



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SHRI SHARADCHANDRAJI PAWAR SENIOR COLLEGE,  
NARANGWADI**

AT POST NARANGWADI TQ. OMERGA DIST. OSMANABAD 413606

413606

[sspsrcn.org.in](http://sspsrcn.org.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2024**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Shri Sharad Chandraji Pawar Senior College, Narangwadi stands as a beacon of hope and resilience in the aftermath of the devastating 1993 Killari earthquake that ravaged the rural landscape in surrounding areas. Situated in one of aspirational districts, identified by NITI Aayog and among the most backward in the state, the college serves as a vital educational lifeline for the local community.

Founded on the principles of inclusivity and access to education, Starting a Permenent non granted college in this area was not an economic decision but a commitment to uplift an area grappling with adversity. Prior to its establishment, students faced the daunting prospect of traveling to taluka centers or major cities for higher education, leading to many talented individuals, especially girls, discontinuing their education after the 12th standard due to the distance and parental concerns regarding saftey and security.

The college's humble beginnings in a tin shed underscore its grassroots origins and determination to overcome obstacles. Operating on a permanent non-grant basis, the institution relies on student fees and management funds for its sustenance. However, the reality of fee sensitivity among students presents a constant challenge, with even a nominal fee increase of Rs. 500 making a significant difference in student enrollment. Thus the college faces paradoxical situation of operating on permanant non grant basis deviod of any government funds and functioning in rural area where students dont pay fees.

Despite the challenges, Shri Sharad Chandraji Pawar Senior College remains steadfast in its mission to provide quality education and opportunities for the rural youth, contributing to the region's socio-economic development and empowerment.

### **Vision**

Vision:

1. To empower underprivileged children in earthquake-affected areas through accessible and affordable higher education.
2. To become a beacon of learning, fostering holistic development and social upliftment in the community.

### **Mission**

Mission:

1. Provide quality higher education that is affordable and accessible to students from earthquake-affected regions.

2. Facilitate a conducive learning environment that nurtures academic excellence, character development, and community engagement.
3. Foster a culture of inclusivity, diversity, and equal opportunities for all, regardless of socio-economic backgrounds.
4. Empower students with knowledge, skills, and values that enable them to contribute meaningfully to society.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. **Comprehensive Curriculum Planning:** The college demonstrates meticulous planning in curriculum design and delivery, ensuring alignment with academic standards and student needs. The emphasis on Program Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) facilitates clarity and transparency in communicating learning objectives to students.
2. **Inclusive Education:** With a focus on catering to students from rural areas and reserved categories, the college promotes equitable access to higher education. A commitment to inclusivity is reflected in the enrollment percentage, reservation policies, and student-teacher ratio, fostering a supportive learning environment.
3. **Qualified Faculty and Teaching Methodologies:** The institution boasts a highly qualified faculty in their respective subjects, contributing to the quality of education imparted. Student-centric teaching methodologies, including experiential learning that enhance the teaching and learning experience.
4. **Community Engagement and Social Responsibility:** Through extension activities, environmental sustainability initiatives, and outreach programs, the college actively engages with the community, addressing societal challenges and promoting social cohesion. The Skip a Meal Initiative and celebrations of cultural diversity exemplify the institution's commitment to social responsibility.
5. **Transparent Evaluation Processes:** The college ensures fairness and efficiency in internal and external assessments, with transparent evaluation processes and a dedicated grievance redressal system. Regular feedback mechanisms and remedial classes support student progress and well-being.

### **Institutional Weakness**

1. **Limited Financial Resources:** The college faces challenges in resource mobilization and financial management, relying primarily on internal revenue sources. Zero government funding and lack of permanent affiliation pose constraints on infrastructure development and academic initiatives.
2. **Pass Percentage and Learning Outcomes:** Despite efforts to enhance learning outcomes, the pass percentage of students remains a concern, particularly among those from rural backgrounds. Further improvements are required to ensure academic success and holistic development.
3. **Technological Infrastructure:** While the college has made strides in IT infrastructure, including internet connectivity, there is scope for further upgrades to support digital learning and research activities.
4. **Research and Innovation:** While progress has been made in research and innovation initiatives, there is room for improvement in publications, patents, and industry collaborations. Enhancements in research ecosystems and innovation ecosystems are essential for fostering a culture of scholarly inquiry and

creativity.

5. Indoor Facilities and Amenities: The absence of indoor sports facilities and an auditorium limits the scope of extracurricular activities and cultural events, potentially impacting the overall student experience.

### **Institutional Opportunity**

1. Strategic Partnerships and Collaborations: The college has opportunities to explore collaboration with industry, academia, and government agencies to enhance research, innovation, and placement prospects for students.
2. Technology Integration and Digital Learning: Investing in technological infrastructure and digital learning resources can enrich the teaching and learning experience, promoting interactive and self-paced learning opportunities.
3. Capacity Building and Skill Enhancement: The college has opportunities to expand its capacity building programs and skill enhancement initiatives to equip students with the competencies required for employability and entrepreneurship in the current era.
4. Alumni Engagement and Fundraising: Strengthening alumni engagement initiatives and fundraising efforts can be opportunity to mobilize support for college development, scholarships, carrer guidance,promotion and outreach of he college.
5. Continuous Improvement and Accreditation: The college can pursue accreditation from recognized agencies and engage in quality assurance processes to benchmark against international standards, driving continuous improvement in all areas of institutional functioning.

### **Institutional Challenge**

1. Regulatory Changes and Policy Shifts: Changes in government policies, regulatory frameworks, and accreditation requirements pose challenges in compliance and adaptation for college like ours. It requires proactive measures and strategic planning.
2. Financial Sustainability: The college operates on a permanent non-grant basis, devoid of government funds. Relying primarily on student fees and management funds for sustenance, the institution faces financial instability, exacerbated by the fee sensitivity among students in the economically disadvantaged rural community.
3. Limited Infrastructure: The college began in humble surroundings, with initial infrastructure comprising tin sheds. Despite efforts to improve facilities, the institution still grapples with limited resources, hindering its ability to provide modern amenities conducive to effective teaching and learning.
4. Student Accessibility: Located in a rural area affected by the aftermath of the 1993 Killari earthquake, accessibility remains a significant challenge. Many students hail from remote villages, facing difficulties in commuting to the college due to inadequate transportation infrastructure and long distances.
5. Retention and Dropout Rates: The college struggles with student retention, especially among girls, primarily due to socio-economic factors and poverty. Financial constraints force many students,

particularly females, to abandon their midway. Additionally, societal norms often pressure girls into early marriage, compelling them to relocate and discontinue their studies. Moreover, inadequate infrastructure and resources further exacerbate the challenges, making it difficult for students to continue their education. The dropout rates are evident from the significant disparity between the number of students enrolled in the first year and those who successfully complete their final year.

6. Community Engagement and Support: Engaging the local community and garnering support for the college's initiatives pose ongoing challenges. Limited awareness about the importance of education, coupled with prevalent socio-cultural norms, sometimes impedes community involvement and cooperation in advancing the college's objectives.
7. Competition : Increased competition from well funded institutions pose challenges in enrollment management and student retention, highlighting the importance of differentiation and value proposition.
8. Technological Disruptions: Rapid advancements in technology and digitalization trends may disrupt traditional teaching models and necessitate investments in faculty training, curriculum redesign, and educational technologies.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Sharadchandraji Pawar College, affiliated with BAMU University, has implemented a meticulous approach to curriculum planning and delivery to ensure effective education. The process is overseen by the IQAC committee, led by the principal, which prepares a comprehensive academic calendar outlining important dates, class schedules, and assessment periods for the entire academic year. Regular meetings are held to evaluate the progress of the calendar and make necessary adjustments.

The institution offers a diverse range of certificate courses aimed at sensitizing students to various important issues such as gender, environment, soft skills, and employability. These courses supplement the regular curriculum and prepare students for real-world challenges.

Internal assessment plays a crucial role in evaluating students' progress, with a dedicated committee overseeing the process. Various assessment methods are employed, including theory papers, oral assessments, assignments, Project work and practical tasks. Results are transparently communicated to students.

The institution integrates crosscutting issues such as professional ethics, gender equality, human values, and environmental sustainability into the curriculum through both curricular and extracurricular activities. Initiatives such as establishing an Internal Complaint Committee for addressing gender-based discrimination, promoting environmental awareness through cleanliness drives, and imparting human values and professional ethics through circular teachings are notable efforts in this regard.

Furthermore, the college encourages students to undertake project work, fieldwork, and internships, with 42% of students participating in such activities. Feedback from students, teachers, and alumni is collected, analyzed, and acted upon, with actions communicated to relevant bodies and posted on the institutional website.

## **Teaching-learning and Evaluation**

Shri Sharadchandraji Pawar College Narangwadi has demonstrated a commitment to inclusive education by catering to students from rural areas, many of whom are first-generation learners. Over the last five years, the college has maintained an enrollment percentage of 56.67%, with a significant number of seats filled each year. However, there is room for improvement in the enrollment rate, particularly considering the potential impact of the rural earthquake-affected area's unique challenges on student access to higher education.

In terms of reserved categories, the college has filled 55.36% of seats against the earmarked categories, with a consistent number of actual students admitted from reserved categories over the last five years. This indicates a proactive effort to ensure equitable access to education for all students, in line with applicable reservation policies.

The student-teacher ratio stands at 16.2, reflecting a conducive learning environment where students receive personalized attention from faculty members. The majority of full-time teachers possess advanced qualifications, with 86.84% holding NET/SET/SLET or Ph.D. degrees. This indicates a high level of academic expertise among the teaching staff, contributing to the quality of education imparted at the college.

The teaching-learning process at the institution emphasizes student-centric methodologies, including experiential learning, participative learning, and problem-solving approaches.

The college has established transparent evaluation processes, ensuring fairness and efficiency in both internal and external assessments. A dedicated grievance redressal system facilitates timely resolution of student concerns related to examinations, contributing to a supportive academic atmosphere.

Despite these strengths, there is a need to address the pass percentage of students, which stands at 68.76% over the last five years. While this figure is above average, further efforts may be required to enhance student performance and learning outcomes, particularly considering the challenges faced by students from rural backgrounds. The implementation of the National Education Policy 2020 and a focus on ICT-based higher education are expected to contribute to improving learning outcomes in the future.

