected from students. These funds, categorized as "Local Funds" are utilized for student benefits and to meet other minor expenses of the college. To ensure optimal use of these funds, college development and purchasing committees are established.

Institutional Strategies for Fund Mobilization and Resource Utilization

The institute follows a well-planned process for the mobilization of funds and resources:

- **Tuition Fees:** The major source of income for the institute.
- **Financial Support:** Sought from institutions for cultural events and fests.
- **Purchase and Finance Committee:** Constituted to manage recurring and non-recurring expenses.
- **Quotations:** Sought for every purchase and finance decision.
- **Scrutiny of Quotations:** Finalized based on parameters such as pricing, quality, and terms of service.
- **Budget Monitoring:** Ensured by the Principal, audit officer, and purchase committee, with management intervention if expenditure exceeds the budget.

Resource Mobilization Policy and Procedure

- **Budget Preparation:** Before the financial year begins, the Principal, Account Department, and HoDs prepare the college budget.
- **Institutional Budget:** Includes recurring expenses (salaries, electricity, internet charges, stationery, maintenance) and planned expenses (lab equipment, furniture, development costs).
- **Approval and Monitoring:** The budget is scrutinized and approved by the CDC, and the accounts and purchase departments monitor expenses against the budget.
- **Statutory Auditors:** Appointed to certify the financial statements annually.

Optimal Utilization of Resources

- **Promotion of Research, Development, Consultancy, and Other Activities:** Faculty members use infrastructure for R&D.
- **Travel Grants:** Provided for teachers.
- **Examination Centre:** College infrastructure is utilized as an examination center for NEET/NET.
- **Extended Library Hours:** Allowing students to study beyond regular college hours.
- **Use of Labs for research:** The faculty aspiring for the doctoral degree can use the labs for their study and experiments.
- **Shifts:** The college runs in two shifts.

This structured approach ensures the effective mobilization of funds and optimal utilization of resources at R.C. Patel ACS College, supporting the institution's educational and developmental goals.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC's Objective: To enhance the quality at all the levels in the HEI.

In response to the evolving needs and the recommendations of NAAC, Bangalore, the college has established an Internal Quality Assurance Cell (IQAC). This cell is crucial in enhancing quality across various domains, including academics, administration, research, placement, and extension services. The IQAC plays a significant role in executing both short-term and long-term plans of the institution effectively. It has been constituted in accordance with NAAC guidelines.

Academic and Administrative Committees

IQAC operates in alignment with the institution's vision, mission, and objectives. To ensure proper functioning and fruitful achievements, IQAC establishes academic and administrative committees. These committees promote decentralization and a participative work culture. IQAC guides these committees in planning and execution, and it evaluates their success and shortcomings to adjust policies as needed.

Curricular Content Delivery and Monitoring

IQAC encourages teachers to adopt innovative techniques and methods for effective content delivery. It emphasizes participatory methodologies, experiential learning, and the use of IT and AI in teaching. IQAC anticipates academic changes and helps faculty develop their skills accordingly. The cell continuously gathers feedback from students, teachers, and stakeholders to improve policies and practices.

Outcome-Based Education

IQAC develops Course Objectives, Program Objectives, and Program Specific Objectives. It ensures that both faculty and students are aware of these objectives. The attainment of these objectives is assessed at the end of the academic year using various direct and indirect methods.

Research and Development

IQAC motivates and encourages faculty to undertake quality research, pursue research publications, and apply for patents. Research skills are enhanced through seminars and workshops. IQAC recognizes the importance of research in the context of NEP 2020.

Extension Activities

IQAC plans various social engagement programs, which are executed by the extra-curricular and extension activity committees. Key practices include Ahirani Dialect preservation, Blood Group

Detection Programs, and Women's Cell initiatives.

Availing Expertise from Outside

IQAC organizes guest lectures for faculty and students, inviting experts from academic institutions and industries.

Learning Resources

IQAC strives to provide modern, innovative, and practical learning resources for teachers and students to enhance teaching and learning experiences.

Training and Placement

IQAC plans appropriate training for students aspiring for employment. Workshops on group discussions, soft skills, interview techniques, and more are conducted to prepare students for the job market.

