



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**KATRUWAR ARTS, RATANLAL KABRA SCIENCE AND
B. R. MANTRI COMMERCE COLLEGE**

**BY PASS ROAD, NEAR BUS STAND, NATIONAL HIGHWAY 61, MANWAT, DIST
PARBHANI**

431505

www.kkmcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Parbhani, a district of Marathwada region, is predominant by backward not only in economic but also in socially and cultural aspects. It was a part and parcel of erstwhile Nizam's State. The main stay of the people of this region is agriculture. Living under such stressful conditions people could not afford to send their wards to cities for higher education. Hence, the people of the town proper and surrounding villages decided to establish a college to cater to the educational needs of the poor and the studious students of the taluka. By taking into consideration all this matter, under the chairmanship of the Late Hon. S. G. Nakhate (Ex-MLA and Ex-State Minister for Transport), the traders, farmers and educationally cautious people came together to establish the PathriTalukaShikshanPrasarakMandal in 1971, which runs the Katruwar Arts, RatanlalKabra Science and B.R. Mantri Commerce College since 1972. Our Education Society and Trust PathriTalukaShikshanPrasarakMandal was established and registered in 1972 under the Provisions of the Societies Registration Act 1860 and the Bombay Public Trust Act 1950. It was really a difficult task to establish an educational institute in the backward town like Manwath(then TalukaPathri District Parbhani).Recently, Manwath has been declared as a separate Taluka by the State of Maharashtra. However, the PathariTalukaShikshanPrasarakMandalhas extended its wings by adding one Primary Marathi Medium School, one Primary English Medium School, two High Schools, two Junior Colleges, one HSC Vocational unit and one Pharmacy College.

Vision

Selfless service to the society and nation without any return.

Mission

- To pursue and bring the rural masses into main stream of the society
- To develop rural students to face challenges of future and make them responsible citizen of India
- Excellence in education
- To inculcate scientific attitude

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1) Institutional Strength:

1. Well-qualified, committed and competent teaching faculty having research acumen.
2. Learning-resources for students through well-equipped library and ICT-enabled teaching learning facilities and resources.
3. Adequate facilities such as indoor stadium, running track and gymnasium for all the stakeholders to develop sport culture in the campus.
4. Boys 'and Girls' Hostels for the students who cannot afford private rents.

5. Availability of Cooperative Society for the financial requirements of the staff.
6. More than ten state and university level prizes to college annual 'Manavta'.
7. Coordination among the Management, the teaching and the non-teaching staff.
8. Fear free and ethical examination conduction system.
9. Collaborations with academic institutions/NGOs/industries/business firms/training institutes.
10. Introduction of Value-added/Skill-enhancement Certificate courses.
11. Consideration of social responsibility through various NSS activities.
12. Twenty-two acres sprawling green campus with adequate infrastructural facilities.

Institutional Weakness

2) Institutional Weakness

1. Traditional courses are becoming less attractive and less job generating that result into poor classroom attendance.
2. Limited financial resources causing obstacles in the overall progress.
3. Lack of industrial opportunities for placement.
4. Large number of vacancies of teaching and non-teaching positions.

Institutional Opportunity

3) Institutional Opportunity

1. Encouraging faculty members to undertake community-based research with the help of external funding agencies.
2. Availability of more avenues in the field of communication and soft skills to all the students of the College.
3. Scope for learning through community work under NSS and Community Education Centre.
4. Enhance the involvement of alumni for organization of quality practices.
5. Introduction of career-oriented courses to cater jobs for the students.
6. Sustaining ecological consciousness among the students with a positive consideration of their rural background.
7. Imparting industry knowledge among the students through actual industrial visits in the vicinity.

Institutional Challenge

4) Institutional Challenge

1. Limited scope for an extensive co-curricular and extracurricular activities due to exam-centric pattern.

2. Emerging alternatives in the vicinity for the students.
3. Struggle to establish a link between lab and land.
4. Revenue generation to match growth and development.
5. Managing qualitative teaching-learning with inadequate fulltime staff and dependency on teachers appointed on clock hour basis.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1) Curricular Aspects

1. The Curriculum design in an affiliated college is, in fact, the matter of compliance yet an action plan is being deployed for the effective delivery of the curriculum prescribed.
2. The teaching plans are put to practice and are further reviewed, periodically. Though the College has limited scope in designing the curriculum, some of our teaching faculty have been part of the system in the capacity of BoS members of Swami Ramanand Teerth Marathwada University, Nanded, co-opted members in other universities and Syllabus Drafting Committee member on autonomous college board.
3. The other teaching faculty have indirectly contributed in formulating the syllabi by taking part in the workshops and seminars conducted by the University. The College has, conducted University Level workshops, during the assessment period, on framing/restructuring the syllabi in Zoology and Physics that recorded rich deliberations.
4. The Institution offers diversity and flexibility to learners within its academic and geographical constraints. It has introduced 5 (Five) Value-added/Skill-Enhancement Certificate Courses for the promotion of employability skills among students apart from these courses Skill Enhancement Courses in various subjects have been introduced by the affiliated university to impart professional ethics and life values among the students. The regular and the add-on courses that we offer are perfectly in tune with the Goals and Objectives of the College. The unique feature of the College is in designing Code of Conduct and Professional Ethics for the Stakeholders and giving wide publicity on its website, for promoting values and a sense of responsibility among the stakeholders. The College has developed a healthy but robust feedback mechanism, which not only obtains feedback from stakeholders, but timely analyses the responses and the due action is taken and communicated to the relevant bodies.

Teaching-learning and Evaluation

2) Teaching-learning and Evaluation

1. As the College is situated in the rural area, admissions are made on the basis of the first-come-first-served, taking into consideration the reservation policy of the Government of Maharashtra. The objective of the institute has been to elaborate the network of higher education to the rural and backward classes. More than 50% of the students admitted in B.A., nearly 60% in B.Com. and B.Sc. belong to the SC/ST/OBC/Minority classes and girl students are about 55%. After the first-come-first-served got admitted; it is found that the grades they achieved in the qualifying exam, 12th class, do not match their competence levels. To bridge such gap the College has devised various ways like 'Mentor-mentee Scheme' and 'Counselling Cell' for a meaningful and result-oriented teaching-learning activity. The College works for serving the students from different backgrounds and abilities and make them

successful in academics as well as in other extra-curricular activities, by engaging them in higher order thinking and investigation. We believe in a frequent and positive interaction with the students on and off the campus. Apart from the traditional face-to-face classroom-teaching, the College has promoted ICT-based participative/experiential learning, field-studies, seminars, and projects. A few examples are field tours arranged by the department of Zoology, industry visits arranged by department of Commerce, Language Lab visit and excursions by other departments and frequent participation of students in research festivals like Avishkar.

2. The effective co-curricular activities like subject-based wall-papers, participation in poster competition, Social Science Forum, Sahitya Abhyas Mandal, Commerce Forum and Science Association have been conducted for the students to enrich the learning experience of the students. One of the significant features of the College is Book Club activity conducted by the department of English to enhance reading culture. It has been conducted since January 2019. It's You Tube Channel was started from May,01,2020. On the other hand, celebration of National Science Day through Science Association enhances interest for science among the students.
3. Teaching-learning activity has been made effective and documentary as teachers prepare Teaching plans (Diary and DTR) for the effective delivery of the course component. The College has competent teaching faculty, as almost 100% of the them have obtained Ph.D. The professional development of faculty members is being registered through their participation in online/offline faculty development/training/skill-enhancement programmes. It shows their concern for professional knowledge and adaptation of the modern technology-based education, in other words, blended learning.

Research, Innovations and Extension

3) Research, Innovations and Extension

1. The Authority has made the campus academic atmosphere conducive for the continuous and qualitative research. As a result, 21 out of 22 full-time faculty have Ph.D. and around 50% of them are research supervisors, who have, so far, successfully guided more than fifteen scholars. The teaching faculty have been actively engaged in research, five Research Projects have been completed successfully, four of which are Minor Research Projects of UGC and one other is sanctioned by affiliated university. Hundred percent of our teachers have been publishing books and research articles in the reputed/UGC-CARE/WoS/SCOPUS International / National / State level journals. The faculty, during the assessment year, has published about --- research papers and about -- articles in books. Associateship of IAS, Shimla and Research Award to the faculty members are among the noteworthy mentions. Two faculty members are BoS members, one is on faculty board whereas another is on Syllabus Drafting Committee. To promote research interest among the students; they have been encouraged to participate in research festivals like Avishkar, organized by SRTM University, Nanded. One of the bright aspects of the College is that it has signed more than thirty MOUs with the academic institutions, NGOs, business firms/industries for student/faculty exchange, collaborative research, on-job training and project work. KKMCM regularly organizes extension activities/outreach programmes with an active participation from the students and the staff, promoting College-neighbourhood-community network through NSS. The students have been sensitized on social issues like gender-equality, child-marriages, stress management, religious harmony, blood-donation, road-safety, voter-awareness, sustainable-environment, etc.

Infrastructure and Learning Resources

4) Infrastructure and Learning Resources

1. The College has adequate infrastructure and physical facilities to conduct teaching-learning, cultural, and sports activities. The provision of infrastructural facilities for the promotion of curricular and extracurricular activities has been made in the Master Plan. The College campus has spread over 22 acres of land with a clear earmarking for administration, teaching-learning, play-ground, Indoor Stadium, 400 metres track, garden, canteen, parking-shed and boys' and girls' hostel. The College building-structure has four visible wings: A-wing (administrative); B-wing (classrooms, science departments and laboratories); C-wing (Arts departments, Library, Reading Hall) and D-wing (Indoor Stadium, Girls Hostel and Gym). There are 61 halls in all, available on campus, which accommodates classrooms, laboratories, department cabins, activity rooms, the Principal and IQAC office, offices, library and reading rooms, gym, indoor sports room, canteen, etc.
2. Apart from the general tree plantation on campus, the College has developed three distinct garden areas; **Miyawaki** (6000 sq. feet), **Medicinal Garden** (9000 sq. feet) and **General Garden** (5000 sq. feet) whereas ground-spaces are available for 09 games like Basketball, Handball, Volley-ball, kabaddi, kho-kho, long jump, shotput, javelin and running track as far Sports facilities.
3. The College, for the last five years, has acquired a Cloud Library System (CLS). The office and the library are automated. The office automation works on the software called 'master Soft ERP Solutions Pvt. Ltd.' and the Library has Liebman (version 2.0) software, the barcoding system is in use. The College regularly subscribes to the N-List facility which provides on-line access to -- e-journal and--e-books. It has got online catalogue system called OPAC. The book-bank facility has also been provided. The library, at present, has more than 46000 books and around 1815 bound volumes of journals. There are eight separate reading rooms provided for boys, girls and the staff.
4. As a matter of energy conservation, **the solar system (25kw batteries)** has been installed five years back on the roof of B-wing. The campus has been brought under the surveillance of 37 CCTV cameras and the campus is made Wi-Fi-enabled.