## **Research, Innovations and Extension**

College is committed toward research, innovation, and community engagement for academic excellence. While there have been limitations in certain areas considering the college has not got any funds from government and non government agencies, Shri Sharadchandraji Pawar College is actively striving to enhance its research ecosystem, foster innovation, and contribute meaningfully to societal development.

In terms of research, the institution has shown progress with 12 research papers published by faculty members in journals listed on the UGC CARE list over the past five years. Additionally, one book and one paper in national/international conference proceedings were published during this period. Although there is room for improvement, these achievements demonstrate a commitment to advancing knowledge and scholarship.

The college has also made efforts to promote innovation and awareness of Intellectual Property Rights (IPR)

through the conduct of eight workshops/seminars/conferences on Research Methodology, IPR, and entrepreneurship. While these initiatives have been beneficial, further enhancements in this area are being pursued to create a more conducive environment for innovation and technology transfer.

Regarding extension activities, the college has been actively engaged in community development initiatives, with a total of 25 programs conducted over the last five years. These activities have had a positive impact on the neighborhood community, sensitizing students to social issues and fostering their holistic development. Awards and recognitions received for these efforts underscore the effectiveness of the college's outreach programs and its commitment to addressing societal challenges.

In terms of collaboration, Shri Sharadchandraji Pawar College has established six functional MoUs/linkages with institutions and industries in India. These partnerships aim to facilitate internships, on-the-job training, project work, student/faculty exchange, and collaborative research, thereby enriching the learning experience and providing students with practical exposure to industry practices.

Looking ahead, the college is focused on continuous improvement and growth in all areas of research, innovation, and community engagement. Plans include further expanding research activities, strengthening partnerships with industry and academia, enhancing innovation ecosystems, and increasing the impact of extension activities. The college remains committed to delivering outcome-based education and providing students with opportunities for holistic development through strategic collaborations and initiatives. Planned visits to banks and the Spectra Milk Dairy are indicative of the institution's proactive approach to experiential learning and industry engagement.

### **Infrastructure and Learning Resources**

The institution has adequate infrastructure and facilities to support teaching, learning, and research activities. With a recent expansion project, including a new 12,000 square feet building, the college continues to enhance its physical facilities, comprising classrooms, laboratories, and ICT-enabled resources. While outdoor sports facilities are available, plans for indoor sports facilities and an auditorium may be considered in the future.

The library is partially automated using the KOHA library management software, facilitating efficient cataloging, circulation, and access to educational resources. IT infrastructure is regularly updated, with a recent upgrade to Jio Air Fiber 100 Mbps WiFi facilities, ensuring high-speed internet connectivity for faculty and students. The student-computer ratio stands at 27, indicating ample access to computer resources.

The institution allocates a significant percentage of its budget towards infrastructure development and maintenance, demonstrating a commitment to providing a conducive learning environment. Furthermore, student support services are prioritized, with various scholarships, freeships, and capacity development programs offered to enhance students' capabilities and career prospects.

The Alumni Association plays a vital role in the institution's development, contributing financially and offering support services. Alumni engagement initiatives include mentoring programs, career guidance, and sharing professional experiences with current students.

## **Student Support and Progression**

demonstrates a strong commitment to student support and progression through various initiatives aimed at enhancing students' capabilities, ensuring their well-being, and facilitating their career progression.

In the past five years, the institution has provided scholarships and freeships to approximately 48% of its students, benefiting a significant number across different academic years. This financial support, coupled with capacity development programs focusing on soft skills, language and communication skills, life skills, and ICT/computing skills, ensures holistic development among students.

Moreover, the college offers guidance for competitive examinations and career counseling to help students make informed decisions about their future. Nearly 32% of students have availed themselves of these services, receiving valuable assistance in navigating competitive exams and career pathways.

To address student grievances, including cases of sexual harassment and ragging, the institution implements statutory/regulatory guidelines, promotes awareness of policies with zero tolerance for such issues, and provides mechanisms for students to submit grievances online/offline. This comprehensive approach ensures a safe and supportive environment for all students, with timely redressal of grievances through appropriate committees.

In terms of student progression, the college has achieved a placement rate of approximately 26% for outgoing students, along with significant numbers progressing to higher education institutions. The institution maintains records of outgoing students placed in various companies or progressing to higher education, reflecting its commitment to tracking and supporting students' career pathways.

While the percentage of students qualifying in state/national/international level examinations may be relatively low, the institution continues to provide opportunities for student participation in sports and cultural activities. Although specific data on awards and medals are not provided, students have won five national awards, indicating their active involvement and achievements in extracurricular pursuits.

Furthermore, the registered Alumni Association plays a pivotal role in supporting the institution's development, contributing financially and offering valuable support services. Alumni engagement initiatives, including mentorship programs and career guidance sessions, enrich the college experience and facilitate students' transition into the professional world.

## **Governance, Leadership and Management**

Our College implements range of strategies to ensure quality assurance across various aspects of institutional functioning. The institution's vision and mission underscore a dedication to empowering underprivileged children in earthquake-affected areas through accessible and affordable higher education, while also aspiring to become a beacon of learning for holistic development and social upliftment in the community.

To realize these aspirations, the college has adopted a decentralized and participative governance model, ensuring that stakeholders at all levels are actively involved in decision-making processes. Participative management, led by the principal and supported by Heads of Departments and various committees, fosters inclusivity, innovation, and excellence. Committees focused on curriculum design, teaching methodologies,



assessment, extension activities, infrastructure development, and student support services ensure a well-rounded educational experience that meets the diverse needs of students.

In terms of strategy development and deployment, the institution effectively deploys its perspective plan and operates efficiently, as evidenced by its policies, administrative setup, appointment procedures, and service rules. The college has also implemented e-governance in various operational areas, including administration, finance and accounts, student admission and support, and examinations, enhancing efficiency and transparency.

Faculty empowerment strategies are prioritized, with a performance appraisal system in place to assess and promote excellence in teaching and learning. The institution provides welfare measures for both teaching and non-teaching staff, including financial support for attending conferences and workshops, paternity leave, and opportunities for career development and progression. Faculty development programs and professional training initiatives ensure continuous improvement and growth among staff members.

Financial management and resource mobilization pose unique challenges for the college, given its lack of permanent affiliation and government funding. However, the institution remains self-sustained, relying on internal revenue sources and personal contributions from management to bridge financial gaps. Regular internal and external audits ensure transparency and accountability in financial operations.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies and processes. Through periodic reviews, the IQAC ensures continuous improvement in teaching-learning processes, operational methodologies, and learning outcomes. Quality assurance initiatives include regular meetings of the IQAC, academic and administrative audits, collaborative quality initiatives, and participation in recognized rankings and accreditations.

### **Institutional Values and Best Practices**

Our College has made significant strides in promoting inclusivity, environmental sustainability, and social responsibility. Through various initiatives, the college has fostered a culture of tolerance, harmony, and awareness of constitutional obligations among its students and staff.

The college offers a certificate course on human rights, fundamental duties, and gender studies, providing participants with a deeper understanding of constitutional principles and social justice issues. Additionally, the Skip a Meal Initiative exemplifies the college's commitment to social responsibility, promoting compassion and solidarity by supporting underprivileged individuals.

Celebrations of communal, regional, and cultural days provide platforms for promoting diversity and interfaith dialogue, fostering mutual respect and understanding. Extension activities engage the community in promoting social cohesion, civic engagement, and environmental preservation.

Furthermore, the college has implemented waste management facilities and energy conservation measures, including the use of daylight and LED lights. Regular green audits and energy audits ensure the effectiveness of these initiatives, confirming the institution's commitment to environmental sustainability.

In summary, Shri Sharadchandraji Pawar Senior College in Narangwadi is dedicated to creating an inclusive,

environmentally sustainable, and socially responsible campus environment. Through its diverse range of initiatives and ongoing audits, the college continues to empower individuals to become agents of positive change in their communities and champions of inclusivity, tolerance, and environmental preservation.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHARADCHANDRAJI PAWAR SENIOR COLLEGE, NARANGWADI
Address	AT POST NARANGWADI TQ. OMERGA DIST. OSMANABAD 413606
City	Omerga
State	Maharashtra
Pin	413606
Website	<a href="http://sspsrcn.org.in">sspsrcn.org.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Ramakant Babanrao Gavhane	02475-255545	9403645798	-	sspsrcn2008@gmail.com
IQAC / CIQA coordinator	Ajinkya Diliprao Pawar	-	9403645798	-	jnkpwr@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Marathwada University	<a href="#">View Document</a>

**Details of UGC recognition**

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

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

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

**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT POST NARANGWADI TQ. OMERGA DIST. OSMANABAD 413606	Rural	1.02	1063.74

**2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,English,	36	HSC	English	360	211
UG	BA,Marathi,	36	HSC	Marathi	360	127
UG	BA,Hindi,	36	HSC	Hindi	360	169
UG	BA,History,	36	HSC	Marathi	360	51
UG	BA,Economics,	36	HSC	Marathi	360	29
UG	BA,Political Science,	36	HSC	Marathi	360	41
UG	BA,Public Administration,	36	HSC	Marathi	360	41
UG	BA,Sociology,	36	HSC	Marathi	360	41
UG	BA,Geography,	36	HSC	Marathi	360	30
UG	BSc,Mathematics,	36	HSC	English	300	76
UG	BSc,Botany,	36	HSC	English	300	86
UG	BSc,Chemistry,	36	HSC	English	300	163
UG	BSc,Physics,	36	HSC	English	300	76
UG	BSc,Zoology,	36	HSC	English	300	86

### **Position Details of Faculty & Staff in the College**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				25			
Recruited	0	0	0	0	0	0	0	0	5	0	0	5
Yet to Recruit	0				1				20			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				20			
Recruited	0	0	0	0	0	0	0	0	10	0	0	10
Yet to Recruit	0				0				10			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	7	1	0	8
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	5	2	0	7
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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		1	0	0	0

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



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	155	1	0	0	156
	Female	115	2	0	0	117
	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	33	31	20	22
	Female	18	15	12	12
	Others	0	0	0	0
ST	Male	0	2	2	3
	Female	0	0	3	3
	Others	0	0	0	0
OBC	Male	54	54	47	46
	Female	23	38	32	33
	Others	0	0	0	0
General	Male	108	74	64	68
	Female	106	83	53	56
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		342	297	233	243

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Shri Sharadchandraji Pawar Senior College in Narangwadi, a rural area, is preparing for the National Education Policy's (NEP) emphasis on multidisciplinary and interdisciplinary education by
---	--