Post-accreditation quality initiatives and incremental improvements in various activities during last 5 years:

- Student-centric outcome-oriented teaching-learning is practiced with ICT tools
- Skills-oriented certificate courses increased.
- Student-centric approach towards experiential and participative learning through projects, training and employability-enhancing programs
- Teacher maintains academic diary that contains the academic planning, syllabus, teaching plan, COs, POs, attendance, question papers, marks-lists, course completion reports and outcome attainments
- Library-ILMS with latest books, references, e-books, and access to e-journals is offered to staff and students
- Institute encouraged faculties to qualify NET/SET examinations
- Involvement of faculties in workshops, conferences, seminars, and FDPs is increased
- Students achieved university ranks, higher progressions and placements
- College promoted research culture by organizing research methodology, IPR workshops, and guidance
- NPTEL enrolment increased among staff and students
- Eight faculties representing BoS of university
- MoUs and collaborations with institutions of national/international importance and industries have increased to 25

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college acknowledges its utmost duty and obligation towards gender equity and gender sensitization. Each year, the college plans dedicated programs for gender equity and sensitization. The college has established the Women's Cell named Yuvati Sabha, which organizes various programs for girls. These programs have three primary objectives:

Firstly, to enlighten girls through stimulating programs such as lecture series, seminars, and webinars on topics like women's rights and women's security laws.

Secondly, to empower girl students through workshops such as Karate Training, as well as skill development workshops like Mehendi and Rangoli classes. Personality development programs are also conducted.

Thirdly, to raise awareness among girl students about health issues, health check-up camps are organized for this purpose, along with expert psychological guidance. A comprehensive health awareness program titled "Savitrichya Leki: A Shakti Peeth" was conducted in collaboration with a government path lab. Blood samples were collected from girl students during these camps for disease diagnosis, with those in need receiving guidance from concerned teachers.

Additionally, the Department of Physical Education has implemented innovative programs like "Fun with Fitness". The college commemorates International Women's Day by inviting distinguished personalities such as doctors, advocates, and lady police officers.

In certain circumstances, the college provides assistance to needy girl students. For instance, bicycles were distributed among tribal girl students who are dedicated to both sports and academics.

Gender Equity and Sensitization Programs Overview

Year 2022-2023

- **18/10/2022:** Intercollegiate Cross-country Women Competition
- **03/03/2023:** Workshop on Women's Laws
- **06/03/2023:** Role of Women in Environmental Conservation
- **08/03/2023:** International Women's Day
- **01/03/2023 to 06/03/2023:** Workshop on Independent Girl Campaign

- **11/03/2023:** Workshop on Coming of Age
- **28/03/2023:** Workshop on Personality Development

Year 2021-2022

- **05/08/2021:** National Webinar on Women Empowerment
- **25-26/12/2021:** Health Assessment Camp
- **04/02/2022:** National Webinar on Nari : Jagat Jyoti
- **08/03/2022:** International Women's Day
- **11/03/2022:** Essay Competition on International Women's Day
- **12/03/2022:** Drawing Competition on International Women's Day
- **13/03/2022:** Plantation of Trees on International Women's Day
- **28/03/2022 to 05/04/2022:** Eight-day Self-Defense Camp under Yuvati Sabha
- **12/05/2022:** Bicycle Donation for Sports Girls

Year 2020-2021

- **17-18/02/2021:** National Webinar on Women Empowerment
- **08/03/2021:** International Women's Day - Fun with Fitness

Year 2019-2020

- **25-26/07/2019:** Health Assessment Camp
- **13/12/2019:** Poster Presentation on Sexual Harassment Prevention
- **28/01/2020 to 05/02/2020:** Eight-day Self-Defense Camp under Yuvti Sabha
- **08/03/2020:** International Women's Day

Year 2018-2019

- **20/06/2018:** Women Empowerment
- **17/01/2019 to 24/01/2019:** Eight-day Self-Defense Camp under Yuvti Sabha
- **17/01/2019:** Personality Development Workshop under Yuvnati Sabha
- **08/03/2019:** International Women's Day

Facilities for women on campus

To ensure the safety of female students, additional facilities such as surveillance cameras, counsellors, and security guards are provided to ensure parity between male and female students. We are firm believers that safeguarding women's safety goes beyond physical infrastructure, which is why our institution organizes events, guest lectures, seminars, and workshops on gender equity, gender sensitization, self-defence, and stress management. These activities help keep all students in a safe and high-quality environment.