Student Support and Progression

5) Student Support and Progression

1. The College management maintains its coordination and consideration with the students through formation of committees monitoring 'Student Affairs'. The committees like Competitive Examination Cell, Student Counselling Cell, Mentor- Mentee Scheme, and Student Grievance Redressal Cell have made a positive impact on the life of students.
2. **Career Guidance and Placement Cell**, in a college like us, offering traditional courses in Arts-Commerce- Science, has made great stride in providing employment to the needy. The Cell has succeeded in providing placement for few students in the last couple of years in prestigious business firms.
3. The College Prospectus contains information about its profile and on the goals and objectives of the College, admission regulations, fee structure, refund policy, incentives, teaching faculty and student amenities available on campus. Students are informed well in advance about financial assistance available from the Government and other agencies in the form of scholarships, free ships and cash prizes through its Best Practice i.e. Katariya Prizes.
4. In the stressful arena, academic and personal counselling becomes pivotal help for students in

overcoming the hurdles for the successful completion of their under graduate programmes. The extra-curricular activities like sports and cultural activities may provide boost in overcoming the difficult situations and may be useful for the holistic development of students. The college provides healthy culture for sports, by the result, more than 100 students have excelled at the University/IUT/National level games during the assessment period including the two years' of Covid-19 pandemic.

5. The College has an alumni association named, **KKM College Alumni Association, Manwat**, registered under the Societies Registration Act, 1860. The association has made substantial contribution to the Book-bank. The interaction of the Association with the College and students is a continuous one in the non-monetary services like they provide necessary information on PG studies and donate possible amount to the associations' account.
6. The alumni show readiness in strengthening the 'Best Practices' and institutional social activities.

Governance, Leadership and Management

6) Governance, Leadership and Management

1. KKMCM is run by Pathri Taluka Shikshan Prasarak Mandal, Manwat. The policies, recruitment and monitoring of the internal mechanisms have been observed by it. The College Development Committee (CDC) is a statutory committee, duly constituted as per the provisions made in the Maharashtra Public Universities Act 2016.
2. The College has prepared Institutional Perspective Plan, with wide consultations of both, the internal and external stakeholders, which is a comprehensive policy document consisting the policies of governance, the resource management, infrastructure and human resources procurement, training, etc. The Management believes in the decentralization of the power- two Vice-Principals, Co-ordinator, IQAC and the OS, assist the Principal in channelizing regular work and maintaining communication. The College has constituted more than twenty functional committees, which are reflective of and are in tune with the vision and mission of the institution.
3. The IQAC is more active in promoting quality and maintenance of standards in curricular, co-curricular and extra-curricular activities. It reviews at regular intervals, the teaching-learning process. The IQAC prepares the Action Plan and presents a factual Action Taken Report to the Management at the end of every year.
4. The financial audit, internal as well as external, is done regularly by the department, Chartered Accountant and the Senior Government Auditor and at random by auditors from AG Office, Nagpur. The non-salary grant for general maintenance, has been stopped completely by the State Govt., and even the UGC has stopped releasing developmental grant for the last six years or so. Hence, we have to depend upon the Management for financial assistance.
5. The Management provides financial support to its teaching and non-teaching staff for attending seminars/workshops/training to some extent. Performance appraisal system for both, the teaching and non-teaching staff is in place and increments and promotions are awarded on time. The College Management is pro-employee, in nature, which implements various welfare measures for them. It has allowed its employees to form a Cooperative credit society, which provides financial security to its members.

Institutional Values and Best Practices

7) Institutional Values and Best Practices

1. Any institute cannot maintain healthy atmosphere without organization of promotional activities inside the campus. On the other hand, the College inculcates the spirit of civic responsibilities among its stakeholders, through community service programmes.
2. The College responds the emerging challenges and pressing issues such as gender-equity, environmental issues and promotes institutional values of inclusiveness, ethics, tolerance and harmony towards communal, cultural and socio-economic issues. The '**Code of Conduct and Professional Ethics for the Internal Stakeholders**', aims at fortification and nurturing of professional values which include integrity, honesty, transparency, commitment, etc. The 'Preamble of the Indian Constitution' is displayed prominently on campus.
3. The College has initiated Gender-Audit, to assess the role and participation of women in various institutional activities. It has succeeded in making the campus ragging-free, and free from sexual harassment. The policy document states grievance redressal mechanism, process for making complaints, conducting enquiry, internal redressal, punishment and compensation.
4. The Women Empowerment Cell has been regularly conducting awareness programmes on gender-sensitization and on the themes like prevention of child marriage, prevention of child-sexual-abuse and undertakes actual surveys. The College has provided separate room for girls and the Sanitary-Napkin-Vending and Destruction Machines are provided in the toilets.
5. It is a matter of pride to place on record that the College has developed Two Best Practices: 1) Katariya and Other Prizes Distribution Ceremony 2) College Annual 'Manavta'. These two practices have been in force from a considerable period of time. The first practice i.e. Katariya and Other Prizes Distribution Ceremony has a helping hand for meritorious students as they obtain cash prizes on the basis of their merit in examination. The practice is being fortified with the help of donors in the region. The second practice i.e. College Annual 'Manavta'. It is fortified through articles contributed by the students. Significant social topic related with the region is chosen every year to compile the issue. It has more than ten prizes on record of State and University level.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KATRUWAR ARTS, RATANLAL KABRA SCIENCE AND B. R. MANTRI COMMERCE COLLEGE
Address	BY PASS ROAD, NEAR BUS STAND,NATIONAL HIGHWAY 61,MANWAT,DIST PARBHANI
City	Manwat
State	Maharashtra
Pin	431505
Website	www.kkmcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	BHASKAR S MUNDE	02451-240535	9850694955	-	principalkkmcm@gmail.com
IQAC / CIQA coordinator	DURGESH B RAVANDE	02451-240087	9860110142	-	durgeshravande@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-06-1972	View Document
12B of UGC	15-06-1972	View Document

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BY PASS ROAD, NEAR BUS STAND,NATIONAL HIGHWAY 61,MANWAT,DIST PARBHANI	Rural	22	2884.02

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English Marathi Hindi History Sociology Political Science Economics,	36	H SC	Marathi	460	236
UG	BCom,Com merce,	36	H SC	Marathi	360	188
UG	BSc,Physics Chemistry Mathematics Botany Zoology Computer Science,	36	HSC	English	360	83
PG	MCom,Com merce P G,	36	Degree	Marathi	160	125

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	5				5				19			
Recruited	4	1	0	5	5	0	0	5	10	2	0	12
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						36
Recruited	13		0		0	13
Yet to Recruit						23
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				29
Recruited	19	3	0	22
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	4	0	0	10	2	0	21
M.Phil.	1	0	0	0	0	0	2	0	0	3
PG	4	1	0	5	0	0	10	2	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	9		1		
	9		1		10

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

Self Study Report of KATRUWAR ARTS, RATANLAL KABRA SCIENCE AND B. R. MANTRI COMMERCE
COLLEGE

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	170	0	0	0	170
	Female	337	0	0	0	337
	Others	0	0	0	0	0
PG	Male	47	0	0	0	47
	Female	78	0	0	0	78
	Others	0	0	0	0	0
Certificate / Awareness	Male	10	0	0	0	10
	Female	54	0	0	0	54
	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	65	77	107	83
	Female	70	62	75	74
	Others	0	0	0	0
ST	Male	3	5	5	2
	Female	2	1	3	1
	Others	0	0	0	0
OBC	Male	122	161	170	149
	Female	172	176	202	181
	Others	0	0	0	0
General	Male	101	138	164	182
	Female	206	235	280	274
	Others	0	0	0	0
Others	Male	5	3	0	0
	Female	28	16	0	0
	Others	0	0	0	0
Total		774	874	1006	946

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>As our institute is an affiliated college; affiliated to Swami Ramanand Teerth Marathwada University ,Nanded, it has no academic as well as evaluative autonomy. Hence, very little left in our hands, except strictly adhering to the Academic plan given by the affiliating university. The state Govt. of Maharashtra has decided to implement NEP 2020 from the Academic year 2024 - 2025 in the affiliated UG Colleges. Our institution is already a multidisciplinary one offering courses under Arts, Commerce and Science. The management has already established a Pharmacy College in the campus to transform into a holistic multidisciplinary institution, in other words we are planning to</p>
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	<p>integrate humanities commerce and management science with Medicine. As we don't have autonomy, the details of programs with combination are yet to be finalized. The curricular framework prepared by the state level committee for the affiliated UG colleges does include credit-based courses as projects in the areas of community engagement, environment education and value-based education. After conducting research, the Institute has developed two best practices: 'one of them is an outcome of multidisciplinary research to find out solutions to social problems. We are happy to place on record that some of the practices developed by the institution even before NEP-2020 are preferred in tune with NEP-2020 policies.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic bank of credits (ABC): Though the state government has taken categorical decision to implement NEP-2020 curricular framework from the academic year 2024-2025. The University has already guided affiliated colleges to establish nodal centre for registration of Academic Bank of Credit (ABC) from the last year. i. e. 2022-2023. We have already appointed Dr. Sandip Rathod as the coordinator of ABC, who is being entrusted responsibility of guiding students to open accounts in the ABC. He has already conducted two workshops to aware the students. The Institution has permitted its learners to avail the benefits of credit transfer. However, it hasn't come to the reality for UG students. The university currently has extended this benefit to PG students only. The institution believes in the development through collaboration. We have so far entered into more than thirty MOUs and the Management has further taken a decision to establish collaborations with local industries, like Amul Dairy and Raghvendra Jining Factory. The institution is an affiliated one in nature and our faculties except a couple of BOS members, don't get an opportunity to design the curriculum. However, the institution has introduced five value added/skilled-based courses at the institution level, where the faculties are encouraged to design their own curriculum and pedagogical approaches within approved framework, including text books, reading materials, assignments and assessments. The institution, on the guidelines of the University, has made it compulsory for all the students of UG to open an account in the National</p>