	<p>adopting curriculum changes made by affiliated university. The college has added to its curriculum various courses, providing students with a holistic understanding of subjects. Through various teaching methods and collaborations, the college encourages students to explore connections between different fields of study, fostering critical thinking and problem-solving skills. The college has adopted curriculum changes made by affiliated university by adopting ability Enhancement Compulsory Courses, allowing students to enhance their learning paths and helping them in their career aspirations. To ensure students are well-prepared for the demands of the modern workforce, the college offers courses focusing on soft skills development and digital literacy. Furthermore, the college organizes extension activities that promote social awareness and responsibility among students, aligning with the NEP's vision of holistic development.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Shri Sharadchandraji Pawar Senior College Narangwadi is at the adopting to educational changes by embracing the Academic Bank of Credit (ABC). All students at the institution have opened ABC accounts, marking a significant stride towards aligning with modern educational paradigms. Over the last three years, the college has demonstrated its commitment to diverse skill development by offering 16 certificate courses. These courses not only enrich the academic experience but also contribute to the holistic development of students. Looking ahead, the institution is expecting to expand its repertoire of certificate courses, aiming to offer an even broader spectrum of learning opportunities. These additional courses will be seamlessly credited to students through the Academic Bank of Credit, creating a flexible and dynamic academic environment. The institution is actively exploring collaborations with industry experts, professionals, and research organizations to curate courses that align with emerging trends and demands. This forward-thinking approach ensures that students not only gain theoretical knowledge but also acquire practical skills that are relevant to the rapidly evolving job market. Planning to enroll student on Swayam, NPTEL and other platforms</p>
<p>3. Skill development:</p>	<p>Shri Sharadchandraji Pawar College is committed to empowering rural students and enhancing their</p>

	<p>employability through a comprehensive skills development program. Recognizing the evolving demands of the job market, the college is keen on imparting essential computer skills, including proficiency in MS Office applications such as Excel and PowerPoint, as well as the practical use of email and document creation tools. In addition to technical competencies, the college places a emphasis on soft skills development. Students are equipped with essential interpersonal communication skills, honing their abilities in resume writing, CV preparation, and report writing. These skills not only enhance their professional communication but also significantly contribute to their overall employability. The college recognizes the importance of financial literacy in the holistic development of its students. To this end, the curriculum includes modules on budgeting and financial planning. Furthermore, students are educated on the practical use of banking instruments such as cheques and demand drafts, ensuring they possess a foundational understanding of financial transactions crucial for both personal and professional life. By integrating these practical skills into the academic curriculum, Shri Sharadchandraji Pawar College aims to prepare rural students for the challenges of the contemporary workforce, creating a generation of well-rounded individuals ready to excel in various professional domains.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Departments such as the Department of Marathi and Hindi promote the Indian knowledge system through teaching Indian languages and culture. These departments organize various activities aimed at fostering an understanding and appreciation of Indian cultural aspects among students. Additionally, we actively participate in university-sponsored platforms such as Youth Festivals and celebrate festivals to promote and integrate art and culture. The National Service Scheme (NSS) Department organizes activities that instill values of Indian culture, while traditional days and cultural programs further enhance cultural immersion. Furthermore, courses like BA History, Political Science, and Sociology provide exclusive insights into Indian culture, philosophy, and traditions, ensuring a comprehensive understanding among students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Sharad Chandraji Pawar College is dedicated to providing outcome-based education, ensuring</p>

	<p>practical knowledge and real-world exposure for its students. In pursuit of this commitment, the college has forged strategic partnerships to enrich the learning experience. An MOU with Spectra Dairy Matola and Grameen bank, Narangwadi facilitates hands-on learning in the field of finance, offering students practical insights into banking operations. Collaborating with Param Skills for Employment empowers students with industry-specific skills, aligning their education with market demands. Recognizing the significance of computer literacy, the college has made MSCIT (Maharashtra State Certificate in Information Technology) compulsory, partnering with Shree Computer Narangawadi for enhanced computer operating skills. Additionally, organized visits to Bhausahab Birajdar Cooperative Sugar Mill provide students with firsthand exposure to industrial processes, fostering a holistic understanding of the agribusiness sector. These initiatives collectively contribute to SharadChandraji Pawar College's mission of preparing students for success in the dynamic professional landscape.</p>
<p>6. Distance education/online education:</p>	<p>Amid the Covid-19 pandemic, our college has adeptly transitioned to a blended form of teaching and learning, incorporating various online modes. We have successfully organized online International, National, and State Level Conferences, Seminars, and Workshops, ensuring academic continuity and fostering intellectual exchange. Additionally, we actively guide and motivate students to enhance their skills through online platforms such as Google, youtube, and Linkden online courses. We utilize WhatsApp groups and Zoom classes established during the pandemic to maintain close communication with our students. These platforms are utilized for disseminating notices, circulars, university updates, and other important information, ensuring seamless connectivity and effective communication with our student body.</p>

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, an Electoral Literacy Club (ELC) has been established in the college with the primary objective of promoting awareness among students about their</p>
---	---

	<p>Right to Vote as enshrined in the Constitution of India. The ELC facilitates the registration of eligible students onto the voter list, encourages active participation in the electoral process on polling day, and advocates for the importance of voting to strengthen democracy. Additionally, the club aims to instill values of responsible citizenship by educating students about the significance of electing the right candidates. Furthermore, it spreads awareness among new voters regarding the opportunities provided by the Election Commission of India for voter registration, emphasizing the importance of exercising this fundamental right to contribute to the democratic process.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the college has appointed a students' coordinator and coordinating faculty members for the Electoral Literacy Club (ELC), ensuring its functionality. The ELCs are actively engaged in organizing various activities related to the electoral process, benefiting students, faculty members, and the wider community. The ELC is representative in character, with members comprising both students and faculty. The appointed members for the ELC at our institute are as follows: Dr. R. B. Gavhane - Nodal Officer Mr. Dheeraj More - Student Representative Mr. Mahesh Pawar - Student Representative Mr. Nikhil Suryawanshi - Student Representative Ms. Sushma Ghante - Student Representative Ms. Hindavi Bhure - Student Representative These representatives collectively ensure the effective functioning of the ELC and facilitate various activities aimed at promoting electoral literacy and participation among students and the community.</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>Under the Electoral Literacy Club (ELC), the college has initiated various programs focused on election processes, voting rights, democracy, and the registration of students as electoral candidates. Additionally, the college organizes different programs centered around the Indian Constitution. Students and faculty actively participate in Voting Awareness Campaigns organized by the college. These initiatives aim to educate students about the significance of elections, their role in democracy, and the importance of exercising their voting rights. Through workshops, seminars, and interactive sessions, students are enlightened about electoral</p>

	<p>processes, including voter registration, voting procedures, and the responsibilities of citizens in a democratic society. Participation in Voting Awareness Campaigns enables students to actively engage with the electoral process and encourages them to register as voters. The college facilitates the registration of students in the electoral list, ensuring their inclusion in the democratic process and empowering them to contribute to nation-building through active participation in elections.</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>Students and faculty members actively contributed to the election process through various means: Participation in electoral Awareness Rallies to promote voter awareness and participation. Organizing registration camps for new voters to facilitate voter registration and inclusion in the electoral roll. Faculty members served as officers during Member of Legislative Assembly Elections, ensuring the smooth conduct and integrity of the electoral process. NSS students volunteered their services during the election process, assisting in voter education, polling station management, and other election-related activities. These collective efforts demonstrate the college's commitment to promoting democratic participation and civic engagement among its students and faculty.</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>The Electoral Literacy Club (ELC) and the college consistently organize programs aimed at creating awareness among students regarding voter registration. Through joint collaboration with the Tehsil Office, the ELC conducts 'New Voter Registration Programs' where the significance of voter registration in strengthening democracy is emphasized to students. During these programs, eligible students are provided with voter registration applications, which are filled out with the assistance of booth level officers and ELC members in the presence of the Tahsildar or Taluka Election Officer. These collaborative efforts ensure that all eligible students are registered in the voter list, thereby empowering them to exercise their democratic right to vote and actively participate in the electoral process.</p>

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
243	245	297	342	374
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 21

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	7	6	5	5

### 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
15.27	6.41	3.65	8.25	25.70

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>



## 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:**

Sharadchandraji Pawar College, affiliated with BAMU University, follows a systematic approach to ensure effective curriculum planning and delivery. The process begins with the IQAC committee, headed by the principal, preparing the academic calendar based on guidelines from the university. This calendar serves as a roadmap, outlining crucial dates, class schedules, and assessment periods throughout the academic year.

At the start and end of each semester, the IQAC committee, led by the principal, conducts meetings to assess the progress of the academic calendar. These gatherings help in evaluating the overall performance, identifying challenges, and making necessary adjustments for the optimal delivery of the curriculum.

To ensure a well-organized curriculum delivery, the IQAC committee focuses on various aspects. Departmental time tables are carefully crafted, distributing workloads efficiently within each department. Individual teacher timetables are established to streamline teaching schedules. Daily teaching reports, signed by the principal, contribute to monitoring and maintaining the quality of education.

To gauge the effectiveness of the curriculum, teachers submit syllabus completion reports to the principal at the end of each semester. This ensures that the academic content is covered as per the plan, and any necessary adjustments can be made for the subsequent semesters.

In addition to the regular curriculum, Sharadchandraji Pawar College offers certificate courses from the academic year 2018. These courses aim to sensitize students to crucial issues such as gender and the environment. Furthermore, the institution provides certificate courses designed to enhance soft skills, promoting employability among students.

The mode of teaching varies across faculties. Humanities faculties primarily rely on lecture-based methods, fostering a comprehensive understanding of the subjects. On the other hand, practical subjects like Chemistry, Physics, Zoology, and Botany incorporate hands-on experiences through practical sessions, enriching the learning process.

Internal assessment plays a vital role in evaluating students' progress. The academic calendar specifies the internal assessment schedule, and a dedicated committee oversees the process. The IQAC committee determines the methods for unit tests, which may include theory papers, oral assessments, assignment work, and practical tasks.

Results of assignments are not only recorded but also displayed and discussed with students. This transparent approach helps students understand their performance and areas for improvement. Additionally, the internal assessment committee identifies slow learners and plans remedial classes to provide targeted support.