We provide equivalent infrastructural amenities for both male and female students, including common rooms. These common rooms provide facilities such as lights, fans, mattresses, and associated bathrooms to meet the requirements of students during breaks, illness, and recreational activities.

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7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The development of India lies in the harmonious structure of the society. In such circumstance, a higher educational institute has to play a vital role in nation building. The institute works to spread tolerance and harmony through the curricula of the Humanities and multi-disciplinary subjects. To enhance the efforts towards harmony and tolerance, the college has to strive hard and consciously to undertake the programmes and organize the events for the students as a part of extra-curricular activities and as a part extension activities.

The national and international days are the significant opportunity for any institution to create an ambience of national fervour, patriotism, sense of belonging, universal brotherhood. It is an obligatory duty of a college to inculcate the values among the students. Celebration of various national and international days and celebration of the anniversaries are the best occasions to inculcate the values and to teach sense of belonging among students. During the last five years of assessment period, the college celebrated and observed the national and international days listed below.

Independence Day, Republic Day, Maharashtra Din, Martyr Day, Teacher Day, Mahatma Gandhi Birth Anniversary, Kranti Day, Constitution Day, Chh. Shivaji Maharaj Birth Anniversary etc. are celebrated to inculcate the nationalism and patriotism among the students. The various stakeholders and even the laymen are invited to take part in these programmes. Constitution Day celebration has its own utmost importance. That's why it is celebrated with all solemnity.

International Women Day, World Population Day and National Youth Day are celebrated for gender sensitization and the empowerment of women and youth.

Celebration of the days like UNO Day, Voters' Day, Social Justice Day, Ozone Day, Science Day, Dr. Ambedkar Birth Anniversary and World Tribal Day give the opportunity to develop the social consciousness, environmental sensitization, scientific aptitude and the responsibility towards the nation and world unity among the students and the stakeholders.

Kargil Day, Army Day, Surgical Strike Day are celebrated to encourage students to know more about the nation, national security and the value of freedom. On these occasions poster presentations are organized

The birth anniversaries such as Kabir Jatyanti, Raidas Jayanti, Mahatma Phule Jayanti ,Dr. Babasaheb Ambedkar Jayanti, Guru Pournima , Chh.Shahu Maharaj Jayanti , Sant Sevalal Jayanti etc. are celebrated to promote harmony among the people.

Marathi Raj Bhasha Din, Hindi Din, Vachan Prerana Divas (Dr. A.P.J. Abdul Kalam Birth anniversary), Vangamay Mandal (Literary Association), and Library Day etc. are celebrated to develop the interest of the students in languages and literature.

International Yoga y, World Mental Health and AIDS Days are observed to make our stakeholders aware of the mental and physical health.

Value of Labour

'Earn and Learn Scheme' is the best mean through which the value of work and labour is inculcated through the activities.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1:

Blood Group Detection and Hygiene Awareness Camp: A 24-Year Tradition

The Department of Microbiology and Biotechnology has been organizing the annual Blood Group Detection and Hygiene Awareness Camps every year on the occasion of Birthday of Sir Alexander Fleming for the past 24 years. This initiative primarily comprises the students /folk in the rural and tribal

areas, who often lack basic health knowledge. The department's students run "Plasmid Club," run on the nominal registration fees. The club conducts various the blood group detection camps, cleanliness drives, and departmental prize distributions.

Camp Objectives and Significance

The camp's objectives include:

1. **To check blood groups** which proves crucial during emergencies requiring rapid blood transfusions
2. **To provide** students the practical experience in conducting blood group tests
3. **To enhance** students' technical skills in using medical equipment and conducting accurate blood tests
4. **To impart knowledge for Disease Prevention** through poster presentations to reduce communicable diseases
5. **To encourage** proper hygiene to improve overall health and reduce school absenteeism due to illness

The Context:

The camp aims to address significant health issues prevalent in the rural and tribal regions of Shirpur Taluka, Maharashtra as the people suffer from low literacy rates and limited access to basic health facilities and public health challenges.

The camp features two main activities: blood group detection, conducted by M.Sc. students; and hygiene awareness poster presentations by B.Sc. students. The camp is held in Ashram schools, for tribal students. These students are unaware of essential health practices, making them vulnerable to preventable diseases.