	<p>ABC, at the time of admission itself from the current academic year, to create an awareness among the students and get them ready for the NEP-2020, to be implemented from next academic year</p>
<p>3. Skill development:</p>	<p>The institution has always believed to strengthen the vocational education and soft skills of students. The College plans to offer P2E courses to the students of the college as a part of skill development.in collaboration with Zeeshan Education Welfare Society an NGO, which has been approved as a training partner of Skill India, New Delhi to equip the students with the necessary skills. It offers more than sixty courses, out of which we plan to offer ten skill based courses. It also offers placement services for the Skill trend. The institution is already conducting the Skill Enhancement Courses (SEC) as designed by affiliating university from Semester III to VI in all UG programs of Humanities, Commerce and Sciences. In addition to SRTM University's Skill enhancement courses (SEC) and Zeeshan Education Welfare Society's Skill-based courses, our faculties have designed five skill-based Certificate Courses. 1. Certificate Course in Marathi Grammar 2. Certificate Course in Communication Skills 3. Certificate Course in Hindi Grammar 4 Certificate Course in Preparations for Competitive Exams 5 Soft Skills and students have been encouraged to opt NPTEL courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>It elaborates our efforts in appropriating integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): The college offers B.A., B.Com. and B.Sc. The B.Sc. course is offered in English medium, Even though the curriculum prescribed by the University does not have any scope for integration of Indian Knowledge System (IKS), the development in humanities have been conducting study trips to ancient temples and other places of importance, to make the students aware of the ancient Indian knowledge system. The curriculum framework for the implementation of NEP-2020 from the next Academic year 2024-2025 does include a 08-credit course Indian Knowledge System (IKS).</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Focus on Outcome based education (OBE): One of the silent features of NEP 2020 is the focus on outcome-based education in which students' needs</p>

	<p>and requirements are taken care of, in other words it is learner-centric approach. The focus is to facilitate learners' ability to acquire knowledge and autonomy given to the teachers. The university academic bodies, for the last couple of years, have been clearly designing the Course Outcomes (Cos), the Scores Specific Outcomes (SPOs) and Programs Outcomes (POS), instead of mere outlining of course objectives. Focus has been shifted from course objectives to course outcomes. Implementing continuous comprehensive assessment add skills, which includes formative and summative assessment. The measures taken by the affiliating university are definitely in favour of transforming its curriculum towards Outcome-Based Education (OBE), however the teaching learning and evaluation processes practiced at the institution already do focus on OBE. The institution gives wide publicity to the Program Outcomes and Course Outcomes by publishing them on its website.</p>
<p>6. Distance education/online education:</p>	<p>Distance education/online education: The outbreak of deadly pandemic COVID-19 has driven all the educational institutes to rethink its strategies of delivering methods. Except one or two courses online on SWAYAM platform, the method of transmission of curriculum was entirely offline. But the COVID-19 pandemic prevented people from physical meeting. The entire syllabus for about one and half year or so had been taught online, which resulted into realization that online education can be beneficial. In view of either non-availability of quality teachers or a large number of vacancies in the colleges and in universities made way for the online education. The NEP-2020 has recommended blended learning, allowed up to 40% of the curriculum, to be delivered through online education. The college has developed three IT-based classrooms for smooth delivery of education. The institution is already prepared, especially during COVID-19 pandemic situation as 100% teaching learning process was done through different online modes like Zoom, Google-meet, YouTube Channel, etc. Learners who can't go for the formal schooling are further provided with facilities of distance learning. The college management has introduced M.A. English. in the distance mode through Yashwantrao Chavan Maharashtra Open University, from the year 2016 - 2017. The centre has</p>

been running UG courses through YCMOU from a considerable period of time.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>1) Whether Electoral Literacy Club (ELC) has been set up in the College? Yes, the college has set up the "Electoral Literacy Club". Yes Sr.No Name of the Member Designation 1 Dr.P S Landge (Assistant professor) Nodal officer 2 Vidhi Munda (B.A.T.Y.) Campus Ambassador 3 Payal Waghmare (B.Com.F.Y) Campus Ambassador 4 Atul D Chavan (B A T Y) Member 5 Yogesh V. Honde (B A S Y) Member 6 Neha M Panzade (B A S Y) Member 7 Pradip V Tupsamudre (B A T Y) Member 8 Geeta A Bhagyawant (B A F Y) Member 9 Tejaswini B Wakle (B Com F Y) Member 10 Mayawati B Wakle (B Com F Y) Member 11 Keshav K Lahane (BA T Y) Member 12 Chanchal L Raut (B A S Y) Member</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 ELC Members are appointed by the college and they are quite functional. The club is very much functional under the 'Nodal Officer' and it works in coordination with the NSS unit. The student coordinators are motivated to create electoral awareness.</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>Democracy Fortnight was celebrated between 27 Jan-10 Feb 2019. The club has conducted programmes to sensitize students on their electoral rights and familiarize them with the electoral process of registration and voting. National Voters Day celebration on 25th January is a regular practice. We make students and staff take voter's pledge.</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>The NSS student volunteers have conducted surveys in the village adopted for Special camp. The projects, surveys, awareness drives, creating content, publications highlighting their contribution for advancing democratic values and participation in electoral processes, have been actually organized. department of Political Science regularly conducts</p>

	awareness programmes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The initiatives taken by the club can be summarised as: a) Registration of new voters b) National Voters Day celebration (25th January) c) Distribution of voters ID cards d) Organization of Awareness Programmes e) Voters pledge f) Poster presentations, other Competitions in the campus

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
774	874	1006	946	932

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

2 Teachers

2.1

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

Response: 23

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

2.2

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

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

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
42.33	27.63	31.51	24.61	28.83

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The College ensures an effective curriculum planning and delivery through well-planned and documented process including designing its own academic calendar based on the academic calendar of affiliated university. It is affiliated to Swami Ramanand Teerth Marathwada University, Nanded and offers three undergraduate courses: B.A., B.Com. and B.Sc. and one PG course i.e. M.Com. in CBCS mode. As our college is predominantly a teaching unit, it has to depend on the University for its academic and administration processes. The curriculum at the University is designed by respective BOS and circulated among all its stake holders. The curriculum is revised once in every three years and the University organizes workshops for the teachers for effective implementation of the syllabi.

The IQAC takes necessary initiatives in preparing the academic calendar based on the University-given academic calendar, adding some significant curricular, co-curricular and extra-curricular activities, accommodating teaching-learning and continuous internal assessment. After finalizing institutional academic calendar, departmental meetings are conducted by heads of departments, in which the semester teaching plans are made, papers are distributed among teachers to the extent of workload sanctioned by the State Government. The college practices a 'healthy' tradition of publishing the Prospectus, which is given to the students along with the admission form. The prospectus contains information on the curriculum prescribed, Subject grouping, paper titles, the time-frame, etc. The heads of departments are entrusted with the job of finalizing departmental time table in consultation with their colleagues. Review meetings are conducted at regular intervals, first at the departmental level (monthly) and later by the IQAC (mid-term and end-term), to assess the status of teaching-learning process which is recorded in daily-teaching-report (DTR).

Even though the college and the faculty have no role whatsoever in designing the curriculum, some of our faculty however, have participated in the curriculum preparation as the members of the Board of Studies and have contributed as content developers.

The college strives to fulfil the need of skill based courses through value-added/skill-enhancement courses for the students and the curriculum is designed and developed by the faculty of our college, seeking help from the external experts wherever necessary..

Besides traditional classroom teaching methods, teachers also use experiential, participative, problem solving and ICT-based teaching-learning methods. Experiential learning for the students, through internships, projects, and field trips, proved an effective delivery method.. After the introduction of CBCS, two major changes in examination system have taken place, the first one – standardization of examinations with an increased internal assessment component, 'the continuous and comprehensive

assessment' has been introduced. For an effective internal assessment, the College has developed its own CCA booklet and given to the students who are expected to use it for continuous assessment like unit-tests, seminars, tutorials, etc. In this way, the process of continuous internal assessment has been well-documented.

The second major change took place, is 'switching over from numerical marking system to grading system'. Now the University awards grades (CGPA) in the place of percentage.

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

1.2 Academic Flexibility

1.2.1

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

Response: 07

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

1.2.2

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

Response: 5.05

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
64	44	17	16	88

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The College effectively implements the curriculum given by the University. It has made valid attempts to integrate the issues relevant to professional ethics, human values, gender, etc. into the co-curricular and extra-curricular activities. The College has uploaded Code of Conduct and Professional Ethics for the Internal Stakeholders 'document on website, for the development of students into responsible citizens of the country.. 'Environmental Studies' is mandatory for the final year degree students, who are expected to submit a project report for the successful completion of the course. The college regularly organizes socially relevant outreach programmes so that the students learn to engage with socio-cultural issues in a constructive manner.

Skill-enhancement Courses are offered within and across the departments, to help students critically examine issues related to gender, environment, ethics, etc. The college follows the curriculum wherein several undergraduate programs in the Science and Humanities, covering crosscutting issues relevant to gender, environment sustainability, human values and professional ethics.

The College runs some useful certificate courses to inculcate professional ethics and human values among students, viz., Communication Skills, Soft Skills, etc. Strengthening its commitment to the community, KKMCM signed MOUs with various Colleges, NGOs, Skill-development/Vocational institutes and business firms to enrich curricular processes towards quality enhancement. The college has carefully developed its infrastructure so as to prioritize the conservation of the environment.

Programmes on Gender Sensitization

- 1) National Workshop on the occasion of Savitribai Phule Birth Anniversary (3/1/2019)
- 2) National Webinar on COVID-19 and Mental Condition of Women (8/03/2021)
- 3) National Webinar on Gender Sensitization (27/11/2021)
- 4) Organization of various competitions on the occasion of International Women's Day (8/3/2022)
- 5) Workshop on Yoga and Meditation for Women's Health (8/3/2022)
- 6) Interactive Session on Health Girl Students (17/8/2022)
- 7) National Webinar on Gender Sensitization (20.09.2022)
- 8). World Women's Day Programme (08.03. 2023.)
- 9) A guest lecture on Woman Empowerment (12-12-2019)
- 10) International Women's Day Celebration (8-3-2020)
- 11) Girl students and women security, honour and self-confidence helpline and Guidance Programme (KKM College and Police Station Manwat 2018-19)

1. Financial Literacy for Women.

Environment and Sustainability Promotion-related activities

1. Swachh Bharat Abhiyan, Plastic ban-related activities.
2. Tree plantation, Miyawaki Oxygen Park, Rose Garden.
3. Rain Water Harvesting, Waste management.

Professional Ethics and human values-related programs

1. Celebration of birth anniversaries of National Leaders.
2. Celebration of National/International Important Days: Human Rights Day, Yoga Day, Sports Day etc.
3. Organization of Blood donation camps.
4. Voter Awareness Programmes.
5. Programme on Intellectual Property Rights.