In essence, Sharadchandraji Pawar College's approach to curriculum planning and delivery emphasizes collaboration, regular assessment, and adaptability. The institution's commitment to offering diverse certificate courses reflects its dedication to holistic education, preparing students not only academically but also for real-world challenges.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 16

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 38.37

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
125	104	00	168	179

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

Sharadchandraji Pawar College is dedicated to nurturing not only academic excellence but also instilling crucial values in its students, preparing them for a well-rounded and responsible life. The college places a strong emphasis on human values, professional ethics, gender issues, and environmental sustainability through both curricular and extracurricular activities.

In terms of gender issues, the college is proactive in creating a safe and inclusive environment. It has established an Internal Complaint Committee to address any concerns related to gender-based discrimination. The students are also educated about women's rights and the laws enacted for their protection. This initiative aims to foster awareness, sensitivity, and respect for gender equality within the campus community.

Addressing environmental sustainability, the college has taken significant steps to impart knowledge and encourage responsible practices. A certificate course on Sustainable Development Goals equips students with the understanding of global sustainability challenges. The college actively engages in cleanliness drives and sanitation awareness programs in the neighborhood, spreading the importance of maintaining a clean and healthy environment. Special events such as Earth Day and Environment Day are celebrated on campus to promote environmental consciousness. To combat plastic pollution, the college has implemented a policy banning single-use plastics and promotes waste segregation at the campus.

Human values form a cornerstone of the college's ethos. Through circular teachings, students are encouraged to embody values such as respect, democratic spirit, scientific temper, equality, justice, and empathy. These values go beyond academic learning, shaping students into responsible and compassionate individuals who contribute positively to society.

Professional ethics are instilled through circular teachings that emphasize integrity, transparency, accountability, and teamwork. These principles guide students not only in their academic pursuits but also in their future professional endeavors, preparing them to be ethical and responsible contributors to their respective fields.

In essence, Sharadchandraji Pawar College stands as an institution that goes beyond textbooks, nurturing holistic development by embedding values in its students. By addressing gender issues, promoting environmental sustainability, and emphasizing human values and professional ethics, the college ensures that its students are not just academically adept but also socially conscious, ethical, and environmentally

responsible individuals, ready to make a positive impact on the world.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 41.56

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

Response: 101

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 56.67

##### 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
93	126	112	173	176

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 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:** 48.73

##### 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
49	61	66	63	68

### 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
126	126	126	126	126

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 17.36

## 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:**

### 1. Student Centric Methods:

In fostering student-centric methods, academic plans are meticulously designed to cater to the diverse needs and learning styles of students. Various activities within the college environment are strategically organized, ensuring students feel at ease and engaged. The administration actively facilitates an open and accessible platform for students to address any doubts or concerns, fostering a conducive learning atmosphere. Integration of case studies relevant to students' lives is a key aspect of delivering content, making the material more relatable. Illustrations and special lectures further enhance comprehension, and the availability of teachers during office hours facilitates effective doubt resolution.

### 2. Experimental Learning:

Emphasizing an experimental approach to learning, field trips play a crucial role in exposing students to real-world applications of theoretical concepts. Field projects and hands-on practical sessions in subjects like chemistry, physics, zoology, and botany provide students with tangible experiences. Beyond the confines of traditional classrooms, visits to banks are planned to familiarize students with the practical use of banking tools, while trips to historical places offer insights into architecture and culture. This immersive learning style not only reinforces theoretical knowledge but also cultivates a deeper understanding of the subjects.

### 3. Participative Learning:

Participative learning is actively encouraged through dynamic methods such as group discussions, where students engage in collaborative dialogue. Group presentations allow for the synthesis and communication of ideas, fostering teamwork and effective communication skills. Follow-up questions from the class encourage active participation and critical thinking. Beyond the academic realm, students are involved in extracurricular activities, cultural programs, and the organization of celebrations for the birthdays of great personalities. These initiatives contribute to a holistic learning experience that extends beyond textbooks.

### 4. Use of ICT:

The integration of Information and Communication Technology (ICT) has become paramount, especially in the wake of challenges like the COVID-19 pandemic. Zoom lectures and online sessions provided continuity in education during such times. Lectures and study materials, including PDFs, are shared through widely used platforms like WhatsApp. Visual aids, such as PowerPoint presentations, and relevant YouTube links, enhance the teaching process. Educational movies projected in classrooms add an audio-visual dimension to learning, catering to diverse learning styles and preferences.

### 5. Problem Solving:

A key component of the learning experience involves cultivating problem-solving skills among students. They are presented with a variety of problems and challenges, which they are required to solve individually or collaboratively in group settings. This approach not only sharpens analytical thinking but also encourages teamwork and collaboration. The emphasis on problem-solving prepares students for real-world scenarios, where critical thinking and effective decision-making are crucial skills.



## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 54.41

#### 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
16	13	13	13	13

#### File Description

#### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[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:** 83.78

#### 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
11	5	5	5	5

#### File Description

#### Document

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

The mechanism of internal and external assessment at the college is characterized by transparency and efficiency, supported by a well-defined internal evaluation committee and a proactive grievance redressal system

**Internal Evaluation Committee:**

Every year, the college constitutes an Internal Evaluation Committee comprising representatives from the principal and Heads of Departments (HODs) of select departments. This committee is entrusted with well-defined functions related to the planning, coordination, and execution of internal assessments.

**Advance Notices and Communication:**

To ensure a smooth process, the principal issues notices well in advance to both staff members and the Internal Evaluation Committee. These notices outline the schedule for internal exams, aligning with the academic calendar. Simultaneously, students are informed through multiple channels, including class representatives, notice board displays, and WhatsApp messages disseminated by class representatives (CR).

**Transparent Assessment Methods:**

The method of assessment is made known to students well in advance. This transparency ensures that students are aware of the evaluation criteria, promoting a fair and equitable examination process.

**Grievance Redressal System:**

Recognizing the importance of addressing student concerns promptly, the college has established an Exam Grievance Redressal Cell. This cell is dedicated to fast-tracking and efficiently resolving grievances related to examinations. Students experiencing issues or disputes regarding their results or the assessment process can approach this cell for timely resolution.

**Communication on Result Issues:**

In cases where a student's results are reserved, the college employs an effective communication strategy. Notices and WhatsApp messages are promptly sent to the affected students through their class groups, ensuring they are aware of the situation. If a mistake is identified in the university's display of results, the college takes swift action by communicating the issue to the university after receiving complaints from

students.

#### Proactive Communication Channels:

Utilizing modern communication tools, the college ensures that students are well-informed. Notices, WhatsApp messages, and communication through class representatives not only disseminate critical information but also create a proactive channel for students to raise concerns and seek clarification.

#### Efficient Grievance Resolution:

The efficiency of the grievance redressal system is underlined by the timely resolution of issues. Whether it involves addressing mistakes in university results or resolving concerns raised by students, the college prioritizes a swift and efficient resolution process.

In conclusion, the college has established a transparent and efficient mechanism for internal and external assessment, supported by a dedicated Internal Evaluation Committee and a responsive grievance redressal system. This commitment to clarity, communication, and prompt resolution underscores the institution's dedication to ensuring a fair and supportive academic environment for its students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:

At our institution, we prioritize transparency and clarity in communicating the learning objectives of our programs. For both our Bachelor of Arts (BA) and Bachelor of Science (BSc) courses, we have established Program Outcomes (POs) and Course Outcomes (COs) which are readily accessible on our website.

The BA program is designed to equip students with a comprehensive understanding of the humanities and social sciences. Our POs for the BA program include fostering critical thinking skills, effective communication abilities, cultural appreciation, and ethical awareness. Each department within the BA program, such as History, Literature, and Sociology, has its own set of Programme Specific Outcomes (PSOs) tailored to the unique focus of that discipline.

Similarly, the BSc program emphasizes scientific inquiry and analytical reasoning. The POs for the BSc

program encompass developing problem-solving skills, quantitative reasoning, experimental design, and interdisciplinary collaboration. Departments within the BSc program, such as Biology, Chemistry, and Physics, delineate PSOs aligned with the specific goals of their respective fields.

Prior to the commencement of each semester, students are provided with detailed information regarding the Course Outcomes (COs) for every paper they will be undertaking. These COs outline the specific knowledge, skills, and competencies that students are expected to acquire by the end of each course. This information is not only communicated to students but is also prominently displayed on our website for easy reference.

By clearly articulating POs, PSOs, and COs, we aim to empower our students with a thorough understanding of the learning outcomes associated with their chosen programs and courses, facilitating their academic journey and enhancing their overall educational experience.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The evaluation of course outcomes (COs) and program outcomes (POs) at Shri Sharadchandraji Pawar College Narangwadi is a comprehensive process that encompasses various methods to ensure the attainment of desired learning outcomes. Here's an overview of the evaluation procedures:

### 1. Unit Tests and Seminar Assignments:

- One unit test and one seminar assignment are conducted in each semester, aligning questions with the COs of respective courses.
- Questions are framed to cover maximum COs, ensuring comprehensive assessment.
- Regular assessment through unit tests and assignments allows for continuous monitoring of student progress.

**2. Practical Examination:**

- For B.Sc. programs, both external and internal examiners are appointed to evaluate practical examinations.

- Outcome measurement is done in terms of marks based on evaluations by internal and external examiners.

**3. Project Evaluation and Comprehensive Viva-Voce Examination:**

- For B.A. programs, students are assigned projects following university guidelines, and external examiners evaluate them through viva-voce examinations.

- B.Sc. Courses, practical exam performance is assessed, and viva-voce is conducted during the examination.

**4. Assessment of Program Outcomes:**

- Program outcomes and program-specific outcomes are assessed using course outcomes of relevant courses through both direct and indirect methods.

**5. Feedback Mechanisms:**

- Feedback from students, teachers, alumni, and employers on curriculum, teaching, and learning is solicited and analyzed.

- Overall student performance in co-curricular and placement records, is considered to judge program or course outcomes.

These evaluation methods ensure assessment of student learning outcomes and program effectiveness. By aligning assessment practices with desired outcomes and regularly reviewing processes through the IQAC, Institute maintains a commitment to quality education and continuous improvement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 68.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	53	33	85	76

**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
76	76	69	90	120

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.85

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

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:**

While our college may not have a dedicated incubation center for research or an established Intellectual Property Rights (IPR) cell, we are actively working towards promoting innovation and integrating the Indian Knowledge System (IKS). Our efforts, although still in progress, aim to create an ecosystem conducive to the creation and transfer of knowledge and technology.