The students' knowledge of health, microorganism, diseases, blood group detection, prove helpful in organizing these camps.

In addition to blood group detection, the camp includes demonstrations of essential hygiene practices such as hand washing, bathing, and nail clipping. Students also create informative posters on communicable diseases, their prevention, and treatment. Street plays and door-to-door visits further enhance community engagement and awareness.

Evidence of Success

The camp has been held in 23 different villages over the years, benefiting thousands of students and tribal residents. Media coverage and recognition from government bodies have highlighted the camp's achievement. Government hospitals and private physicians have been involved in the camps that provide additional overall health information. The Club participated in the Swachh Bharat Abhiyan, vermicomposting projects, clean campus drives, distributing "Remdesivir during pandemic etc.

Challenges and Future Prospects

The Plasmid Club runs the camp with limited financial support from student registration fees. The fund is

insufficient to sustain the program. The financial aid is expected from government organizations and NGOs to extend its services to more remote areas, addressing the pressing health needs of a larger population.

Annual Summary

Over the past five years, the camp has consistently reached to a significant number of beneficiaries. For instance, in the 2022-23 academic year, the camp at Nimzari benefited 381 individuals with the participation of 145 students from the department. This ongoing commitment highlights the camp's role in improving health awareness and fostering community well-being in rural and tribal regions.

Best Practice-2:

A Centre for Study, Research and Preservation of Ahirani: A Dialect in North Maharashtra

???????? (???? ????) ??????, ?????? ? ??????? ??????

The College has initiated the dialect preserving practice under the *A Centre for Study, Research and Preservation of Ahirani: A Dialect in North Maharashtra*.

The Context of the Centre:

The Centre is set up with a view to study the dialects especially, Ahirani: A regional variant of Marathi, which is popularly spoken in the North Region of Maharashtra. The centre concentrates on the study and research of the dialects and at the same time to preserve the dialects.

Objectives:

- To make the students aware of the Ahirani dialect
- To preserve the diminishing words in Ahirani
- To initiate collaborative work to collect the Ahirani vocabulary
- To transform collection of vocabulary into a simple dictionary
- To encourage the students to use Ahirani and make the conscious of the linguistic and literary treasure of Ahirani.

Practice:

The centre established an editorial board comprising the faculty members of Humanities. Initially, they planned for collecting the vocabulary of Ahirani. For the purpose the teachers and students visited the villages and interacted with the Ahirani speaking folk. Meanwhile, the centre organized the workshops and discussion sessions at college level to collect the Ahirani words. As Ahirani is spoken in the rural area, the vocabulary related agriculture, culture, festivals, rituals, and traditions found the place in the dictionary. The vocabulary was noted down. The several meetings were held to sort the words and to find out the meanings of the words in Marathi.

Several programmes were conducted for the preservation and popularization of this local dialect of North Maharashtra such as -

- Expert talk on “Ahirani Language Preservation and Development”
- Collection of unique Ahirani words in local society with students’ involvement
- Ahirani Dialect in Kitchen: A Lecture
- A workshop on Usage of Ahirani Words and Humor in Daily Life
- A visit to nearby villages in Shirpur tehsil (Varzadi village)
- One-day conference on "Ahirani Language and Festival"

Evidence of Success:

After the care selection of the words and fixing their meanings in Marathi, the rough draft of the dictionary was prepared. After the review and consultation with the publisher, the **Ahirani Dictionary** – ??????? ??????? came into existence.

Problems Encountered and Resource Required:

As the project of is very exhaustive. The editor- board which consist the faculty members of Languages and Humanities worked comprehensively. They worked voluntarily to prepare the Shabdkosh, thinking that it is their moral responsibility to work for Ahirani, as Ahirani is the mother tongue of the most of them. Preparing a dictionary of Ahirani was comparatively easier. The challenges stand ahead to preserve the dialect and making the people to use it actively.