The NSS Unit of the University issues guidelines under 'Annual Activity Calender' for organizing activities like disaster management, skill development, Yuvati Karyashala, participation Pre-republic Day Period, Qaumi Ekta, energy conservation, financial literacy, consumers awareness programme, scientific awareness, etc

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

1.3.2

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

Response: 23.9

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

Response: 185

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.3

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
403	374	370	513	535

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
540	540	540	540	540

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

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

Response: 69.33

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
206	165	182	187	196

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
270	270	270	270	270

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 38.7

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution does effectively follow 'student-centric methods' in teaching-learning process. Our teachers provide a variety of learning experiences, including individual and collaborative learning. They draw upon recently available technology support like Learning Management System (LMS) and other e-resources available and they meaningfully incorporate them in their plan of teaching-learning. Regular classroom-teaching is supplemented by guest-lectures, seminars, workshops, group discussions, making presentation and institutional/ industry/forest visits. We have been trying to incorporate student-centric environment in the college to make learning a pleasing experience. Following methods have been implemented to provide supportive atmosphere and make the actual process effective.

a) Experiential Learning:

The field visits are conducted by departments of, Zoology, History, Political Science, English and Commerce, etc. For practical and experiential utility, final year commerce students both at Ug and PG level as well as other final year degree students are guided to undertake projects, and assisted to undergo internship to gain work experience. The final year students across streams undertake projects under Environment Studies. Curriculum-related activities like Rangoli competition, scientific models, poster making and contributions to subject-based wall papers have been conducted across the various departments in the college.

b) Participative Learning Methodology:

Teachers employ the pedagogical tool of 'questioning' quite extensively to create interest among students. Advanced learners are encouraged to participate in science festivals, student quiz and workshops. Our students participate in Avishkar (Research festival). Our Students Atul Chavan, Akansha Malhare, Vidhi Munda have participated and some of them won prizes at the University level. One of our students of Mathematics has won Ramanujan award.

c) Problem Solving Methodology:

Some of our teachers also use problem solving as a method of teaching, particularly the students of Computer Science and Mathematics are asked to solve the problems faced by the office staff in software used and the electronic equipment in actual use.

d) ICT- enabled tools including online resources for effective teaching-learning process:

The College has provided internet connectivity to five out of eight science departments to facilitate use of ICT tools in teaching-learning process. The Commerce and Humanities teachers are also encouraged to use ICT classrooms.

NPTEL/SWAYAM courses facilitate the interactive and independent learning process. It has been observed that the level of understanding and grasping of the things of the students are effectively enhanced after turning/transforming a science lab into an ICT-based lab. To improve academic excellence of students the College has signed MOUs with some prestigious institutions. The institute plans to initiate some skill abed courses from next academic year for encompassing learning.

Book Club Activity: Department of English runs the activity to encourage the students for reading,

comprehending and presenting on the books. The activity has been in force right from COVID-19 lockdown period. The presentations are done through You Tube channel platform.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 75.17

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
29	29	29	29	29

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 100

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
20	22	23	22	22

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Evaluation is an integral part of the teaching-learning process, the more transparent and effective the evaluation system, the more effective teaching-learning process it becomes. It is our practice to conduct 'Deeksharambh (Student Induction Programme/ Principal's Welcome Address) and in the same meeting the students are informed about the tentative schedule of teaching-learning activities and the internal/external evaluation patterns.

The IQAC prepares the Institutional academic calendar which clearly shades light on the teaching learning- evaluation process and activities related to it. In the CBCS system, the internal evaluation also gets significant weightage under continuous and comprehensive assessment. Each year is divided into two semesters and each semester has got internal as well as external evaluation component. In each semester, the internal assessment amounts to 20-40% and the remaining 80-60% is external assessment by the University.

The students are communicated well in advance about the schedule of internal tests by displaying on student notice boards and by sharing on students' whats-app groups. The internal assessment is quite transparent and done based on unit-tests, seminars, tutorials, projects. For a systematic and effective conduct of internal assignments, the College has designed its own booklet. The Examination Committee prepares the time-table for internal tests and looks after the effective monitoring of the whole process: timely conduct, timely evaluation and declaration of results. The teachers concerned, assess the internals and the assessment papers (sample evaluation is being provided here as additional information) are made available to the students. The grievances related to internal assessment like award of marks, and absence, are timey redressed. The students who could not attend the internal unit-tests, are given another chance

on request, and only on genuine grounds. In case of any grievances regarding internal assessment, the student is free to interact with the teacher concerned and get it resolved. If he/she is not satisfied with the result, he/she can appeal to the HOD and subsequently, to the Principal. During the Covid-19 lockdown period, the internal examinations were conducted through Whats-app, Google-Meet and Zoom platforms. Grievances related to oral, project and practical examinations are resolved at the department level. For students whose marks are not entered or incorrectly entered due to oversight in the University portal, the College immediately communicates to the University with a formal requisition for the rectification.

The University has a formal and a separate section called ‘Grievance Redressal Mechanism’ which directly works under the Director, Examinations and Evaluation. It issues notices to the candidates through the respected colleges regarding recounting or revaluation. Within the period of two weeks after the declaration of the Term-end examinations, the students so aggrieved can apply for recounting or revaluation, by remitting the requisite fee. The College collects such applications of grievance and submit them to the GRM section in the University. From the Summer-2023 Examination onwards, the Applications for GRM are being submitted online.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

KKM College is affiliated to Swami Ramanand Teerth Marathwada University, Nanded, which is the authority to finalize the programme outline and the curriculum being prepared by the respective Board of Studies. The BOS, while designing curriculum, clearly states Course Objectives and Outcomes and the same are being circulated and published on the University website. The POs are the statements which describe what knowledge, qualities and skills, the students are expected to acquire after the completion of the said programme and COs are the theoretical and experimental skills, the students are expected to acquire after the completion of each course of the programme.

The College offers Three undergraduate programmes: B.A., B.Com. and B.Sc. prescribed by the affiliating university. One PG course i.e. M.Com. There are fourteen departments (courses) functioning in the College (four social sciences departments: Political Science, History, Economics, Sociology; three languages: English, Hindi, Marathi; Commerce and six sciences: Botany, Chemistry, Zoology, Physics, Mathematics, and Computer Science every department downloads the prescribed course content, preceded by the objectives and outcomes of the said course and the methodology of evaluation, to be

circulated among students.

The programme outcomes, in brief, are discussed in the very first meeting with the first-year students, in the Student Induction Programme and the respective course objectives and

outcomes are clearly stated by the teachers in the very first class. The teachers are well informed that the teaching learning process becomes meaningful only with the proper understanding of the COs otherwise the process ends-up directionless. The COs of each and every course offered have been uploaded on our college website for all the stakeholders, more significantly, for the students and their parents. The syllabi of all the courses prescribed are kept ready in the central library in addition to the respective departments.

The NEP-2020 puts more emphasis on the Outcome-Based Education (OBE), than a mere mention of the objectives. The Government of Maharashtra has decided to implement the recommendations made by the New Education Policy-2020 from the academic year 2024-25 at the UG level. In this way, the POs and COs are effectively communicated to the students for an effective and meaningful outcome.

The POs are general statements like to promote ‘critical thinking’; ‘effective communication’; ‘healthy social interaction’; ‘responsible citizenship’; ‘nurturing ethics and values’; ‘educating on environment and sustainability’; ‘self-directed life-long learning’, to state a few. The POs cited above are in tune with the Vision & Mission of the College.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Evaluation of the Attainment of the COs:

The IQAC of the college has devised a methodology to test whether the students have attained the desired course objectives. The process of assessing attainment level draws upon various tools and methods, which are classified into two types: Direct Method and Indirect Method. The direct method includes home assignments, class-tests, seminars, quizzes, research projects, case-studies, oral examinations, so on and so forth. And the indirect method includes course-exit survey and examiner’s feedback to reflect on students’ learning. The University conducts term-end (theory) and year-end (practical) examinations, and the responses given by the students are assessed and recorded as grade and grade-points (CGPA), which indicates a pupil’s level of attainment of COs. In the earlier system, the

minimum percentage of satisfactory level of attainment of COs was 35%, but in the CBCS system, with the introduction of increased internal evaluation, the minimum level of competency is more than earlier. The overall attainment of COs is evaluated by respective faculty of the College through continuous and comprehensive internal evaluation, but the overall attainment of COs is measured directly in terms of performance of the students in the semester-end examinations conducted by the University. After declaration of the university examination results, every teacher of the College prepares the programme wise

and course-wise result and attainment of COs is being comprehended.

The IQAC has developed a healthy practice that after every examination review of the result is being taken. It helps in enhancing the system of examination at our institute.

Evaluation of the Attainment of the POs:

It is the usual practice that the attainment of POs is measured on the basis of the evaluation of attainment of only COs, but such assessment is incomplete that there lacks an overall performance of the students.

Some of the key parameters considered for evaluation of attainment of POs are percentage of students at the end of the degree. The true evaluation of POs is complete only when the student acquires course specific skills along with the social and professional skills. The co-curricular and the extra-curricular activities make the complete learning and such activities alone can make a student industry-ready and socially acceptable and thus become meaningful human resource. The College encourages teachers to undertake various co-curricular activities like subject-clubs, wall-papers, book-exhibitions, poster-making, field-trips, on-job training, report writing, etc. to inculcate general POs like critical thinking among the students. The extracurricular activities like cultural and sports and the extension activities under NSS help to assess the attainment level of POs.

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

2.6.3

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

Response: 71.43

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
71	138	187	116	118

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
134	228	212	144	164

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.47

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

KKMCM is basically a teaching unit. However, the College Management has developed such vibrant research culture and healthy environment for innovations that almost hundred percent teaching faculties have acquired Ph.D. while in service and they have been continuously publishing research articles and undertaking research projects. Excepting the Covid-19 period, our faculty have completed Five research projects: four projects funded by the UGC and one Minor Research Project funded by SRTM University, Nanded during the assessment period.

Our faculty have published more than one hundred and fifty research papers during the assessment period. As our college is basically a UG unit, the College has developed collaborations in the form of MOUs with a few recognised research centres. About 50% of the faculty are recognised Research Supervisors, who have successfully guided over twenty students leading to Ph.D. degree, while many are pursuing research. The teachers, in turn, attempt to transfer their rich research acumen to students

which have resulted into the success of our students at various platforms. Our students, Akansha Malhare and Vidhi Munda won University level Avishkar research paper presentation award and some others participated in it. To promote and sustain research culture among the staff, the college has organized two webinars on research ethics and one training programme on Knowledge Construction. To take this practice of Indian Knowledge to the roots; the College has developed a useful Medicinal Garden.

The Departments of History and Marathi conducted study trips to the ancient temples and places of inscriptions to create curiosity among students to explore the rich Indian cultural heritage and learn from our glorious past. Initiatives as such help to develop their research perspective and help thus in comprehending ABC of research.

The IQAC has organised National Webinar on ‘Intellectual Property Rights (IPR) and Patent Filing’ on 25/05/2020 and 28/01/2023 respectively. The students of department of Sociology participated in a programme on research methodology to learn the basics of social sciences research. Four students of our college presented research papers in University level research paper presentation competition held on 15/03/2023. Vidhi Munda and Akansha Malhare won first and second prize respectively. Whereas Rutuparna Tare won second prize in Avishkar Research Festival -2023.