Despite the current limitations, our college provides valuable resources to support academic endeavors. With nine computers allocated for student use and six for staff members, students have access to digital tools and resources essential for their studies. Additionally, our high-speed wifi connectivity at 100 Mbps facilitates seamless access to online platforms and resources, promoting research and collaboration.

Our library serves as a cornerstone of learning and research, boasting a collection of 3000 books across various disciplines. Students and faculty members have access to a wealth of resources, including

subscriptions to five newspapers and free downloadable e-journals. These resources enrich the learning experience and provide avenues for exploration.

The scholarly commitment of our faculty members are evident in the publication of 14 research papers, highlighting our commitment to advancing knowledge and contributing to our respective fields. Furthermore, Dr. N.K. Kamble's book on health administration and AIDS awareness reflects our dedication to addressing societal issues through research and knowledge dissemination.

While our current facilities and initiatives may not fully meet all expectations, we are committed to continuous improvement. Plans are underway to establish a dedicated incubation center for research and to integrate IKS more effectively into the syllabus. Additionally, efforts are being made to strengthen initiatives related to IPR awareness and to further enhance our facilities and resources to better support knowledge creation and transfer.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:** 8

**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
2	2	0	2	2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** 0.48**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
1	1	0	3	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 0.05**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
0	0	1	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

Our College has conducted multiple of extension activities aimed at fostering community development and sensitizing students to pressing social issues. These initiatives have yielded significant impact on both the neighborhood community and the holistic development of students.

One of the primary focuses of these activities has been on cleanliness drives, which have been conducted in various locations such as primary hospitals, villages, and community centers. These drives have not only led to the physical improvement of these spaces but have also instilled a sense of responsibility and civic duty among students. By actively participating in these drives, students have gained firsthand experience in the importance of cleanliness and hygiene, which are essential for promoting public health and well-being.

Additionally, the college's involvement in initiatives like Unnat Bharat Abhiyan and Janjagruiti has contributed to raising awareness about rural development issues and empowering marginalized communities. Through these programs, students have been sensitized to the challenges faced by rural populations and have actively worked towards finding sustainable solutions to address them. Whether it's organizing health checkups, AIDS awareness rallies, or tree plantation drives, students have played a pivotal role in driving positive change in their communities.

Moreover, the college has been at the forefront of organizing various awareness campaigns on critical social issues such as AIDS prevention, anti-superstition, and sexual assault. By actively participating in these campaigns, students have not only raised awareness among community members but have also gained valuable insights into the complexities of these issues. This has helped in fostering empathy, compassion, and a deeper understanding of the diverse challenges faced by society.

Furthermore, the college's efforts in promoting environmental sustainability through tree cultivation activities and participatory rural appraisal have had a lasting impact on the ecosystem and the overall well-being of the community. By engaging in activities like tree plantation drives and animal health checkups, students have demonstrated their commitment to preserving the environment and promoting biodiversity.

Additionally, initiatives like paper bag training for women and vocational training programs in villages have empowered individuals with valuable skills and economic opportunities. By equipping women with training in bag and jewelry making, the college has contributed to their socio-economic empowerment and financial independence.

The extension activities conducted by Shri Sharadchandraji Pawar College have not only made a tangible difference in the lives of community members but have also played a crucial role in sensitizing students to pressing social issues. By actively engaging in these activities, students have emerged as responsible

citizens and compassionate leaders who are committed to creating a positive impact in their communities.

### 3.4.2

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

##### **Response:**

Shri Sharadchandraji Pawar College has been actively involved in various extension activities aimed at community development and social welfare. Through its initiatives, the college has received numerous awards and recognitions from government and government-recognized bodies. These accolades include commendation for cleanliness drives, tree plantation activities, cultivation efforts, and awareness programs on crucial issues like anti-superstition, basic education, and sexual assault awareness. Such recognition underscores the college's commitment to holistic development and its proactive role in addressing societal challenges.

**Z.P.P.S. School Savalsur:** Recognized for conducting a cleanliness drive at the school premises, highlighting the importance of hygiene and sanitation among students and staff members.

**Gram Panchayat Savalsur:** Acknowledged for village cleanliness, water conservation efforts (jal punarbharan), and organizing an anti-superstition program during the NSS camp. This recognition reflects a holistic approach towards community welfare and social reform initiatives.

**Z.P.P.S. School Matola:** Commended for organizing a cleanliness drive within the school premises, fostering a culture of cleanliness and environmental consciousness among students.

**Gram Panchayat Matola:** Recognized for tree plantation, cultivation activities, and maintaining cleanliness standards during the NSS camp. This award showcases a commitment to environmental sustainability and community beautification efforts.

**Z.P.P.S. School Narangwadi(West):** Acknowledged for maintaining cleanliness standards within the school premises, ensuring a conducive learning environment for students.

**Gram Panchayat Narangwadi:** Commended for conducting a cleanliness drive within the village, reflecting a collective effort towards community hygiene and sanitation.

**Gram Panchayat Bori:** Recognized for their participation in the Unnat Bharat Abhiyan, demonstrating a commitment to rural development and upliftment initiatives.

**Zilla Parishad Primary School Narangwadi:** Acknowledged for their efforts in promoting cleanliness and teaching basic mathematics to school children, contributing towards holistic education and skill development.

**Jayram Vidhyalaya, Narangwadi:** Commended for their tree plantation activities, contributing to environmental conservation and creating awareness among students about the importance of afforestation.

**Gram Panchayat Narangwadi:** Apart from cleanliness and tree plantation activities, additional efforts may have been recognized, such as community development projects, health awareness campaigns, or educational initiatives, on 25th March 2023.

**Gram Panchayat Narangwadi:** Recognized for organizing a Sexual Assault Awareness Day for women in the village, highlighting the importance of gender equality, women's safety, and community support mechanisms.

These awards and recognitions not only validate the efforts of the College but also serve as catalysts for further community engagement and development initiatives. Through collaborative efforts and sustained commitment, these entities continue to make significant contributions towards the betterment of society and the environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:** 25

**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
5	4	3	8	5

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>

### 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:** 8

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Our college is committed to provide necessary infrastructure facilities for desired teaching learning. Through its commitment to enhance its infrastructure and facilities, the college embarked on a construction project in 2021, resulting in the addition of a 12,000 square feet building.. This new structure further complements the existing facilities, reinforcing the institution's commitment to providing a conducive environment for teaching, learning, and research. With this expansion, the college continues to strive towards excellence in academic and extracurricular pursuits, fostering holistic development among its students and faculty members. As of now the college has following facilities

- The college currently possesses adequate infrastructure and facilities to support teaching and learning activities. This includes a total of 13 classrooms, providing ample space for conducting lectures and interactive sessions.
- In addition to classrooms, the college is equipped with three laboratories dedicated to chemistry, physics, and zoology. These laboratories are essential for conducting practical experiments and hands-on learning experiences for students. Furthermore, the college also has a botanical garden, which serves as a valuable resource for studying plant biology and ecology.
- The college has invested in ICT-enabled facilities to enhance the teaching-learning process. This includes 15 computers, with nine designated for student use. The availability of computers allows students to access digital resources, conduct research, and engage in online learning activities. Additionally, the college is equipped with three LCD screens and projectors, facilitating multimedia presentations and interactive teaching methods.
- To support administrative and academic functions, the college has installed essential office equipment such as two color scanners and printers. These devices enable efficient documentation and printing of academic materials, research papers, and administrative documents.
- In terms of infrastructure for cultural and sports activities, the college utilizes its 20,000 square feet ground for various outdoor sports such as kho kho, kabaddi, and volleyball. The spacious ground provides ample space for students to engage in physical activities and sports competitions.
- While the college currently lacks indoor sports facilities and a gymnasium, efforts are underway

to explore possibilities for future development. These facilities would further enhance the overall well-being of students and promote a healthy lifestyle.

- Similarly, the college does not have an auditorium at present. However, plans may be in place to construct one in the future to accommodate large gatherings, cultural events, and academic seminars.
- To manage and organize library resources efficiently, the college utilizes KOHA library management software. This software enables easy cataloging, circulation, and retrieval of library materials, enhancing the overall library experience for students and faculty members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 20.55

**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
00	.22090	00	00	11.96

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The library at our college has embraced technology by adopting the KOHA library management software, leading to a partial automation of its operations. This software plays a pivotal role in streamlining various tasks, enhancing efficiency, and offering an improved experience for both library staff and users.

The library manages a diverse collection of educational resources, comprising 3005 books, subscription to 2 print journals, Downloaded open access e-journals and access to Six newspapers . The control of these resources is facilitated through the KOHA software, which serves as the backbone for key library operations.

**1. Cataloging and Stock Maintenance:**

KOHA enables the library to maintain a detailed catalog of its resources. Books are systematically cataloged, ensuring accurate and accessible records. The software simplifies the process of adding new resources to the collection, a necessity that arises with changes in syllabus, demand from students and faculty, or other academic requirements. This dynamic cataloging capability ensures that the library's collection remains current and relevant.

**2. Access Register and User Records:**

The traditional access register has been replaced by KOHA, providing a more efficient means of tracking user interactions with library resources. Through the software, the library maintains user records, tracking borrowing history, return dates, and fines. This digital approach enhances accuracy and provides quick retrieval of user-related information when needed.

**3. Exchange of Books:**

KOHA facilitates the smooth process of book exchanges. When students or faculty return books, the software automatically updates the status, ensuring the availability of resources for other users. This feature helps in preventing discrepancies and optimizing the circulation, acquisition, classification process.

**4. Utilization for Educational Purposes:**

The library is a vital resource for students and faculty, offering a variety of materials to support academic endeavors. Users frequently access the library for previous years' question papers (PYQ), E-books (free downloaded), and e-research journals available for free download. The software enhances the accessibility of these resources, making it easier for users to locate and utilize them effectively.

**5. Reprography services:**

Recognizing the evolving needs of users, the library provides print and xerox facilities. Whether it's for academic research or simply obtaining a hard copy of digital materials, these facilities contribute to the



library's role as a versatile knowledge hub. KOHA ensures that any charges associated with these services are accurately recorded and managed.

6. Other services: The library offers a range of additional facilities and services, including Library OPAC for efficient resource search, a News-Paper clipping service for access to relevant articles, Current Awareness Service to stay updated on recent developments, and Open Access resources for unrestricted scholarly content dissemination, fostering academic excellence.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

The institution prioritizes the upkeep and enhancement of its IT facilities to ensure smooth functioning and effective communication. Essential amenities such as a comprehensive surveillance system, uninterrupted electrical power supply with UPS backup, and high-speed internet connectivity are provided to support various academic and administrative activities. Additionally, the college furnishes designed furniture for ergonomic comfort and installs anti-virus software to safeguard against cyber threats.