Future Plan:

In future, we shall collect the folk songs in Ahirani dialect. The songs will be inscribed in text forms and they will be recorded in audio form.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Career Connections: Linking Talent to Opportunities (Training and Placement of Students)

Background:

R. C. Patel Arts, Commerce and Science College, Shirpur is a center of higher education where traditional disciplines such as Languages, Literature, Humanities, Commerce and Natural Sciences along with modern disciplines such as Micro-Biology, Bio-technology, Computer Science, Management, Computer Application, Actuarial Science, Geology, Data Science etc. are taught. Nearly 2000+ students are enrolled every year to these departments. The college imparts quality education to these students, using innovative practices and tools and the students are enriched and empowered with proper knowledge with depth and the necessary skills. The personality of students gets developed through active participation in the extra-curricular and extension activities.

The students who join the departments come from different strata of the society. Most of the students come from the lower middle class and economically deprived section. Most of them belong to OBC, ST, SC and NT . They come from small towns, villages and tribelets (Hamlets). It is the solemn and earnest onus of the college to develop their employability i.e. skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

The Governing Body of the institute insists on the employability. According to them, the education imparted to the students should help them to be employed and financially independent. As a result, the college established a Training and Placement Cell (TPC). The primary responsibilities of the TPC are to train the students from all the departments to get jobs in the government as well as private sectors and avail the placement opportunities to them through on campus and off campus drives.

The Training and Placement Cell:

The Training and Placement Cell (TPC) of R. C. Patel Arts, Commerce and Science College, Shirpur serves as a crucial bridge between the aspiring students and the professional worlds. TPC is a dedicated to prepare students for their future career by empowering them with necessary skills, training, and guidance and to avail them the best career opportunities in the reputable organizations. The TPC has two full time placement and training officers. They organize placement drives on the campus. They update the students about the jobs, placement, training programmes, etc. They organize the workshops on skills development, personality development, group discussion, interview techniques, application and resume writing, body language, English communication etc. in which the experts from other institutes and the our college enlighten the students.

Vision of TPC:

- Equipping the students with pertinent and conceptualized professional skills and guiding them towards the bright future and career

Mission of TPC:

- To equip placement of all
- To mould students for career
- To maintain industry relationship
- To strengthen the recruitment process

Objectives of TPC:

- To arrange campus recruitment events
- To prepare students to face campus interviews
- To provide career counseling
- To develop and enhance industry linkage
- To develop spirit of entrepreneurship

The Esteemed Recruiters:

Deloitte, WNS, TCS (IT), TCS (Pan India), Infosys (IT), Infosys (Pan India), Accenture, Macloeds Pharma, Zydus, Cadilla, Macron Logi Services Mumbai., Cogent, Object-ways, Datamatics and Bioaxi Nashik, AITM, Mumbai., CMS Computer Ltd., Cognizant, Capgemini, Wipro, Teleperformance, Krish KompuSoft Services, Karvy Data Management, Ecorner, Tech Solution, Mindtree, Hexaware, Uptthink pvt. Ltd., MSys Technologies, Dhoot Transmission, Aurangabad, Just Dial, Pune, ICICI Bank Pvt. Ltd., Shree Venkatesh International Pvt. Ltd., CMS Computer Ltd., etc.

Training programs:

- Skill Development Program - TCS Pvt. Ltd.
- Employability & Life Skill Development Program - Rubicon Pvt. Ltd.
- DXC Funded Employability Training Program - Rubicon Pvt. Ltd.
- Financial Digital Literacy - Samhita Ventures Ltd.
- Training For BSE (Stock Market)
- Communication Skill - Eminence
- Skill Development Training - Eminence
- National webinar on Data Science KBC NMU Level
- Connect to Work Training program by Rubicon
- Industrial Motivation Campaign for youth - MSME & Indo German Tool
- Entrepreneurship Development Program - MSME & Indo German Tool
- Online Skill Development Courses - IIT Bombay X, Mumbai
- Online Computer Science Courses - IIT Bombay X, Mumbai
- Career Counselling by Career Patrica, Nasik
- Training on Springboard Platform- Maharashtra State and Infosys Pvt. Ltd.
- Training on Technical and Soft Skills - Head of Campus Credential, SVKM, Mumbai
- Talent Battle, Pune - A 15 day online training program for Aptitude ,reasoning , and Group discussion
- Hope Foundation, Ch. Sambhajinagar - A training program on Python and AI
- English Communication Program by Mr. Kalyankumar, Mumbai
- Employability Training by Rubicon

Evidence of Success:

Placement Chronology:

Academic Year 2023-24

Students Recruited: 166

Highest Package: 4.6 LPA

Average Package: 2.30 LPA

Recruiters: 18

Academic Year 2022-23

Students Recruited: 248

Highest Package: 4.5 LPA

Average Package: 1.68 LPA

Recruiters: 20+

Academic Year 2021-22

Students Recruited: 302

Highest Package: 4 LPA

Average Package: 2.25 LPA

Recruiters: 33+

Academic Year 2020-21

Students Recruited: 320

Highest Package: 3.2 LPA

Average Package: 2.80

Recruiters: 59+

Academic Year 20219-20

Students Recruited: 267

Highest Package: 3.42. LPA

Average Package: 2.50 LPA

Recruiters: 31+

Academic Year 20218-19

Students Recruited: 268

Highest Package: 3.42 PLA

Average Package: 2.25 PLA

Recruiters: 30+

Institutional Opportunity:

The Parent Institution i.e. R. C. Patel Educational Trust believes in the talent of the students who get qualified from our college. It selects the bright, qualified and needy students from the various departments and provided these students jobs in the different departments and institutes run by the R. C. Patel Educational Trust. As a result there are number of alumni who have been working as teachers, assistant professors, administrative personnel in schools, colleges and firms run by the R. C. Patel Educational Trust.

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

5. CONCLUSION

Additional Information :

R.C. Patel Arts, Commerce and Science College, Shirpur is an Institute of Higher Education is striving significantly in northern region of Maharashtra.

The Features of the College:

- It is situated in the basin of Tapi River
- It is half tribal and half rural
- Most of the students come from socially and economically deprived sections.
- Majority of the students belong to scheduled tribes.
- The college situated in the tribal –rural area, has developed a sophisticated infrastructure
- The College has noble vision, impeccable mission and practical objectives.

The Management:

- The college is founded by Mr. Amarishbhai R. Patel, who is prevalently known for his visionary work in the fields of education and water conservation.
- The visionary Management is proactive and resourceful.
- The visionary leadership has turned the small town into an educational hub.

The Principal:

- An academician and administrate with vast experience
- He encourages to bring in the quality enhancing undertakings in teaching and learning

Faculty:

- The Academic faculty is blend of young and experienced teachers.
- There is considerable numbers of Ph.D. holders.
- Faculty is ever ready for adapting the new changes in fields of higher education.
- Faculty works as guardian for the students.

Students:

- The students are very obedient and modest.
- They participate in activities with all enthusiasm.
- The relationship between students and teachers is very cordial and warm.

Library:

- Library is a knowledge centre that not only delivers books but actually creates the ambience for reading.
- Vast collection books and references with Periodical

Sports:

- A vast ground with evergreen lawn is open for all students.
- A wide range of games are played and coached.
- Teachers use the ground for morning and evening walk and recreation.

Extension Service:

- The Blood Group Detection and Health Awareness Camps have been organized by Microbiology and Biotechnology for the last 24 years. Through the camps, students are trained and the folk are enlightened.
- The College has initiated the dialect preserving practice under the A Centre for Study, Research and Preservation of Ahirani: A Dialect in North Maharashtra. The centre has published an Ahirani Shabdakosh recently.
- The Women Empowerment: The Women Empowerment cell has been delicately working over the years for enabling the girls students and enlightening the womanhood in the vicinity.

Concluding Remarks :

There is proper planning for college development at the level of governing body and there is well strategic implementation by the Principal, academic faculty and administrative staffs. All the stakeholders are involved in the functioning.

So far as teaching, learning and evaluation are concerned there is prior planning and execution by the teachers, putting the student at the center. The prescribed syllabi and curriculum are perfected as per the need of the students by initiating the value added courses and concreted by organizing remedial and bridge course. Eventually, the College attains the set COs and POs. It can be seen as the College has retained the passing percentage above 91%. The Management has been extremely careful in providing human and infrastructural resources as per the needs of the growing departments.

The faculty is curious and enthusiastic enough to initiate and sustain the research activities. As a result there considerable number of Ph.D. holders and the publication of research papers in the UGC recognized journals.

The College has been using its human resource for the welfare of the society in the vicinity. There is wide range of programs from blood group detection camps to women empowerment activities.