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

3.2.2

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

Response: 4

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 2.3

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
12	13	10	15	03

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

3.3.2

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

Response: 2.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	21	07	00

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

3.4 Extension Activities

3.4.1

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

Response:

KKMCM regularly organizes extension activities and encourages its students actively participate to promote College-neighbourhood-community network through NSS and recently granted Community Education Centre. The College believes that for the holistic development of students, to become good citizen of the Country, there should be a perfect blend of curricular, co-curricular and extra-curricular activities. In the year 2019 the NSS unit of the college took initiative to collect funds for Kerla and Kolhapur flood affected people. Rallies were arranged to urge community members and as a result, more than one lakh rupees were collected. Which were later transferred to PM Fund On the other hand, the students have been sensitized on social issues like: gender-equality, child-marriages, religious-harmony, blood-donation, road-safety, cleanliness, literacy, voter-awareness, sustainable-environment, social forestry, water-conservation, etc.

The NSS unit adopts a village for three years and addresses various social issues throughout the year and concentrates on specific issues in special one-week residential camps. The field based activities in adopted villages have helped to some extent in winning Nirmal Gram Award to few of these villages.

The activities organised under the NSS, have empowered students to tackle effectively the situation during natural disaster and developed in them, a deep sense of social and civic responsibility. The student volunteers have conducted rallies in the town and in the villages nearby for cleanliness under Swachh Bharat Abhiyan. They cleaned the public places like bus stand, market place, temples and important chowks, The initiatives created awareness among the villagers. The street plays to aware people were literally instrumental. The issues such as adverse effects of Child Marriage, Dowry System, Girls' Education were considered for actual presentation. Our volunteers took an active role in Beti Bacha Beti Padhavi campaign also. Another significant activity carried out by our students is that they wholeheartedly participate in the blood donation camps organised every year on campus or in adapted village showed their commitment to humanity and the values they show, as sympathy and one-ness. By

the result of sensitization on human suffering, the volunteers of our college conducted rallies to collect aid for the Kerala Flood Affected People, Maharashtra Flood Affected People and succeeded in collecting a huge amount and other useful material, sent to them. The NSS unit constructed an embankment for water conservation in adopted village Sawangi in the year 2018-10 and 2019-20.

The NSS unit has conducted awareness programmes on the deadly Covid-19 Corona virus. The coordinator along with some volunteers literally conducted a survey in the nearby colonies of the college and promoted the necessity of following standard operating procedures/protocols of Covid-19, frequent sanitization and the vaccination. The College has conducted Covid-19 Testing and Vaccination camps on campus.

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

3.4.2

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

Response:

KKMCM conducts exclusively extension activities for community services. The extension activities have been regularly conducted through collaboration with Tehsil office, Rural Hospital, Police Station and Blood Bank. NSS volunteers and our staff exhibit keen interest in community service programs. The various collaborative agencies, individuals appreciate the students participated in these activities; sometime it is appreciated in form of awards and some other time in form of mere praising words. The holistic development of the students, their readiness in social welfare activities has been generally maintained through their direct involvement in NSS related activities. The institute obtained 'Swacha Sarvekshan' award from Manwat Municipality. The college annual 'Manavta' obtained prizes for three years i.e. 2018-19, 2019-20 and 2021-22 from the parent University i.e. Swami Ramanand Teerth Marathwada University, Nanded as Best College Annual. The college annual is being brought out in form of articles contributed by our students on relevant burning socio-economic topics with rich local content. Our teachers have secured awards for their significant contribution. Dr C P Vyas, Dr S K Shinde, Dr K G Huga, Dr Sandip Rathod, Dr S J Kukde, and Dr Durgesh Ravande secured awards as Best Teachers/Researchers for their contribution in respective fields. Prof Duregsh Ravande is being awarded with Assciateship of renowned Indian Institute of Advanced Studies, Shimla in 2019. On the other hand, some of our students got awards for research paper presentation in Avishkar-research festival conducted by parent university.

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

3.4.3

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

Response: 33

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	5	2	13	8

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

3.5 Collaboration

3.5.1

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

Response: 19

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College has adequate infrastructure and physical facilities to conduct teaching-learning activities quite effectively. The Management has designed the Master Plan for the whole campus, accommodating the existing buildings, gardens, playground as well as the proposed constructions in near future. It has spread over nearly 22 acres of land accommodating almost all necessary facilities for students. The College Building has 04 Wings (A, B C &D) and Boys' and Girls' Hostel as well as Canteen. There are total 64 Halls available on Campus in the 03 Wings excluding Toilet Blocks and Boys' and Girls' Hostel. Out of which there are 20 (Twenty) classrooms including 05(Five) ICT classrooms and 01 Seminar Hall, and 04 (four) laboratories, one Computer Lab available on Campus. It also includes 14 Department Cabins, 02 Staff Common Room, 01 Career Guidance & Placement Cell and Examination Hall, 01 Girls' room, 10 rooms for Administration, Library and Reading/Activity rooms. Biometric record system has been in force for teaching and non-teaching staff of the college. For the last Six years we have a Learning Management System (LMS) in place, which is a software application for the administration, documentation, tracking, reporting, automation and delivery of Educational Courses etc. by Master Software. The College does have moderate computing equipment 45 Computer Systems, 02 Laptops, 16 Printers, 8 Scanners, 7 Xerox Machines, 5 LCD Projectors and 01 LED Screen supported by Internet connectivity wherever necessary. We conducted a few programmes in collaboration with Jain Computers for Cyber Crime Awareness for students.. The College students have been immensely benefitted by the Virtual Labs. The students of Physics, Chemistry, Botany, Zoology, have got practical knowledge through Virtual Labs, by sitting at home. The premise of the college is under the surveillance of CCTV (48 cameras).

The College does have adequate facilities for conducting cultural, sports, games (indoor & outdoor), activities, a gymnasium and a porch suitable for yoga and extension activities. The College has Outdoor facilities: Basket Ball, Volleyball, Kabaddi, Kho-Kho courts available, Athletics and Long Jump Pit, Areas for Sharp shut and Javelin throw and 400m track., and Indoor: Table-tennis, Carrom and Chess facilities. The platform adjoining the Administrative Wing, serves as an open-air Theatre for the Cultural Activities. The college has a policy, promotes greenery on campus, it has developed an Oxygen-Park (Miyawaki project), a Medicinal Garden and a General Garden. A Bio-waste pit, dumping pit and a Rooftop Rain-Water Harvesting pit available for maintaining ecological balance. In Addition to the above a moderately furnished Canteen and Parking shed are also available for the students as well as the staff.

The College campus is Wi-Fi enabled one for Students and Teachers (for limited period), available Bandwidth 100 Mbps (Rail wire) FUP Unlimited. There are also other Internet Connections available for the Office, Computer Science Lab, IQAC, and Examination Department & Jr. College separately with 100Mbps speed. The Management provides filtered water for its stakeholders.

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

4.1.2

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

Response: 32.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.617	0.6165	0.77359	2.38843	46.4445

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

As the College Management is progressive in outlook, it has taken necessary measures for the Library Automation. The Library has been automated with the Integrated Library Management System (ILMS) with software called ‘e-Granthalaya A Digital Agenda for Library Automation and Networking’ (Version 3.0) in the year 2016. Even locating books have been automated in the form of OPAC [Online Public Access Catalogue], from the ‘traditional accessibility system’ (the catalogue cards) to the ‘online accessibility system’ in which the information searchers get an opportunity to access resources of library using several access points. The Library users (students as well as teachers) also have regular access to N-LIST’A college component of E-Shodh Sindhu, having 6000+electronic journals and 1,99,500 electronic books including e-books. Two systems, with Internet facility, have been provided in the internal reading room for students to get an access to N-List resources and One system provided for searching online, OPAC.The department has also conducted online webinar on N-List on 03/01/2022.

The Library, established in 1972, functions as a treasure house of resources offering its services for the last 52 years. The working hours are from 09.00 a.m. to 5.30 p.m. on all working days except Saturday. The College Library, in addition to the e-resources, has regular academic syllabus-based Text and Reference books. Apart from these the collection consists of Biographies, Precious Volumes, Encyclopaedia, Dictionaries, books for Competitive exam, Journals, Periodicals, Magazines, Newspapers, Special reports, Dissertations, Ph. D. thesis, University exam question papers and other essential knowledge resources in different disciplines. At present, the Library has more than 46000 books and 1625 bound volumes of

journals, 15+ Ph.D. thesis, 08 dissertations etc. The Library also recommends National Digital Library (NDL) where e-books, e-journals and e-reports are made available to the students and staff.

Visitors’ Register(2018-2022-23) is maintained in order to know the number of users make use of the library. It is for the faculty members, students and outside visitors. To maintain discipline on the campus and for security purpose, CCTV cameras are installed in the library. Institution has Library Advisory Committee which helps in guiding the Library for effective Library services and the Committee meets at regular intervals for selection of books, references, journals and other Library material. The Committee also suggests ways and means to improve the library services. All newly added books and journals are displayed in the Racks for a period of two weeks. The College has also made advancement in the automation of Library by acquiring Bar Code System. The system of issuing books has become quite easy with Bar Coding. The department of English runs Book Club activity which has more than 100 books collected as donation from alumni. Apart from the internal reading room facility provided for teachers and the advanced learners, the College has Reading Room for the boys and girls. The Library Department has already organized more than twenty exhibitions on various occasions.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The College Management has developed a well-established mechanism for the procurement, upgradation and development of the information technology (IT) facilities. It has constituted an IT infrastructure and ‘Website Maintenance Committee’ to look after the upgradation and maintenance of IT facilities on campus. All the IT facilities are updated periodically as per the requirements. Four ICT class rooms/Labs are made available with all the essential facilities like internet with the speed of 100mbps, LCD projector, antivirus for computers, etc. The Management has recently updated the Campus Wi-Fi facility with Bandwidth. The College has now upgraded with speed of 100mbps, getting services from the local service provider i.e. Cisco internet and Multiservices and the services are updated time to time whenever required.

The Office, Library, Examination Cell, IQAC, Computer Science Lab, ICT Halls, YCMOU etc. The Office Automation Software (Licenced one) called CMS was in use right from the Academic Year 2011-12 . The College has gone for upgradation of CMS.MasterSoft (CMS) provides following services such as Online Student Registration, Students Admission and Fees, Student Administration, Financial Accounting, Student SMS, Mobile App for Student and Staff, Issuing Certificates, etc. The Non-teaching Staff has been trained by the Software Company for effectively using its services. The services have been revised in the year 2019.i.e. on 28/02/2019.

The College has entered into an MOU for the AMC of computers and IT infrastructure with Jain Computers, Manwat (this Agreement has been in active mode right from the year 2019-2020 till date). The Office, some departments and laboratories have computers with peripherals. Considering the need of students and the faculty along with administrative staff, the institution desires to make provision in budget for IT infrastructure at the very beginning of every academic year. These IT facilities are updated as and when required.