With a fleet of 15 computers and one laptop, all equipped with internet access and updated to the latest software versions, faculty and staff members can efficiently carry out their tasks. These devices are complemented by LCD facilities, enhancing multimedia presentations and interactive teaching methods. Faculty members utilize their skills for routine maintenance and minor repairs, while technical experts are engaged for major issues and replacements.

Regular measures such as periodic antivirus installations, computer formatting to address corrupt operating systems, and hardware upgrades ensure the optimal functioning and longevity of IT equipment. The installation of CCTV cameras further enhances security measures on campus.

The college's website serves as a vital platform for disseminating information and engaging with stakeholders. While the website is created, efforts are made to ensure its timely maintenance and updates to reflect the latest developments and announcements. The College recently upgraded to Jio Air Fiber 100 Mbps WiFi facilities in February 2024, earlier the college relied on three jio wifi routers for internet connectivity as no optical fiber services were available in remote area where college is located. This

signifies the institution's commitment to staying adapted of technological advancements and providing enhanced internet services to its stakeholders, despite being located in remote areas with limited optical fiber availability.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 27

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

**Response:** 9

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>

## 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:** 3.27

**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
.73	.23	0	0	.98

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:** 47.37

**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
66	106	180	130	229

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 0

**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
0	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>

## 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:** 32.32

**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
21	24	7	19	25

**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
50	53	33	85	76

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

**Percentage of students qualifying in state/national/ international level examinations during the last five years****Response: 1****5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	00	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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: 13****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
4	2	0	5	2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 3.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	4	3

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

The Alumni Association of Shri Sharadchandraji Pawar Senior College, Narangwadi, registered with The Office of the Deputy Commissioner, Osmanabad, plays a crucial role in the institution's development. Most alumni come from rural backgrounds, primarily farmers and laborers, with limited financial means. They deeply appreciate the opportunity the college provided for higher education, fostering a strong sense of gratitude and loyalty.

Alumni actively promote the college, serving as advocates and advisors to prospective students. Their guidance helps incoming students make informed decisions about their educational journey, contributing to increased admissions.

Alumni, now professionals in various fields, including education, government services, and multinational corporations, actively engage with the college community. They share their experiences, offer mentorship, and provide guidance to students through lectures, workshops, and career guidance programs.

Despite being in its early stages, the Alumni Association is committed to further enhancing its contributions. Plans include organizing sports events, memorial and guest lectures, workshops, and



providing intellectual support for students' holistic development. Their dedication reflects a shared commitment to the college's growth and the success of its students.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 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:**

The vision and mission of the college underscore a commitment to empowering underprivileged children in earthquake-affected areas through accessible and affordable higher education, while also aspiring to become a beacon of learning for holistic development and social upliftment in the community. To realize these aspirations, the institution's governance is strategically aimed at implementing its vision and mission, aligning with the principles outlined in the New Education Policy 2020.

#### Vision:

- 1.To empower underprivileged children in earthquake-affected areas through accessible and affordable higher education.
- 2.To become a beacon of learning, fostering holistic development and social upliftment in the community.

#### Mission:

- 1.Provide quality higher education that is affordable and accessible to students from earthquake-affected regions.
- 2.Facilitate a conducive learning environment that nurtures academic excellence, character development, and community engagement.
- 3.Foster a culture of inclusivity, diversity, and equal opportunities for all, regardless of socio-economic backgrounds.
- 4.Empower students with knowledge, skills, and values that enable them to contribute meaningfully to society.

Decentralised and Participative Institutional Governance

Participative management:At the helm of this educational institution, the principal assumes a leadership

role that extends beyond mere administrative duties. The principal is a guiding force, steering the college towards its academic and holistic development goals. Their strategic decisions set the tone for the institution's direction, fostering an environment that values inclusivity, innovation, and excellence.

HODs, as key stakeholders, contribute significantly to the decentralization model. Their responsibilities span departmental management, faculty coordination, and curriculum development. By empowering HODs with decision-making authority in their respective domains, the college ensures a more nuanced and responsive approach to academic matters. This decentralized structure allows for a more tailored educational experience, where departments can adapt swiftly to evolving pedagogical needs.

The functioning of various committees further amplifies the participative management ethos. Committees focused on curriculum design collaboratively shape academic programs, incorporating diverse perspectives to ensure a well-rounded education. Teaching methodologies are refined through committees, where faculty members actively engage in dialogue about best practices, ensuring a dynamic and responsive teaching environment.

In matters of learning evaluation, committees play a vital role in designing assessment methods that align with both academic standards and the evolving needs of the student body. This collaborative approach ensures a fair and comprehensive evaluation system that goes beyond traditional metrics.

Extension activities, a crucial component of holistic education, are orchestrated through committees that promote community engagement, cultural events, and extracurricular initiatives. This not only enriches the student experience but also strengthens the college's ties with the broader community.

Infrastructure development, a cornerstone for an effective learning environment, is managed through committees overseeing construction, maintenance, and technological advancements. This ensures that the college remains equipped with state-of-the-art facilities to support diverse academic pursuits.

Student support services are streamlined through committees dedicated to addressing students' academic, personal, and career-related needs. This participatory approach fosters a supportive ecosystem that nurtures students throughout their educational journey.

Decentralised governance empowers stakeholders at various levels, promoting transparency and accountability. It ensures that decisions are made collectively, enhancing the overall effectiveness of the institution's leadership and management.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

Effective administrative functioning is the backbone of any institution, and at the heart of this efficiency lie the meticulously crafted policies and procedures adopted by the college. These policies serve as guiding principles, ensuring smooth operations and fostering a conducive learning environment. Let's delve into the core components that contribute to the seamless administrative setup of Shri Sharadchandraji Pawar Senior College, Narangwadi.

**Policies and Procedures:**

The institution's commitment to effective administrative functions is evident through its comprehensive policies. The Admission Policy sets transparent criteria for student admissions, while Grading and Evaluation Procedures maintain academic standards. A robust Code of Conduct ensures a positive learning atmosphere, and Anti-Discrimination and Anti-Harassment policies underscore the commitment to a safe and respectful campus. Grievance Redressal policies, enforced by the anti-ragging cell, internal complaint committee, and grievance redressal cell, provide mechanisms for conflict resolution.

**Transparency and Accountability:**

To enhance transparency, the institution has established an RTI Committee, playing a pivotal role in promoting openness and accountability. This progressive step ensures that information flows seamlessly, fostering trust within the college community.

**Recruitment and Promotion:**

The recruitment and promotion processes adhere to guidelines set by UGC, the government of Maharashtra, and Dr. Babasaheb Marathwada University, Aurangabad. The institution abides by laws and ordinances, including the reservation policy laid down by the Government of Maharashtra.

**Administrative Setup:**

Backing these policies is a robust administrative setup comprising the Governing Body, College Development Committee, and purpose-specific committees. The Governing Body, consisting of 11 members with diverse backgrounds, spearheaded the establishment of the college in an earthquake-affected rural area. The College Development Committee, with 11 members, oversees various aspects, including infrastructure development, and is chaired by the President.

**Function Specific Committees and Cells:**

Day-to-day administration is facilitated by specialized committees such as the internal evaluation committee, SC/ST cell, RTI committee, grievance redressal committee, NSS, and anti-ragging committee. Each plays a crucial role in addressing specific needs and ensuring the smooth functioning of the institution.

S

Aligning with its vision, mission, and goals, the institution's strategic development plan encompasses various facets. Infrastructure upgrades, campus modernization through facility audits, waste management, and energy-saving initiatives are prioritized. Community outreach initiatives, including health awareness programs through NSS, collaborations via MoUs for faculty exchange, industry visits for experiential learning, gender empowerment through enrollment planning, and technological integration by establishing IT infrastructure contribute to an enriched teaching and learning experience.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The institution offers several employee benefits and facilities to ensure the well-being and satisfaction of its staff:

- Advance Against Salary for Staff: In cases of financial hardships or health emergencies, the institution provides advances against salary to its employees, offering immediate assistance during times of need.
- Fully Paid Maternity Leave: Adhering to government regulations, the institution grants female employees a fully paid maternity leave of 180 days, enabling them to focus on their health and family responsibilities without financial concerns.

- Encashment of Earned Leave at End of Service: Upon the conclusion of an employee's service, the institution allows for the encashment of earned leave, providing a financial benefit to staff members as they transition out of their roles.
- Medical Leave Facility to Staff: Following government guidelines, the institution offers medical leave facilities to its staff members, ensuring they receive necessary time off for health-related reasons without loss of pay.
- Paternity Leave: In alignment with government regulations, the institution provides paternal leave facilities to eligible staff members, acknowledging the importance of family support and bonding during significant life events.
- Faculty Appraisal System: The institution maintains a robust faculty appraisal system with the following objectives:
  - Assess and promote excellence in the teaching-learning process.
  - Continuously monitor instructional performance to meet the educational needs of students.
  - Provide a constructive framework for evaluating faculty performance, identifying areas of strength and areas for improvement.
  - Facilitate professional growth and development of faculty members.
- As part of the appraisal process, faculty members submit a self-appraisal form, which is reviewed and endorsed by the Head of the Department. Strengths and weaknesses are discussed orally by department heads and the institute head, providing constructive feedback for improvement. Scores from self-appraisal, along with recommendations, are considered by management for career advancement opportunities for faculty members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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: 0**

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

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

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>

### 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:** 5.88

**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
0	3	0	3	0

**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
13	13	13	13	13

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 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:

Sharadchandraji Pawar Senior College in Narangwadi faces unique challenges, lacking permanent affiliation to Dr. Babasaheb Marathwada University and the crucial recognition of 2(f) and 12(b). This absence deprives the college of government funding, placing the financial burden squarely on the shoulders of the institution. Without financial support from the government, the college primarily relies on revenue generated internally.

The main sources of revenue include admission fees collected from students and the annual disbursement of scholarships and freeship amounts from the government. These funds are essential for the day-to-day operations of the college, covering expenses such as faculty salaries, infrastructure maintenance, and academic resources.

However, the financial struggles persist, as the college grapples with a deficit. Remarkably, the college's management steps in to bridge this financial gap by utilizing personal funds. This commitment from the management underscores their dedication to sustaining the institution, ensuring its continued functioning despite the absence of external financial aid.