The College boasts the state of art facility that comprises sophisticated learning space with ICT, library, sport, recreation, facility, etc. A considerable amount is spent for the infrastructural development and maintenance.

The students are supported and guided by the guardian teachers. The students get all the benefits of scholarship and freeship. The alumni association constrictively assists in the placement and the development of the students.

There are considerable numbers of welfare schemes for the staff and there is positive work ambience on the campus that results in the academic development of the faculty.

The College takes all the initiatives to sustain and develop the social harmony, sense of nationalism, linguistic openness, women empowerment etc. The College has been running two best practices. One of them is organizing the blood group detection and health awareness camp every year and other is preserving the local

dialect- Ahirani. The students' placement through on and off campus drive is the institutional distinctiveness of the achievement of the College.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|-----|-----|-----|
| 1.2.2 | <p>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</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1512</td> <td>1332</td> <td>1110</td> <td>1322</td> <td>1324</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>730</td> <td>154</td> <td>79</td> <td>232</td> <td>579</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate courses and considered as per 1.2.1</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1512 | 1332 | 1110 | 1322 | 1324 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 730 | 154 | 79 | 232 | 579 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 1512 | 1332 | 1110 | 1322 | 1324 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 730 | 154 | 79 | 232 | 579 | | | | | | | | | | | | | | | | | |
| 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 : 1269</p> <p>Answer after DVV Verification: 1228</p> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names.</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2596</td> <td>2706</td> <td>2541</td> <td>2308</td> <td>2277</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1080</td> <td>1120</td> <td>942</td> <td>946</td> <td>980</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2596 | 2706 | 2541 | 2308 | 2277 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1080 | 1120 | 942 | 946 | 980 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 2596 | 2706 | 2541 | 2308 | 2277 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 1080 | 1120 | 942 | 946 | 980 | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3420 | 3420 | 3390 | 3360 | 3360 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1160 | 1280 | 1265 | 1250 | 1130 |

Remark : DVV has reverified and made changes as per considered only first year students.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2156 | 2266 | 2104 | 1875 | 1812 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 718 | 755 | 701 | 625 | 604 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2156 | 2266 | 2104 | 1875 | 1812 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 723 | 755 | 701 | 625 | 604 |

Remark : DVV has made changes as per divided by 3

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 |
|---------|---------|---------|---------|---------|
| 33 | 51 | 32 | 16 | 25 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 49 | 29 | 16 | 25 |

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has considered the Publication with ISSN number only.

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 |
|---------|---------|---------|---------|---------|
| 19 | 38 | 17 | 09 | 34 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 20 | 15 | 06 | 28 |

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has considered the Publications with ISBN number only.

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 |
|----------|---------|---------|---------|---------|
| 148.8944 | 34.3683 | 1.52 | 13.43 | 7.86 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 69.85 | 21.85 | 1.52 | 13.43 | 7.86 |

Remark : DVV has made the changes as per shared audit report of Expenditure for infrastructure development and augmentation excluding salary and maintenance.

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 |
|---------|---------|---------|---------|---------|
| 44 | 26 | 00 | 35 | 25 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 16 | 00 | 15 | 15 |

Remark : DVV has made changes as per the Clarification.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 39 | 41 | 04 | 68 | 49 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 07 | 04 | 10 | 09 |

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has considered the multiple activities which on closer dates consider as 1 only as per SOP.

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 |
| 16 | 03 | 00 | 03 | 22 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 13 | 01 | 00 | 02 | 17 |

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has exclude the less than 2000/- financial supports.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 71 | 73 | 55 | 55 | 17 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 62 | 50 | 37 | 42 | 16 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 34 | 34 | 32 | 33 | 32 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 34 | 34 | 32 | 33 | 32 |

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names.

2.Extended Profile Deviations

| | |
|-----|---|
| ID | Extended Questions |
| 1.1 | Number of students year wise during the last five years |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2596 | 2706 | 2541 | 2308 | 2277 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2591 | 2686 | 2533 | 2288 | 2250 |

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

Answer before DVV Verification : 166

Answer after DVV Verification : 183

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 |
|----------|----------|---------|---------|---------|
| 181.6738 | 168.6079 | 150.92 | 90.09 | 136.86 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|----------|---------|---------|---------|
| 181.6738 | 168.6079 | 150.92 | 125.92 | 136.86 |