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

4.3.2

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

Response: 77.4

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

Response: 10

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 6.93

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
2.06	2.11	1.54	2.88	2.14

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 62.6

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
382	512	636	633	674

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 18.89

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
128	0	52	519	157

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 41.5

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
59	121	41	89	39

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
93	184	248	164	152

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

5.2.2

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

Response: 1.42

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
04	01	00	02	00

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

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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
00	00	00	01	00

File Description

Document

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 2.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	4	3

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni association of our college named KKM College Alumni Association has been duly registered under the Societies Registration Act, 1860 (XXI of 1860) on January 23, 2018 with the formal registration number F-0016514(PBN). Though the formal process of registration could take place only six years ago, there have been individual contributions from the alumni for the development of the institution in the area of academics. The organized financial support could become a reality only after formal registration of the association. Some individual alumni have significantly contributed to the Book Club of the College. As our alumni come from rural and economically poor background; they have limited sources but still strive to contribute for the well-being of the students of the college.

The alumni interaction with the students is continuous in the different non-monetary services like they help the students in the selection of college/course for the PG studies. Another significant contribution made by the alumni is that they recommend and promote our students in their company of employment. They interact with the students and share their experience and expertise. Some of the alumni even participate in the extension activities carried out by the College like blood-donation camps, flood/earthquake-relief rallies, (Rally in the year 2018 for Kerala and Kolhapur flood-affected people) natural disasters and also in educating village folk against prevalent superstitions. The alumni also render their services in tree plantation. We have two programmes as such during the assessment period. It is worth noting that the alumni contribute in the organization of national conferences/seminars/webinars. The College has developed a healthy mechanism of obtaining feedback from the alumni, which has been put to analysis and due recommendations have been made to the Management. We have constituted a formal Alumni Committee that interacts with the Alumni Association by conducting meetings at the Alumni Cell. The Alumni Committee organizes at least two 'Alumni Meets' a year for promoting a meaningful gathering of the students and former students. As the registration of the Association is done during the third cycle of NAAC accreditation. Association expressed their wish to come out with more concrete financial support in the days to come.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The purpose, mission and vision of the college obtain central consideration by the components of administrative body of the college. The Vision of the College is Selfless service to the society and nation without any return and the Mission is 'to impart higher education with necessary skills for an enlightened citizenship'. The College prepares the plan of action, which is not just a document but an assurance of holistic development of the students. The Best College Award (Rural)' in 2010 is nothing but it is an outcome of the development of good practices or processes which have been in force. The college is student-centric and all the statutory bodies and functional committees constituted are committed to provide qualitative services. Hence, the plan of action is an emphasis on the realization of the commitment to provide quality higher education particularly to girls and the poor and backward class students as more than 50% of the enrolment is girls and more than 80% of total enrolment is from the poor rural and backward class students, who could only perceive their higher educational dreams with aid and the policies, necessary skills and competencies required for their employability and thus make them economically viable and socially relevant and vibrant. The Perspective Plan, is an outcome of wide consultations of both, the internal as well as external stakeholders. It is a comprehensive policy document depicting the policies of governance, the resource requirements, in terms of infrastructure, human resources, procurement, training, and schemes. The decentralization of the power promotes participation by the internal stakeholders: Management, teachers, non-teaching and students.

The College is governed by the statutory 'College Development Committee' constituted by the Executive Body of Pathri Taluka Shikshan Prasarak Mandal. The policies are being made by the CDC and the Principal, the Member-Secretary, is entrusted with the job of implementing those policies and general administration. The Vice-Principals assist the Principal in undertaking the task. Another significant body in the College is Internal Quality Assurance Cell (IQAC), aiming to achieve excellence in teaching-learning-evaluation, in planning and developing quality-initiatives, quality-sustenance and quality-enhancement measures. The resolutions made by the IQAC are implemented by the Co-ordinator, IQAC with the help of other functional committees. The College has constituted all essential committees like The Academic Planning and Audit Committee, the Student Development Cell, Student Grievance Redressal Cell, Equal Opportunity Cell, Student Counselling Cell, Career Guidance and Placement Cell, The statutory and functional committees are reflective of and in tune with the vision and mission of the institution. Their role in this regard, takes the college to the state of actual implementation. The Management has constituted a 'NEP Cell', as soon as the communication received from the University, for the effective implementation of the recommendations made by National Education Policy -2020 and the subsequent Government Resolutions. To state further, the NEP is going to be implemented from the academic year 2024-25 at the UG level.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institutional Perspective Plan (IPP) is being designed and developed with the consultation of academic peers, and also the internal as well as external stakeholders. It is in other words, a comprehensive policy document being prepared in adherence to the resolutions made by the State Government and the UGC. It depicts the policies of governance, resource requirements, in terms of infrastructure and human resources, procurement, training, schemes, execution, etc. It has been quite effectively deployed for the holistic development of our students. The statutory as well as functional committees which have been constituted by the administration of the college work for the good governance. The task which is being undertaken by them at large denotes actual fulfilment. On the other hand, the vacancies in the teaching as well as non-teaching, as approved by the competent authorities, are filled up through the selection committees duly constituted by the Management on the recommendations of the CDC. The selection committee is being constituted in accordance to government regulations. It consists VCNominee, University Subject Experts and the Government Nominee and is headed by the President of the Sanstha and Principal being the Member secretary. The administrative set up of the institutue integrates Management i.e. Executive Body Members at the top followed by CDC , Principal, teaching and non-teaching staff. The decentralization of teaching and non-teaching staff is being maintained for a smooth and efficient day to day working of the institute.

The approved posts are being advertised in reputed national newspapers (teaching posts) and in local as well as state level newspapers for non-teaching staff, after getting approval on the roster by the BC Cell of the university. The applications are invited from the eligible candidates. The selection committee conducts interviews for SET/NET qualified or Ph.D. candidates. The candidates selected are given formal appointment orders in which the service rules are mentioned. The duties and responsibilities to be performed are made clear to the candidates in the written form and they are appointed initially on probation for one year and their services are confirmed only after the satisfactory completion of the probation period.

For the last eight years or so, the State Government has made a policy to appoint teachers on clock hour basis in the place of full-time faculty. The procedure for appointment of such temporary faculty in the colleges is same as the procedure of full time faculty recruitment. The institute has a good number of faculty members who have been working on clock hour basis.

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

6.2.2

Institution implements e-governance in its operations

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

Response: D. 1 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The State Government and the UGC regulations in appointment of the teaching and non-teaching staff and their subsequent continuation in service have been abided by the institution. The performance of the teaching as well as non-teaching staff has an assessment on the basis of guidelines provided by the regulatory authorities such as the UGC for the teaching and the State Government for the non-teaching.

The system of performance assessment of each teacher is relied on the basis of Performance Based Appraisal System (PBAS) at the end of the academic year. The major parts of assessment include 'Teaching learning-evaluation, research contribution, contribution to the college and university corporate life, participation in extension activities, and organization of conferences/seminars/ workshops, etc. The process of delivering annual increments is satisfactory PBAS report. The PBAS is scrutinized by the Coordinator, IQAC and if the scores are good, the Co-ordinator forwards the PBAS to the Principal and Chairman IQAC with a report. The performance of the teacher if falls short of the desired levels, the Principal informs the same to the Management for the further action.

Apart from the teaching staff; the non-teaching staff of any college plays vital role in maintaining quality assurance. Assessment of CR is the method of performance appraisal of non-teaching staff members. The parameters like capacity to do hard work and carry out the task assigned within the stipulated time limits, degree of commitment, the ability to get the work done from the subordinates, the ability to work in groups, the behaviour with the students and the college staff, efficient organization of documents and the technical competence. The office superintendent puts the CRs submitted by his subordinates to scrutiny and forwards to the Principal with a report. The performance of OS is assessed by the Principal.

The College practices an effective welfare measure for the teaching and non-teaching as well, for promoting their efficiency. The staff is permitted for maintaining the financial stability through an organized effort, through the formation of Employee's Co-operative Credit Society, through which loans can be availed. The head of the institution readily takes the responsibility by providing guarantee for the loans from the banks. The employees are given special leaves like paternity and maternity leave, duty leave, on duty leave, etc. Washing allowance and festival advance is provided to the fourth class employees. Group insurance and all kinds of insurance policies are promoted and the deductions for the employees' personal loans are allowed.

To improve their skills and aspire for higher positions is being a crucial step taken in favour of the , the employees of the college. No doubt, get time-bound promotions, but they are also rewarded with promotions based on their quality contribution. For example, a library attendant gets promotion to the library assistant, the library assistant gets the promotion to junior clerk and senior clerk.

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

6.3.2

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

Response: 1.83

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
01	01	00	00	00

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

6.3.3

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

Response: 51.79

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
04	06	17	19	12

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
01	02	00	00	00

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Our institution, KKMCM, is run by Pathri Taluka Shikshan Prasarak Mandal, Manwat. Hence all its policies regarding mobilization of funds or getting financial aids are made and governed by the parent Sanstha. As the institution is a Grant-in-Aid in nature, it is eligible to receive salary and non-salary grants from the State Government. The salary grant is regular and on time and but the non-salary grant has been stopped by the state government to the aided institutions for the last fifteen years or so. Actually, the non-salary grant used to be given for the general expenditure and developmental activities. Thus, it had key role in developmental initiatives of the institute. Any of the aided institute has no right to directly collect funds from either individuals or from any other agency. It has to depend largely on the governing body, the Sanstha. The College has developed a mechanism to use the resources/ funds optimally. We have the Planning Committee, the Purchase Committee and the Financial Audit Committee for a proper streamlining of funds. Conducting financial audits is a regular phenomenon in the College, which regularly conducts the internal as well as financial audits. There are, predominantly, three types of external audits being conducted. The first kind of external audit being conducted every year by the certified Chartered Accountant (CA) duly appointed by the Management. The second type of the external audit is being conducted by the Senior Auditor, Higher and Technical Education Office of the Joint Director, Higher and Technical Education, Government of Maharashtra, Nanded Region, Nanded. It is an annual exercise. The third type of external audit is being conducted by the office of Accountant General, Nagpur. It is not an annual one as they do it at random, as per their requirements.