In essence, Sharadchandraji Pawar Senior College operates as a self-sustained entity, navigating the educational landscape without permanent university affiliation or government funds. The resilience and dedication of the college's management, who contribute from their own resources, serve as a testament to their commitment to providing education in Narangwadi. Despite financial challenges, the college remains a vital hub for learning, emphasizing the importance of community support and determination in the face of adversity.

Internal audits: The main or management must first approve all expenses. Any person or department



requesting permission submits a spending request that includes the specifications for the good or service. The principal assesses the need for the spending and determines whether it fits within the institution's capabilities and budget. The management is then informed of the expenditure and makes the final decision. For auditing purposes, both the head clerk and the junior clerk record every document.

External audit: Qualified Chartered accountant (CA) receives income and expense records from the college. The CA reviews financial statements and related documentation based on submissions. Every year, CA publishes a comprehensive audit report. The transparency and integrity of the college's financial operations are provided to the stakeholders, including the management, faculty, and regulatory organizations, through the external audit process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

The Internal Quality Assurance Cell (IQAC) at college plays a important role in institutionalizing quality assurance strategies and processes within an educational institution. Through its diligent efforts, the IQAC ensures that teaching-learning processes, operational methodologies, and learning outcomes are consistently reviewed and improved upon at periodic intervals. Here's a breakdown of how the IQAC contributes to maintaining quality assurance:

- **Periodic Qualified Staff Recruitment:** The IQAC through its guidance ensures that qualified staff members are hired. This involves scrutinizing candidates' credentials and ensuring they meet the standards set by the institution.
- **Professional Development of Faculties:** Continuous professional development is crucial for enhancing teaching quality. The IQAC facilitates various training programs, workshops, and seminars to empower faculty members with the latest teaching methodologies and subject knowledge.
- **Inspection of Physical Infrastructure:** The IQAC conducts regular inspections of physical infrastructure, including classrooms, laboratories, and other facilities essential for effective teaching and learning. Any deficiencies or areas requiring improvement are identified and addressed promptly.

- **Review of Admission Policies and Procedures:** Adherence to admission policies and compliance with regulatory requirements are crucial for maintaining institutional integrity. The IQAC ensures that admission processes are fair, transparent, and in line with established standards.
- **Assessment of Accreditation Standards:** The IQAC evaluates the institution's adherence to accreditation standards set by relevant accrediting bodies. This involves meticulous scrutiny of various aspects of institutional functioning to ensure alignment with accreditation criteria.
- **Curriculum Review and Design:** While the college is affiliated with BAMU university and follows its prescribed curriculum, the IQAC ensures that the institution has the flexibility to design certificate courses that are current, relevant, and aligned with industry needs. This involves periodic reviews and updates to ensure the curriculum remains responsive to changing market demands.
- **Evaluation of Library Resources:** The IQAC assesses the adequacy and relevance of library resources, including books, journals, and online databases. Necessary upgrades and subscriptions to e-journals and periodicals are made to ensure continuous access to information for students and faculty.
- **Student Support Services:** The IQAC plays a crucial role in enhancing student support services, including counseling, career guidance, and suggestions for certificate courses aimed at fostering students' overall development. These services are designed to cater to students' diverse needs and aspirations, ensuring they receive comprehensive support throughout their academic journey.

The IQAC's multifaceted approach to quality assurance encompasses various aspects of institutional functioning, ranging from faculty development to infrastructure maintenance and student support services. Through its proactive efforts, the IQAC ensures that the institution remains committed to excellence in education and continuously strives for improvement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

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

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

such as NAAC, NBA etc.

**Response:** B. Any 3 of the above

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

## 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:**

Shri Sharadchandrajji Pawar Senior College in Narangwadi is committed to fostering gender equity and inclusivity on campus. The College has initiated a comprehensive process involving systematically reviewing all aspects of the college's policies, practices, and culture through a gender lens. The audit will access areas such as admissions, curriculum, faculty and staff composition, support services, and campus safety to identify existing gender disparities, biases, and areas for improvement. The findings of the gender audit will serve as a valuable resource for developing targeted interventions and implementing meaningful changes that promote gender equality and sensitivity across the campus.

The College takes significant strides towards promoting gender equity and sensitization across its campus. Recognizing the importance of addressing gender-related issues within both curricular and co-curricular activities, the college implemented a range of measures aimed at fostering a more inclusive and supportive environment.

Within the academic sphere, the college introduced a certificate course on gender studies, providing students with the opportunity to delve deeper into the complexities of gender dynamics and inequality. Additionally, various workshops and lectures were organized on a regular basis, covering a wide range of topics related to gender equity and sensitization. These initiatives aimed to educate students and faculty members alike, fostering a greater understanding and awareness of gender-related issues.

Furthermore, the college took concrete steps to ensure the provision of facilities conducive to the well-being and safety of all students. This included the establishment of dedicated ladies' rooms, providing a comfortable and secure space for female students. Moreover, the institution formed an internal complaint committee tasked with addressing any grievances related to harassment or discrimination, thereby offering a safe and confidential reporting mechanism for students to voice their concerns.

In terms of governance and representation, the college made concerted efforts to ensure the participation and inclusion of female students in various committees and decision-making processes. By actively involving women in these spaces, the college aimed to amplify their voices and perspectives, thereby promoting greater gender equity within the institution.

The college has made progress in promoting gender equity and sensitization on its campus. By embedding these values into both its academic offerings and campus culture, the college has taken

significant strides towards creating a more inclusive and supportive environment for all its students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:** D.1 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>

### 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:**

Shri Sharadchandraji Pawar Senior College is Committed for inclusivity, fostering an environment of tolerance, harmony, and awareness of constitutional obligations among its students and employees. Through Various initiatives encompassing academic courses, social initiatives, and extension activities, the college endeavors to promote cultural, regional, linguistic, communal, and socioeconomic diversity while sensitizing its community members to their rights, duties, and responsibilities as citizens.

**1. Certificate Course on Human Rights, Fundamental Duties, and Gender Studies:**

The college offers a comprehensive certificate course aimed at educating students and employees about human rights, fundamental duties, and gender studies. Through structured coursework, interactive sessions, and experiential learning opportunities, participants gain a deeper understanding of constitutional principles, ethical considerations, and social justice issues. This initiative not only enhances awareness but also equips individuals with the knowledge and skills necessary to advocate for equality and justice in society.

**2. Skip a Meal Initiative:**

The Skip a Meal Initiative, where students and staff voluntarily skip one meal every Saturday and contribute the cost towards supporting underprivileged individuals, exemplifies the college's commitment to social responsibility and empathy. By fostering a culture of altruism and solidarity, this initiative promotes compassion, generosity, and collective action towards addressing socioeconomic disparities and fostering inclusivity.

**3. Celebration of Various Communal, Regional, and Cultural Days:**

The college actively celebrates and commemorates various communal, regional, and cultural days, such as Marathwada Mukti Sangram, Jayanti of visionaries like Dr. Babasaheb Ambedkar, Mahatma Gandhi, Sant Ghadge Baba, Sant Tukdoji Maharaj, and others. These celebrations serve as platforms for promoting diversity, cultural exchange, and interfaith dialogue, thereby fostering mutual respect, understanding, and appreciation for different cultures, traditions, and ideologies.

**4. Extension Activities:**

Through extension activities, the college engages with the community to promote social cohesion, civic engagement, and awareness of constitutional values. These activities may include outreach programs, community service projects, and awareness campaigns focused on issues related to human rights, gender equality, environmental sustainability, and civic participation. By actively involving students and employees in community-based initiatives, the college cultivates a sense of civic responsibility and encourages active citizenship.

The institutional efforts towards providing an inclusive environment and sensitization have had a profound impact on the college community and beyond. Students and employees have become more

aware, empathetic, and socially responsible, actively contributing to initiatives that promote tolerance, harmony, and justice. Thus by integrating academic courses, social initiatives, and extension activities, the college empowers individuals to become agents of positive change in their communities and champions of inclusivity and tolerance in society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

Skip a Meal Initiative: Supporting Tuljabhavani Orphanage and Disabled Children Hostel, Ekurgawadi

2. Objectives of the Practice:

- To encourage students and staff to contribute towards social welfare by skipping one meal every Saturday.
- To provide financial support to Tulja Bhavani Orphanage and Disabled Children hostel.
- To instill a sense of empathy and social responsibility among the college community.

3. The Context:

In August 2022, Shri Sharadchandraji Pawar Senior College introduced the Skip a Meal Initiative to address the needs of underprivileged children at Tuljabhawani Orphanage and those with disabilities in the local community. Recognizing the importance of giving back to society, the college sought to leverage the collective effort of students and staff to make a meaningful impact on the lives of those less fortunate.

4. The Practice:

Every Saturday, students and staff members voluntarily skip one meal and contribute Rs. 30, the cost of the skipped meal, towards supporting Tuljabhavani Orphanage and Disabled Children. The initiative operates on a voluntary basis, with participants encouraged to donate the equivalent of one meal's worth of money. The college facilitates the collection of funds and ensures their timely transfer to the

designated beneficiaries.

#### 5. Evidence of Success:

The Skip a Meal Initiative has been highly successful in achieving its objectives and making a positive impact on the community. Evidence of success includes:

- Consistent participation from both students and staff members since the inception of the initiative.
- Regular donations collected and transferred to Tuljabhawani Orphanage and Disabled Children, providing crucial financial support for their needs.
- Increased awareness and sensitivity among the college community towards the plight of underprivileged children and individuals with disabilities.
- Recognition and appreciation from the beneficiaries and the wider community for the college's efforts in promoting social welfare.

#### 6. Problems Encountered and Resources Required:

The implementation of the Skip a Meal Initiative has encountered minimal problems, primarily related to logistical coordination and communication. However, these challenges have been effectively addressed through the following resources:

- Coordination and support from college administration to facilitate the collection and transfer of donations.
- Active involvement of student volunteers and staff members in promoting and sustaining the initiative.
- Continued collaboration with Tuljabhawani Orphanage and Disabled Children to ensure the effective utilization of donated funds and address any specific needs or challenges.

#### Best Practice 2: Free Bus Service for Girl Students

##### 1. Title of the Best Practice:

Free Bus Service for Girl Students: Promoting Access to Education

##### 2. Objectives of the Practice:

- To facilitate access to education for girl students residing in remote areas by providing free transportation to and from college.
- To reduce barriers to education and promote gender equality in higher education.