The internal audit is done, usually, twice a year by the Commerce faculty. The internal audit team, in fact takes a review once in two quarters per year. The team focuses on the budgetary allocations and the corresponding expenditure. The team looks into the validity of the requisite documents. The College has designed Annual Maintenance Contracts (AMC) for the proper maintenance of computers, printers, xerox machines, CCTV system and all its electrical equipment and fixtures. The firm like Jain Computers and a trained electrician conduct periodical checks to avoid and to prevent measure breakdowns in the system and future expenditure on the repair and replacement of the equipment. In this way, the institution takes every possible step for the optimal utilization of limited resources.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of any college or university is a strategy-making unit. It is vital in enhancing internal quality of an institute and shaping its image in long term progression. The designing, developing and establishing the strategies and processes for the improvement of quality standards in all the three facets of college education: curricular ,co-curricular and extra-curricular has been in other words an outcome of actual efforts taken by the cell. There is not any other unit in the college that reviews the teaching-learning process and the methodologies. The IQAC which has been in force in the institute since 2004 has pivotal recommendation for overall quality development. It has recommended for enhancement of ICT-classrooms. The number of ICT-enabled classrooms has gone up to three. The IQAC has recommended online platforms for an uninterrupted teaching-learning activity during Covid-19 pandemic. The College has introduced the NPTEL Local Chapter for the promotion of MOOCS/SWAYAM online courses among the students and the staff. Dr. Sandip Rathod is being coordinator of the NPTEL chapter of the college. The Academic Planning and Audit Committee is constitutional with an objective to conduct periodic checks in the incremental improvement in the teaching-learning and evaluation system. Career Guidance and Placement Cell, Student Counselling Cell, Campus Health Advisory Committee, Women Empowerment Committee, and Mentor-Mentee Committee are some of the very significant developments made possible by the IQAC. The IQAC has also made outcome-based and accountable statutory committees like Student Development Cell, Internal Complaints Committee, Student Grievance Redressal Cell, etc. The extension and outreach programmes, conducted through NSS, have got a boost from the IQAC. The IQAC has made a significant contribution to the holistic development of the students by promoting greater number of MOUs and by introducing

skill-enhancement/value-added certificate courses. The institute believes it as a matter of fact that quality enhancement is a process and one has to remain in it ever. The College has entered into 25 active MOUs. The IQAC has developed a mechanism to assess the outcomes of the courses prescribed, co-curricular and extra-curricular activities. This outcome-based approach in every activity has resulted into rich results in student achievement. Three of our students have excelled at the state-level in the NSS and research activities in the last five years.

The IQAC has promoted student-interest in Avishkar, The Research Festival (conducted at the District/University/State level) and by the result the College has participated Parbhani District Level Avishkar in 2019-20 and, 2022-23

The IQAC is instrumental in organizing more than 15 National/State/University/College level workshops and webinars on a variety of themes like Child Marriage Prevention, Amrut Mahotsav, National Integration, wealth awareness programme, Mental Health, Intellectual Property Rights, NEP-2020, N-List Workshop, Workshop on Documenting SSR, Women Health and Empowerment, Road Safety, Indian Constitution, Voter ID, Legal Awareness Programme for Women, Human Rights, Ethics in Research, etc. Organizing blood donation camps and tree-plantation drives on campus has been a regular phenomenon.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Being a rural as well as only degree college in taluka; KKMCM perceives very well the significance of girl students. Another reason behind is prominent number of actual presence of these students in the college. Hence the College has initiated Gender Audit from the last two years to assess the role and participation of girls in various activities. It strictly abides by government rules and policies in admitting students and the Management has fairly succeeded in making the campus free from sexual harassment. A close study of the data mostly in terms of number of admissions and kind of activities conducted in the last five years reveal that the college has a good gender balance and particularly, in last two years i.e. 2021-22 and 2022-23, the women enrolment has crossed 50% of the total enrolment. The Gender Audit is a tool to check and assess the institutionalization of Gender equality and gender equity, including formulation of the policies, designing programmes, projects and providing services. The Gender Audit helps to change the biased perception also. Thus, the gender audit has provided an opportunity to improve the status of women who, otherwise considered secondary. Gender equality means equal opportunity irrespective of gender or any other kinds of differences.

. The College consciously attempts to eliminate harmful practices against women and girls like prescribing same set of rules in sports, extension and curricular activities. The Management has constituted Internal Complaints Committee

(ICC) and Women Empowerment Cell as per the “**Sexual Harassment of Women at Workplace**

(Prevention, Prohibition, Redressal) Act 2013” by the Ministry of Education Government of India and the “University Grants Commission (Prevention, Prohibition, Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations 2015”, in the year 2016, to deal with the issues of gender based violence and to conduct gender sensitization programmes.

These Committees have displayed banners and posters on Campus to create awareness amongst students and employees about what is sexual harassment and how to prevent it. A banner consisting the names and contact details of the members of ICC has been prominently displayed in the administrative wing and also on the notice boards in the College. The College has uploaded a policy document on college website in which, grievance redressal mechanism, process for making complaint and conducting enquiry, internal redressal, punishment and compensation, etc., are clearly mentioned. The Women Empowerment Cell has been regularly conducting awareness programmes on gender sensitization like organizing poster competitions, webinars and workshops on various gender topics.

The College has made available four toilet blocks for girl students and women employees, one at B-wing and another at C-wing. The facility of Sanitary Napkin Vending Machine and Sanitary Napkin Destruction Machine have been provided in the Toilet block. Separate reading room, separate activity room and separate entrance are provided for girls.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

KKMCM as a unit responds the emerging challenges and pressing issues such as gender equity, environmental consciousness and sustainability, institutional values, inclusiveness and professional ethics, tolerance and harmony towards communal, cultural and socio-economic issues with a great deal positivity. The Institution firmly believes in equality of all cultures and traditions and has been pro-actively endeavouring to provide an inclusive environment for students. The NSS unit of the college organizes commemorative programmes on the eve of certain national days and birth anniversaries of national leaders. For example, National Unity Day (31st Oct, taking pledge); Martyrs Day (23rd march); Anti-terrorism and violence day (21st May, taking pledge); Sadbhavna Diwas (20th August- taking pledge); national Integration Day (19th November, taking pledge), etc. to promote the values of tolerance and harmony to inculcate the message of peace among the students.. The Departments of Political Science conducts awareness programmes to sensitize students and staff on the constitutional obligations, fundamental rights, duties and responsibilities. The Departments of History organizes programmes to inculcate the human values through the celebration of Human Rights Day. The Department of Sociology, attempts to give wide publicity by organizing poster presentations on social and linguistic harmony. The Departments of Commerce and Economics organizes awareness programmes on cashless economy and socio-economic realities. The Management has prominently displayed the Preamble of the Indian Constitution near the library to remind the students and the staff about the constitutional obligations. The Preamble of the Indian Constitution focus on ‘socialist, sovereign secular, democratic, republic, liberty, and justice.

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

7.2 Best Practices

7.2.1

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

Response:

Practice I

Title of the practice: “Katariya Prize Distribution Ceremony”

Objective of the practice:

- To appreciate students for their achievements in education.
- To motivate the students to obtain good marks and make them study hard.
- To support students financially at level best.

The Context:

The prominent stakeholder of the institute belongs to the lower socio-economical community. The socio-economical barriers of the students may compel him/her for a graceful educational progress and continuation. Considering the fact, the respected management members and donors unanimously agreed to initiate a programme to boost the students for their educational progress. Also, the scheme motivates the students to increase their performance in education and it also helps them to know the growing competition in the field of education.

The Practice:

With an objective to felicitate the meritorious students, the college organizes a prize distribution ceremony every year. These prizes are sponsored by the generous personalities from Manwath and the surrounding areas. Notable among these are the late ‘Seth Ratanlalji Kabra’ and ‘Smt. Kondabai Kachruseth Katariya’ prizes. In addition to these, other 134 prizes are distributed to the students who obtain highest marks in various subjects and faculties. The maximum amount of prize is Rs.2100/- and minimum prize is of amount Rs.500/-. In addition to these some prizes are in the form of books, which help our students to develop their interest in reading. Prizes are distributed to those students who are with first, second, third rank in the class or in the particular subject or amongst boys and girls. In this scheme, alumni of the college donate the fund every year. Some of the donors deposit the fund in the form of fixed deposits whose interest is used in the form of prize and other donors pay their donations in cash every year. Among the donors of this scheme are management members, faculty members of the college and also retired faculties. In the last ten years, the numbers of donors have been increasing every year

and therefore maximum numbers of students are to be involved in this scheme.

Evidence of Success:

The practice had been initiated with a purpose to encourage our students to enhance their academic performance. It was also considered that our students are essentially with socio-economical and educational background. Such type of encouragement could play a significant role in providing a moral support. It began with 74 prizes and with the interest of generous people in the society. Today number of prizes increased to 136. Also, Alumni of the college and some generous people of the society are sponsoring this practice for student's development in the education stream. Due to availing prizes, the students are encouraged and further seen to occupy the prominent position in the society.

Resources Required:

The most important resource required is the human resource, teachers, staff, and well-wishers etc. contribution of alumni. Katariya prize distribution committee has been a essential source in the overall success of this practice.

Practice II

Title of the practice: "Manavta- annual college magazine"

Objective of the practice:

- To accelerate the creative ability of the college students.
- To improve the writing skill of students with respect to the social issues.
- To develop social, political, economical and educational wisdoms of students.
- To encourage students for developing research aptitude.

The Context:

The editorial board of Manavta singles out a theme every year encompassing extensive socio-political and cultural context. The contextual framework of the topic chosen enables our students to learn and re-learn the primary nature of the main theme of the issue. It initiates the wider possibilities to embark their sojourn in the direction of the topic. The multiple nature of the topic is an opportunity for them to comprehend the wider possibilities of its formation. For example, the theme associated with reading culture (Manavta 2019-20) is being chosen to inspire the students for the act of reading and understand the world and to encourage the students regarding Freedom Movement of Hyderabad a special issue on the concerned subject was prepared in the academic year 2022-23.

The Practice:

The institute since the year 2000 continuously brings out its annual magazine 'Manavta' to encourage the budding creativity of our students and also to make them conscious regarding burning socio-economic, political, educational issues. The institute has been keen to opt a specific theme each year. Most of the times, it is expected that the students should be taken out from their classrooms with a purpose to witness, understand and analyze the grassroot realities. Therefore, the themes such as folk literature of region, Issues of farmers suicide in the vicinity of Manwat, Impact of digitalization on

masses. Some other issues were chosen apart from that, it was also expected that our students should have conscious an crystal clear attitude to comprehend the contribution of great personalities in nation building. Therefore, the editorial board brought out special issues on Swami Vivekananda , Mahatma Gandhi, Yeshwantrao Chavan, Dr. Ambedkar in respective years. It certainly paved a way to strengthen critical insight of our students.

We have an ambitious and talented student team of writers and mentoring staff editors. While providing our team with publishing and journalistic growth opportunities, we are able to provide our readers with genuine advice to help them make the college magazine an ultimate national daily guide to college life.

Evidence of Success:

A best practice qualifies to a ‘best practice’ status if it resulted in high value impact on any aspect of educational activity in an institution. Our sincere efforts with a sacred purpose have been backed by the parent university and Yeshwantrao Chavan Pratisthan, Mumbai, time to time by awarding us with best magazine award many a time since 2009.

The success of any activity lies largely in its proper implementation. The growing participation of the students and increasing number of awards convey the similar fact.

Resources Required:

The most important resource required is the human resource-motivated students, teachers, staff, well-wishers etc. finance to meet various expenses.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Bhagwatgeeta saying "???? ?? ??????????" has been goal of our educational society. Our goal is "to provide quality higher education services to the socially deprived and economically weaker classes in Manwat taluka". As the majority of our students are from such sections of the society who are less informed and whose motivation levels are very low. It has been a challenge to attract students and sustain their interest in higher education.

The college is established in 1972 which is peculiarly present in the Rural area. The vision of the college is therefore "Selfless service to society without any return" and the college aims to bring the rural masses into main stream and make them a responsible citizen of India.

In order to achieve this mission college effort at the level best arranging different events and creating the platforms for the students. The commemoration of national heroes by celebrating before the students to inculcate the value based education. N.S.S. facility- N.S.S. unit of college is one of the active departments in the college, taking efforts to bring the rural students in education by arranging Health awareness, women empowerment programmes, eradication of illiteracy by counseling the society, and making a platform available for the student which impart the confidence in students. The awareness camp, symbolic rallies, National integration programme are arranged time to time to inculcate the national values in students. We have been continuously trying to develop innovative ways to provide not only quality services in teaching-learning-evaluation, but focusing mainly on the holistic development of students. Our priority and thrust area is 'Student Affairs'. **It is the group of individual committees, in charge of supporting the academic** as well as non-academic, personal development of students. The committees include: academic advising, admissions, addressing grievances, counselling, career services, and all-round development of students. In other words, in addition to the curricular, the co-curricular and extra-curricular activities have been fairly focused. The committees are:

Student Development Cell

Student Counselling Cell

Skill Development Committee

Career Guidance and Placement Cell

Women Empowerment Cell

Equal Opportunity Center

Student Grievance Redressal Cell

Anti-ragging Committee

Internal Complaints Committee

Apart from these student-centric committees/cells, students are given representation on various statutory bodies, like, College Development Committee, IQAC, Student Development Cell and Equal Opportunity

Cell.

Student Development Cell: A statutory committee aims at enriching the campus life by promoting in them organizational skills and inculcating the values of education and assists students in their academic pursuits and overall personality development.

Student Counselling Cell: One of the most ambitious practices introduced by KKM is Student Counselling Cell, established in 2019-20. It is the outcome of a successful implementation of 'Mentor-Mentee Scheme'. Realizing that the problems of mental health could not be properly addressed through the Mentor-Mentee scheme, the Cell came into existence. The College has a regular teacher of Sports and Physical Education who received training in professional counselling. Counselling is a 'talk therapy', which empowers students to face academic as well as personal challenges effectively. The Cell, apart from offering individual counselling to concentrate on studies, provides general counselling which helps students to leverage the strengths of values such as collaborations, empathy, lateral thinking, self-aware leadership, networking and negotiation skills. It teaches students to shun extremes in ideology and thought, and following the middle-path forged through tolerance, dialogue and debate and reconciliation and consensus. The regular activities conducted throughout the years are Stress-scale Test and Mental Depression Scale Test.

Mentor-Mentee Scheme: Mentoring of students is an important part of our system that provides necessary guidance in academics and on campus activities. The practice warrants that every student gets

a mentor immediately after the first unit-test results. The total number of students are divided by the total number of teachers, including the CHB faculty. The mentors guide the mentees on academic and

personal problems. If the mentor finds any student suffering from depression or low spirits, he/she refers to the counselling cell.

Skill Development Centre: Another significant practice under 'Students Affairs' is the establishment of Skill Development Center, which aims at enhancing skills in students and make them industry-ready. The Center plans to initiate a few Value-added/Skill-enhancement Courses for students in collaboration with Zeeshan Skill Education Centre, Manwat on-roll. The courses aim at training students in creative, cognitive, problem-solving skills; articulation skills; technology skills; and holistic real-world skills.

Earn and Learn Scheme and Incentives for the Performers: The College is a government-aided one, hence, students from socially-deprived and financially weaker sections get freeships/scholarships. The College plans to devise a mechanism, **Earn and Learn Scheme**, to help them for books and stationery by making them work either in the Library or College Garden or in the Computer Center. The two best practices of the institute are unique in their own way. Both these practices have been in force for a considerable period of time. The first practice i.e. Katariya Prize Distribution provides the meritorious students a helping hand in form of its considerable cash collection from the philanthropists and alumni. Whereas the second one i.e. College Annual Manavta has been a source of motivation for budding creative talent of the institute.

Career Guidance and Placement Cell: KKMCM has a very active Career Guidance and Placement Cell, which organizes guest lectures every year, inviting peers from the industry to prepare students for the

competitive examinations and make them industry-ready.. With the help of guidance provided by the Cell a good number of our students could find jobs in the job market.

Women Empowerment Cell: As the enrollment of women is around 50%, the College has shown greater commitment for the cause of holistic development of girl-students by providing healthy hygiene

environment (provided sanitary-napkin-vending and sanitary-napkin-destroying machines; regularly conducted health check-ups, etc) and proper infrastructural set-up for their empowerment (providing

legal-education and skill-training).

The college was rewarded with Best College Award in 2010. It is known for ethical practices in terms of conduction of exams and evaluation process. The college possesses academic leadership and it aspires to lead for welfare of the students.

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

5. CONCLUSION

Additional Information :

1. The College has gone for ISO Certification in the year 2023 for quality management. System (QMS) ISO9001:2015 and it is valid till2026. Immediately after the expiry, we shall get the certificate renewed. In the meanwhile, the NAAC has issued guidelines on ISO Certification, and the Management had to go for a fresh ISO Certification as per the norms of NAAC. The College now has got three ISO Certifications:

i) ISO 21001: 2018 (Educational Organizations Management System)

(from 21/03/2023 to 20/03/2026)

ii) ISO 14001: 2015 (Environmental Management (21/03/2023 to 20/03/2026)

iii) ISO 50001:2018(Energy Management System) (23/03/2023 to 22/03/2026)

Concluding Remarks :

As KKMCM is an affiliated college, having no academic flexibility in terms of curriculum-design, it strives to make the teaching-learning activity more meaningful, aimed at uplifting the rural and backward class students.

The art of teaching is being fast transformed into the science of teaching with the introduction of technology enabled approach to the teaching-learning process, we can proudly say that the College has made extensive use of technology-enabled teaching-learning activity, to create and sustain interest in the average student. It is now a known fact that lockdown has put an enormous strain on the education system, our college is no exception.

During the lockdown period, the teaching-faculty not only used online methods to engage students academically, but also provided them 'Tele-counselling through Student Counselling Cell' to keep their mental health intact. The NSS unit of our college has conducted awareness programmes on Covid-19 vaccination on and around the campus and also in the village adopted. The College has conducted four Covid-19 testing-camps and three Covid-19 Vaccination-Camps on our campus for the safety of our students and their parents. It is a

matter of pride for us that one of the two Best practices, It is worth mentioning that the College has received applause for the most important extension activity

. Because of our unstinted support for the cause of average and below average students, the College has gained recognition as a prestigious institution known for its commitment for excellence in education. It is dedicated to providing quality education to students through unwavering hard work, dedication and a strong sense of devotion. Though the idea appears very ambitious in a rural college like ours, the Management determines to use a classroom space for multiple purposes: a forum for clash of ideas, a laboratory for

exploration, an incubation hub for innovation, clubs for debating and reading and many such other activities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>407</td> <td>387</td> <td>377</td> <td>528</td> <td>538</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>403</td> <td>374</td> <td>370</td> <td>513</td> <td>535</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during 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>540</td> <td>540</td> <td>540</td> <td>540</td> <td>540</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>540</td> <td>540</td> <td>540</td> <td>540</td> <td>540</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	407	387	377	528	538	2022-23	2021-22	2020-21	2019-20	2018-19	403	374	370	513	535	2022-23	2021-22	2020-21	2019-20	2018-19	540	540	540	540	540	2022-23	2021-22	2020-21	2019-20	2018-19	540	540	540	540	540
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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540	540	540	540	540																																					
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540	540	540	540	540																																					
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table 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>227</td> <td>192</td> <td>216</td> <td>262</td> <td>274</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>206</td> <td>165</td> <td>182</td> <td>187</td> <td>196</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p>	2022-23	2021-22	2020-21	2019-20	2018-19	227	192	216	262	274	2022-23	2021-22	2020-21	2019-20	2018-19	206	165	182	187	196																				
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227	192	216	262	274																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
206	165	182	187	196																																					

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
270	270	270	270	270

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
270	270	270	270	270

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category

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
22	24	24	23	23

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have excluded librarian and director of physical education

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
93	184	248	164	171

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
71	138	187	116	118

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
181	284	287	205	209

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
134	228	212	144	164

Remark : DVV has made changes as per supporting document shared by HEI

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)**

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.60	00	6.35	00

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting documents shared by HEI and input value "0" has been considered as we have excluded grants given by their own trust / sister institutions

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting documents shared by HEI

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
39	31	61	39	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	10	15	03

Remark : DVV has made necessary changes as per supporting documents shared by HEI and values have been downgraded Publication in the current UGC CARE with ISSN number to be counted as once and has considered calendar year (JAN-DEC)

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
14	18	15	18	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	21	07	00

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have considered Publications with ISBN number and has considered calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	2	22	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	2	13	8

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have excluded day celebration like yoga day, Social Justice Day, Youth Day, Republic Day, NSS Day Samvidhan Day etc

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

Answer before DVV Verification :

Answer After DVV Verification :19

Remark : DVV has made necessary changes

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
20.69073	20.27428	29.15613	23.60268	23.57995

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.06	2.11	1.54	2.88	2.14

Remark : DVV has made changes as per audit report shared by HEI and has considered Repairs and Maintenance Expenses

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

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : DVV has selected 2 of above as we have received supportings of Life skills and computing skills

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
150	125	329	510	190

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
128	0	52	519	157

Remark : DVV has made changes as per supportings shared by HEI

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

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : DVV has made necessary changes

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
02	15	00	7	15

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting docuemtn shared by HEI as per below link https://assessmentonline.naac.gov.in/storage/app/hei/SSR/100457/5.3.1_1718868683_14638.pdf and values have been downgraded as we have excluded inter college awards

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
14	12	1	10	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	4	3

Remark : DVV has made necessary changes as per supporting document shared by HEI and values have been downgraded as events under same date or nearby has been counted as one

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: D. 1 of the above

Remark : DVV has made necessary changes and none of above option has been selected as we have not received geotagged photographs for the same

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.**

	<p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made necessary changes</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made necessary changes</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 24 Answer after DVV Verification : 23</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>22</td> <td>24</td> <td>24</td> <td>24</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>22</td> <td>23</td> <td>22</td> <td>22</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	22	24	24	24	24	2022-23	2021-22	2020-21	2019-20	2018-19	20	22	23	22	22
2022-23	2021-22	2020-21	2019-20	2018-19																	
22	24	24	24	24																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	22	23	22	22																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21.30773	23.13139	29.95412	25.99151	23.50303

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42.33	27.63	31.51	24.61	28.83