- To ensure the safety and security of girl students during their commute to college.

### 3. The Context:

Since the inception of Shri Sharadchandraji Pawar Senior College, the institution has been committed to promoting access to education, particularly for marginalized and underserved populations. Recognizing the challenges faced by girl students in accessing higher education, especially in rural areas, the college initiated the Free Bus Service to Narangwadi Naichakur route.

### 4. The Practice:

The college provides a free bus service exclusively for girl students residing along the Narangwadi Naichakur route. Prior to the introduction of the bus service, girl students faced difficulties in commuting to college, often relying on rented autos or shared vehicles. The college identified this transportation barrier and took proactive steps to address it by offering a safe and convenient mode of transportation to and from college.

### 5. Evidence of Success:

The Free Bus Service for Girl Students has proven to be highly successful in achieving its objectives and improving access to education for marginalized communities. Evidence of success includes:

- Increased enrollment and retention of girl students from remote areas, with approximately 25-27 students utilizing the bus service annually.
- Positive feedback from students and their families regarding the convenience and safety provided by the bus service.
- Improved academic performance and participation among girl students, resulting from reduced stress and logistical challenges associated with transportation.
- Recognition and accolades from local authorities and community members for the college's commitment to promoting education and gender equality.

### 6. Problems Encountered and Resources Required:

The implementation of the Free Bus Service for Girl Students has encountered minimal problems, primarily related to logistical coordination and maintenance of the bus fleet. However, these challenges have been effectively addressed through the following resources:

- Allocation of financial resources for the operation and maintenance of the bus service, including fuel, driver salaries, and vehicle upkeep.
- Collaboration with local transport authorities and government agencies to ensure compliance with regulations and safety standards.

- Regular monitoring and evaluation of the bus service to address any issues or concerns raised by students or stakeholders and make necessary improvements.

In conclusion, both the Skip a Meal Initiative and the Free Bus Service for Girl Students exemplify Shri Sharadchandraji Pawar Senior College's commitment to social responsibility and inclusive education. These best practices demonstrate the college's proactive approach in addressing societal challenges and creating a conducive learning environment for all students, irrespective of their background or circumstances. Through continued dedication and collaboration, the college endeavors to further enhance its impact and contribute to the holistic development of the community.

## 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:**

Shri Sharadchandraji Pawar Senior College stands as a pivotal institution within a 20-kilometer radius of rural Maharashtra, symbolizing a transformative shift in the educational landscape and community dynamics. Once faced with the exodus of students seeking educational opportunities in urban centers, especially for MPSC and UPSC exam preparation, the college has emerged as a beacon of hope, empowering local youths and revitalizing the region's socio-economic fabric.

During the unprecedented challenges posed by the COVID-19 lockdown, an extraordinary transformation unfolded within the rural landscape of Maharashtra, where Shri Sharadchandraji Pawar Senior College stands as the solitary beacon of educational excellence within a 20-kilometer radius. Historically, graduates, particularly those aspiring for competitive exams like MPSC and UPSC, felt compelled to migrate to urban centers such as Pune or Mumbai in pursuit of better educational resources. However, the COVID-19 lockdown instigated a paradigm shift, leading many graduates to reconsider their educational trajectories.

The closure of urban educational institutes and the imposition of travel restrictions prompted a significant number of graduates to return to their villages, seeking refuge and educational opportunities closer to home. In response to this emergent trend, Shri Sharadchandraji Pawar Senior College revamped its reading room facilities, transforming them into vibrant hubs of learning and scholarly engagement. What was once a haven primarily for enrolled students evolved into a communal space, attracting not only graduates but also non-students eager to access educational resources.

This renaissance of rural education heralded a broader societal transformation, as villages, once

characterized by social malaise and economic stagnation, began to burgeon into vibrant centers of learning and intellectual pursuit. The college's strategic investment in its reading room infrastructure, coupled with its unwavering commitment to fostering a culture of academic excellence, has not only mitigated the brain drain from rural to urban areas but has also sparked a renaissance of rural intellectualism.

In addition to its educational impact, the establishment of Shri Sharadchandraji Pawar Senior College has catalyzed a remarkable revitalization of the local economy. In 2008, the surrounding area hosted a modest cluster of 11 shops. However, with the influx of students and faculty, coupled with increased footfall from neighboring villages, the local marketplace has experienced exponential growth, now boasting over 100 shops. This economic resurgence underscores the transformative power of education as a catalyst for socio-economic development.

Moreover, the college's role in combating social ills, such as addiction and intoxication, cannot be overstated. The erstwhile prevalence of vices within the rural community has been supplanted by a culture of enlightenment and empowerment, as students and villagers alike converge in pursuit of knowledge and personal growth. The reading room, once merely a space for academic endeavors, has emerged as a sanctuary for intellectual discourse and communal upliftment.

Despite these remarkable achievements, several challenges persist on the path to inclusive rural education. Ensuring the sustainability of the college's reading room initiative necessitates continuous investment in infrastructure, staff training, and technological upgrades. Additionally, efforts must be made to bridge the digital divide and ensure equitable access to online resources for all students, particularly those from marginalized communities.

Looking ahead, Shri Sharadchandraji Pawar Senior College remains steadfast in its commitment to expanding its outreach and enhancing the quality of education provided to students. By fostering collaborations with government agencies, non-profit organizations, and industry partners, the college aspires to create a holistic ecosystem that nurtures talent, fosters innovation, and catalyzes socio-economic development at the grassroots level.

The transformation of Shri Sharadchandraji Pawar Senior College's reading room epitomizes the power of education to effect positive change within rural communities. By prioritizing the needs of its students and leveraging technology to bridge geographical barriers, the college has redefined the paradigm of rural education. As students from diverse backgrounds converge in pursuit of knowledge and excellence, the college emerges as a beacon of hope, empowerment, and opportunity for generations to come.

## 5. CONCLUSION

---

### **Additional Information :**

Shri Sharadchandraji Pawar College embarked on its educational journey from humble beginnings, starting in a simple tin shed. Despite limited resources and infrastructure, the institution's founders envisioned a place of learning that would empower the youth of Narangwadi and surrounding areas. The decision to establish a non-granted college in a rural village like Narangwadi was not merely an economic one but a profound commitment to giving back to the community and providing access to quality education for all.

Over the years, the college has evolved and expanded its facilities, programs, and outreach efforts. From its modest beginnings, it has grown into a thriving educational institution that serves as a beacon of hope and opportunity for the local community. Despite the challenges posed by limited financial resources and geographical constraints, the college has remained steadfast in its mission to provide affordable and accessible higher education to students from diverse backgrounds.

Looking ahead, the college is poised to embark on the next phase of its journey by pursuing accreditation. Accreditation serves as a validation of the institution's commitment to quality and excellence in education. By undergoing the accreditation process, Shri Sharadchandraji Pawar College aims to benchmark itself against established standards of academic rigor, infrastructure, and student support services. Accreditation will not only enhance the college's reputation but also open up avenues for collaboration, funding, and academic partnerships.

### **Concluding Remarks :**

Shri Sharadchandraji Pawar College, Narangwadi, exemplifies the transformative power of education and the spirit of community service. From its humble beginnings in a tin shed to its current status as a thriving educational institution, the college has come a long way in fulfilling its mission of empowering the youth and fostering social upliftment.

As the college looks to the future, it remains committed to its founding principles of inclusivity, excellence, and social responsibility. By pursuing accreditation and continuing to innovate and adapt to changing needs, Shri Sharadchandraji Pawar College is well-positioned to chart a course of continued growth and impact. Through its unwavering dedication to serving the community and providing quality education, the college will continue to be a catalyst for positive change in the lives of its students and the broader society.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><b>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</b></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>125</td> <td>104</td> <td>00</td> <td>168</td> <td>178</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>125</td> <td>104</td> <td>00</td> <td>168</td> <td>179</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	125	104	00	168	178	2022-23	2021-22	2020-21	2019-20	2018-19	125	104	00	168	179
2022-23	2021-22	2020-21	2019-20	2018-19																	
125	104	00	168	178																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
125	104	00	168	179																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 102</p> <p>Answer after DVV Verification: 101</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
2.1.2	<p><b>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</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></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>49</td> <td>61</td> <td>66</td> <td>66</td> <td>68</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	49	61	66	66	68	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
49	61	66	66	68																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

49	61	66	63	68
----	----	----	----	----

**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
112	112	112	112	112

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
126	126	126	126	126

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	13	13	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	13	13	13

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	53	33	85	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	53	33	85	76

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	76	69	90	120

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
76	76	69	90	120

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	4	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	3	5

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	.53844	00	00	11.96

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	.22090	00	00	11.96

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

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

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

Answer before DVV Verification:



2022-23	2021-22	2020-21	2019-20	2018-19
.43	.32	.50	.31	4.71

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
.73	.23	0	0	.98

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
80	106	181	118	230

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66	106	180	130	229

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
83	99	27	161	117

Answer After DVV Verification :

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

Remark : As per the revised data and provided supporting document is not opening, Based on that DVV input is recommended.

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	28	9	13	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	24	7	19	25

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	85	33	53	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	53	33	85	76

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	1	00	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	00	1

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	2	5	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	0	5	2

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

**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
9	3	1	7	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	4	3

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

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

6.3.3 ***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
1	12	0	13	9

Answer After DVV Verification :

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

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
8	13	13	13	13

Answer After DVV Verification :

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

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

7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. <b>Alternate sources of energy and energy conservation measures</b></li> <li>2. <b>Management of the various types of degradable and nondegradable waste</b></li> <li>3. <b>Water conservation</b></li> <li>4. <b>Green campus initiatives</b></li> <li>5. <b>Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environment audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus initiatives</b></li> <li>4. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1592 986 1704"> <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>243</td> <td>233</td> <td>297</td> <td>342</td> <td>375</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1787 986 1899"> <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>243</td> <td>245</td> <td>297</td> <td>342</td> <td>374</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	243	233	297	342	375	2022-23	2021-22	2020-21	2019-20	2018-19	243	245	297	342	374
2022-23	2021-22	2020-21	2019-20	2018-19																	
243	233	297	342	375																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
243	245	297	342	374																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 23 Answer after DVV Verification : 21</p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	7	6	5	5

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	7	6	5	5

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
15.27	6.41	3.65	8.31	25.70

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.27	6.41	3.65	8.25	25.70